



Integrating HRBA and Equitable Partnerships into Development Programming: Operationalizing the Istanbul Principles

*A Practical Guide to Help Facilitators
Run Participatory Workshops and a
Resource Manual for Participants*

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February 2014

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About the Organizers

This guide, and the workshops and learning that it aspires to give life to, was developed in close collaboration by three organizations:

The Canadian Council for International Co-operation (CCIC)

The Canadian Council for International Co-operation (CCIC) is Canada's national association of civil society organizations (CSOs) working globally to achieve sustainable human development. Our members represent a broad range of CSOs working in international development — from faith-based and secular groups to labour unions and cooperatives to professional associations.

In 2008, the membership endorsed a [10-Point Agenda](#) that remains the foundation of CCIC's vision for development. Both a blunt assessment of key issues that perpetuate poverty and injustice, and a refreshing take on how to move forward, the 10-Point Agenda is a road map for our community. And through it, CCIC seeks to end global poverty, and to promote social justice and human dignity for all.

Coady International Institute

Coady International Institute at St. Francis Xavier University in Nova Scotia is a leader in the study and practice of citizen-led, community-driven, asset-based community development.

In collaboration with partners in Canada and the global south, the Institute is committed to reducing poverty and transforming societies through educational leadership programs and action-research focused on: strengthening local economies, building resilient communities, and promoting social accountability and good governance. Coady is committed to breaking down and transforming the North/South divide by bringing Canadians and people from the global South together to exchange innovation and learn from each other. Through relevant adult education programs, effective partnerships, and directly applicable research, the Coady Institute is equipping community practitioners, leaders and their organizations with the knowledge and practical tools needed to bring about the change they want for themselves.

The Institute was established in 1959 and named in honour of Rev. Dr. Moses Coady, a prominent founder of the [Antigonish Movement](#) - a people's movement for economic and social justice that began in Nova Scotia during the 1920s.

Equitas – International Centre for Human Rights Education

Equitas is a Montreal-based non-profit organization established in 1967 to advance equality, social justice and respect for human dignity in Canada and around the world. Our training and education programs inspire and equip local leaders in governments, national human rights institutions and civil society organizations to promote equality, respect for diversity, inclusion, cooperation and peaceful conflict resolution.

Working in partnership with a global network of human rights practitioners, Equitas develops innovative programs that promote more inclusive and effective participation in local decision-making processes, particularly for women, children, youth and members of marginalized or vulnerable communities. Our

programs are recognized in Canada and around the world for their effectiveness in transferring learning into concrete action on the ground, resulting in increased civic participation, greater protection of groups facing discrimination and persecution, strengthening of democratic institutions, increased accountability and transparency and greater social cohesion.

Acronyms

BPd	Busan Partnership for Effective Development
CAT	Convention Against Torture/Committee Against Torture
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women/Committee on the Elimination of All Forms of Discrimination against Women
CERD	Committee on the Elimination of All Forms of Racial Discrimination
CESCR	Committee on Economic, Social and Cultural Rights
CMW	Committee on Migrant Workers
CPED	International Convention for the Protection of all Persons from Enforced Disappearance
CPRMW	Convention on the Protection of the Rights of Migrant Workers and Members of their Families
CRC	Convention on the Rights of the Child/Committee on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CSOs	Civil society organizations
HLF4	Fourth High Level Forum on Aid Effectiveness
HRBA	Human rights- based approach
HRC	Human Rights-Committee (body of independent experts that monitors implementation of the International Covenant on Civil and Political Rights)
ICCPR	International Covenant on Civil and Political Rights
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
ICESCR	International Covenant on Economic, Social and Cultural Rights
IP	Istanbul Principles
PTA	Pre-Training Assignment
RBM	Results-Based Management
UDHR	Universal Declaration of Human Rights
UPR	Universal Periodic Review

A. Background and rationale for this guide and the corresponding workshops

The [Istanbul Principles for CSO development effectiveness \(IP\)](#), and [the International Framework for CSO Development Effectiveness](#), represent an important normative framework to guide the policies and practice of civil society organizations (CSOs)¹ globally. Developed through an extensive series of more than 70 national consultations with more than 3500 organizations, the Principles represent a vision for development both by CSOs as independent development actors in their own right, and for civil society to evaluate, reflect upon, and continuously improve, their own development effectiveness and practice. Finally, they represent an important political statement by civil society that defines the principles by which CSOs operate – not defined by governments, but by CSOs themselves.

The eight Istanbul Principles are as follows:

1. Respect and promote human rights and social justice;
2. Embody gender equality and equity while promoting women and girl's rights;
3. Focus on people's empowerment, democratic ownership and participation;
4. Promote environmental sustainability;
5. Practice transparency and accountability;
6. Pursue equitable partnerships and solidarity;
7. Create and share knowledge and commit to learning;
8. Commit to realizing positive sustainable change.

Parties to the [Busan Partnership for Effective Development](#) (BPD), the final outcome document of the Fourth High Level Forum on Aid Effectiveness (HLF4), held in Busan, South Korea in November 2011, agreed to, "Encourage CSOs to implement practices that strengthen their accountability and their contribution to development effectiveness, guided by the Istanbul Principles and the International Framework for CSO Development Effectiveness" (para 22. b). Many organizations are implementing aspects of the Istanbul Principles.

Following HLF4, the Canadian Council for International Co-operation played an active role in Canada raising awareness about the outcomes of Busan and the importance of the Istanbul Principles. CCIC conducted workshops on development effectiveness² and on implementing the Principles with members

¹ "CSOs can be defined to include all non-market and non-state organizations outside of the family in which people organize themselves to pursue shared interests in the public domain. They cover a wider range of organizations that include membership-based CSOs, cause-based CSOs, and service-oriented CSOs. Examples include community-based organizations and village associations, environmental groups, women's rights groups, farmers' associations, faith-based organizations, labour unions, cooperatives, professional associations, chambers of commerce, independent research institutes, and the not-for-profit media." CSOs often operate on the basis of shared values, beliefs, and objectives with the people they serve or represent. Taken from "Synthesis of Findings and Recommendations, Advisory Group on Civil Society and Aid Effectiveness," August 2008, p.7

² Development effectiveness promotes sustainable change, within a democratic framework, that addresses the causes as well as the symptoms of poverty, inequality and marginalization, through the diversity and complementarity of instruments, policies and actors. Development effectiveness in relation to aid is understood as policies and practices by development actors that deepen the impact of aid and development cooperation on the capacities of poor and marginalized people to realize their rights

of several of the Provincial and Regional Councils. Through 30 plus case studies, CCIC benchmarked best and innovative practice within the development community against the different principles;³ and the Council profiled the work of many of these same organizations in a Calendar to raise awareness around the Istanbul Principles.

But in participating in the various workshops, many organizations observed that they were still struggling with what implementing an abstract set of Principles looked like in practice. In response, in November 2012, CCIC contacted EQUITAS – The International Centre for Human Rights Education and The Coady International Institute. CCIC wanted to gauge their interest in collaborating on a workshop to provide some concrete and very practical tools to organizations to be able to integrate a human rights-based approach (HRBA) into their development programming and to identify a process to help organizations intentionally develop equitable partnerships. Both organizations drew on participatory and adult education approaches to learning, as well as decades of knowledge and experience in human rights education, and encouraging approaches to partnership that put equity and empowerment front and centre. The shape and character of the workshops evolved over the following ten months, guided by feedback from various CCIC member organizations and experts in the field of curriculum and workshop design, human rights and partnership.

Why HRBA and equitable partnerships? Human rights, and a human rights- based approach to development, are at the cornerstone of all eight Istanbul Principles. HRBA seeks to analyze inequalities that lie at the heart of development problems and to redress discriminatory practices and unjust distributions of power that impede sustainable and equitable progress in development. Human rights address both the symptoms and the root causes of poverty. Furthermore, parties to the [Busan Partnership for Effective Development](#), noted that “Civil society organisations (CSOs) play a vital role in enabling people to claim their rights, in promoting rights-based approaches, in shaping development policies and partnerships, and in overseeing their implementation” (Para 22). Human rights was a logical starting point.

Just as HRBA addresses much of the ‘how’ of our development practice, equitable partnership focuses on the important element of ‘who’ we work with (and how we going about doing it). Partnership is a core element of the work of CSOs, and long-term accompaniment, solidarity and global citizenship have long defined our work in international development; in fact, these principles have distinguished our approach to development from other development actors. Strong principles of partnership are part of what makes [CCIC’s Code of Ethics and Operational Standards](#) such a unique contribution relative to other codes that define the work of other sectors.

Accordingly, in October 2013, CCIC, Coady and EQUITAS launched a three and a half day workshop to pilot a methodology to help organizations improve their effectiveness and impact through tools that bring a more intentional focus to their work in terms of human rights- based approaches and equitable

and achieve the Internationally Agreed Development Goals (IADGs).

³ The case studies can be downloaded on-line at http://www.ccic.ca/what_we_do/IP-case-studies_e.php

partnership. Groups both engaged in the process to test the tools, but also evaluated the workshop itself as a vehicle for learning. Based on feedback received throughout the workshops and in an evaluation following the event, the tools and this Facilitator Guide were further refined. We hope this Guide, and corresponding workshops, will be subsequently rolled out to the broader CCIC and Provincial and Regional Council memberships in 2014.

We hope you find this Guide useful, and always welcome your feedback on it.

*Fraser Reilly-King (CCIC), Frédéric Hareau and Vincenza Nazzari (EQUITAS),
and Shelagh Savage (Coady International Institute).*

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B. Orientation to the guide

1) Purpose of the guide

This guide outlines a three-and-a-half-day workshop that aims at providing development practitioners with some basic tools for integrating a human rights-based approach (HRBA) and equitable partnerships into the projects of their organizations. The guide has been designed for use by both facilitators and participants. Facilitators will use the guide to prepare to conduct the workshop, while participants will use it as a reference manual both during and after the workshop.

The workshop is designed as a practicum for development practitioners. It focuses on the “how to” of operationalizing Istanbul Principles 1 and 6, which focus on HRBA and equitable partnerships respectively. Participants will not only learn about the key elements of these principles, they will have the opportunity to put their learning into practise by preparing a plan for integrating HRBA and equitable partnerships into their development programming in their organizations. The guide is also designed to help participants transfer what they have learned back to other colleagues in their respective organizations.

Methodology

The workshop is designed according to a participatory approach, based on principles of adult experiential learning, which promote the sharing of personal knowledge and experience. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and the development of strategies for action. Continued reflection and evaluation are central to the learning process. Transformative learning theory underpins the workshop content and process.

Workshop goal

The goal of this workshop is to enable CSOs to improve the effectiveness and impact of their development initiatives by implementing a human rights-based approach and equitable partnerships in the work of their organizations

Objectives

By the end of the training participants should be able to:

- better integrate the elements of HRBA into the programs and projects of their organizations;
- implement the key principles of equitable partnerships in their relationships with partner organizations;
- share knowledge with peers and partners on how to integrate HRBA and an equitable partnerships approach in their work.

PLEASE NOTE: People WILL NOT be experts in HRBA and equitable partnerships by the end of this process. They should, however, have a much deeper appreciation and understanding, both theoretical and practical, of the issues. This is the start of a process, not the end.

Target group

The target audience for this use of this guide are individuals engaged in development or programming in a range of sectors (food security, agriculture, WASH, health, education, governance and human rights, economic development, gender, children and youth, etc.).

2) Structure of the guide

This guide contains everything needed to implement a training workshop on integrating a human rights-based approach (HRBA) and equitable partnerships into development programming, including suggestions on [how to prepare](#) for the workshop, a sample [application form](#) for interested participants, a [pre-training assignment](#), a [case study template](#) (to develop your own case study for the HRBA session), a sample [workshop agenda](#), instructions for facilitating each activity, training materials (e.g., worksheets, Reference sheets), and sample [evaluation questionnaire](#). It also includes useful reference resources, like a list of [acronyms](#) and an [annotated bibliography](#) of additional tools and resources. Some of these materials (**Reference sheets** and **Worksheets**) appear throughout the guide immediately following the related activity.

The next section – [Section C](#) – provides some ideas for workshop organizers on how to prepare for the workshop to ensure the workshop outcomes are maximized for both facilitators and workshop participants.

The main section of the guide – [Section D](#) – which relates to facilitating the actual workshops, is divided into five sessions. Each builds on the other and provides a practical basic training on integrating HRBA and equitable partnerships into development programming.

The content of each session is briefly described below:

[Session 1 – Setting the Stage](#) serves to welcome the participants and situate the relevance of this workshop in building their capacity as development practitioners. Participants begin by getting to know each other, by exploring the eight Istanbul Principles and by getting an appreciation for the concept of development effectiveness. They review their expectations for the workshop, what they have to offer the workshop and what they need from it, explore the elements of a participatory approach and reflect on how they can work effectively as a group.

In [Session 2 – Human Rights and Development](#) participants build their understanding of human rights and the links to development. They begin by reflecting on their personal ideas about human rights and on the basic principles that underlie human rights such as equality, non-discrimination, inalienability, indivisibility, interdependency, universality and responsibility. Through a presentation and discussion they gain greater familiarity with the foundations of human rights and the main features of international human rights standards and instruments. They also have the opportunity to reflect on the value added of human rights in the development process.

[Session 3 – Human Rights-Based Approach](#) focuses on how to integrate HRBA into development programming. Participants start off by analyzing a development project case study from a human-rights perspective. Through a presentation and discussion they gain greater familiarity with the

main elements of HRBA, its value-added to development, as well as opportunities and challenges connected to its implementation in their work. They then practise applying the elements of HRBA in the same case study. Participants then work on integrating HRBA into a current project of their organization that they are either in the process of developing or already implementing. Working individually on the study, but in the context of a small group, allows them to share their findings with, and get feedback from, the peers in their group. From focusing on the “how” of development programming through a human rights-based lens, the workshop then shifts to the “who” of development in identifying equitable partnerships.

[Session 4 – Working Towards Equitable Partnerships](#) focuses on deepening participants’ understanding of successful equitable partnership – as identified by Istanbul Principle 6. The process begins with participants reflecting upon their current partnership experiences to identify common lessons learned about effective collaboration. Through analysis of emerging partnership theory as well as power and ethical frameworks, participants will continue to examine their own experience and how truly effective CSO partnerships should be both intentional and equitable. The workshop then gives participants an opportunity to test an approach to working with partners on how to identify what successful equitable partnership actually means – including indicators of what it might look like.

Finally, [Session 5 – Working for Change and Moving Forward](#) is an opportunity for participants to consolidate what they have learned, identify areas that resonated with them most, and build a learning action plan of ideas for how they will personally move themselves forward in terms of their own personal learning, and how they hope to transfer some of this knowledge into the work of the organization. Participants are encouraged to share their thoughts with others in the group to help them further refine their ideas, and to then prioritize them into a realistic plan going forward,

This last session also includes a brief opportunity for the participants to evaluate the workshop as a whole and in a group setting participants will also be given an opportunity to complete a more comprehensive evaluation questionnaire.

C. Planning and Conducting Your Workshop

Training situations vary greatly; therefore, the materials provided in this guide should be viewed as a guide to conducting a workshop for development practitioners on integrating a human rights-based approach (HRBA) and equitable partnerships into the projects of their respective organizations. The level of experience of the facilitator, the knowledge and skills-levels of participants, as well as the training context, are all factors that you will need to consider when planning your own workshop.

The workshop as outlined in this guide is designed to take place over three and a half days. A minimum of 10 and a maximum of 30 participants are recommended in order to maintain the integrity of the training design. However, the content and activities can be modified to accommodate smaller groups.

Some guidelines and suggestions for planning and conducting an effective workshop are provided below.

1) Pre-Workshop - Tips for the Organizer

Selecting participants

Participant selection must be related to the planned output of the workshop, which in this case is a plan for integrating HRBA and an equitable partnerships model into a current project of the participants' respective organizations. Therefore, participants selected should have solid experience in terms of development programming or project planning, implementation and evaluation. Some knowledge and experience in human rights- based approaches or partnership, and/or strong interest to integrating elements of either into their programming, is also helpful, but not mandatory. Having a mixed group in terms of knowledge of the issues and approaches is actually beneficial, as it allows participants to learn from one another as peers, and to exchange their experiences.

Organizers should also keep in mind other considerations in terms of the overall group of participants. These include the following: gender balance, mix of backgrounds and expertise, mix of sectoral focus, different sized organizations, and the commitment and availability of participants and their respective organizations to undertake follow up activities. (See [Annex 1](#) for sample criteria to help identify key applicants, along with a sample application form.)

It is a good idea to advertise the workshop (and begin soliciting interested applicants) six to eight weeks ahead of scheduling the actual workshop. This allows for a period of time to get people to apply, for you to identify the mix of individuals you want to participate, to prepare any logistics related to their participation, and to get them to submit – and leave time for you to process – the results of their pre-training assignment.

Pre-training assignment (PTA)

The PTA, an assignment completed and turned in by participants prior to the workshop, is an indispensable tool in a participatory learning process. The PTA serves to engage participants, well in advance of the training itself, by having them reflect on their own experience, training context, and expectations in terms of learning needs. Moreover, it enables the organizer/facilitator to gather information to build into workshop activities (both [participant's expectations](#) and a [case study](#) they will be working on). It is important to ensure that you receive the completed PTAs well in advance of the

training (for example, two weeks prior) so that you can analyze and integrate the information into the workshop design. (See [Annex 2](#) and [Annex 3](#) for sample PTA and case study.)

Selecting facilitators and resource persons

The number of facilitators required for conducting the workshop will depend on the number of participants. It is recommended that you plan for two facilitators for every 15 participants.

The facilitators need to be skilled in adult education methods, knowledgeable about human rights and equitable partnership models, and experienced in working with diverse groups. Good facilitators also know when to maintain the structure and timing of the individual sessions, but also balance this with the interests, enthusiasm and dynamic of the group.

Specific requirements of resource persons will depend on the country/region and human rights issues to be addressed during the workshop. However, all resource persons selected need to have sufficient knowledge of the context to assist in the discussion of follow-up activities. For this particular workshop, there should be a resource person who is knowledgeable about the Istanbul Principles and their development. They should also have some expertise in training design and development.

Orientation/briefing sessions with both facilitators and resource persons well in advance of the workshop are strongly recommended to ensure maximum benefit from their participation.

Preparing a schedule for your workshop

As stated previously, the workshop as described in this guide is designed to take place over three and a half days. A typical day begins at 8:30 or 9:00 a.m. and ends between 5:30 and 6:00 p.m. Suggested time frames for the sessions and activities have been provided as well as a suggested daily breakdown of activities. It is important to remember that the time frames given are only guidelines; the number of activities and the time allotted can be adapted as appropriate to the needs of your participant group.

The schedule provided includes the activities contained in the guide, as well as time for daily recaps and end of day debriefs, morning and afternoon breaks (15 to 30 min each), and lunch (1 hr min). You will also need to build time into the schedule for the Facilitators' debriefs (1 hour at the end of each day). (See pages 11-17 for a [sample agenda](#).)

Choosing the venue

Attention needs to be given to selecting an appropriate venue for the workshop. The geographic location as well as the actual physical space – such as the size and layout of the room – can have a major impact on the outcome of the training. When choosing a venue, some things you should consider include the following:

- Does the location pose any security issues for participants?
- Is it easily accessible by local transportation?
- Is the physical space appropriate for a participatory training process? E.g. Are there separate spaces for breakout groups or can tables and chairs be moved around to accommodate breakout group activities? Is there sufficient wall space to feature posters that you develop or to track your learnings over the three days?

2) During the Workshop - Tips for the Facilitator

Preparing for the workshop

Facilitators will need to review the [pre-training assignments](#) (or information summaries prepared by the organizers). Particular attention should be paid to the needs and expectations expressed by participants (these are the basis for parts of the discussion in [Session One](#)) and their level of knowledge and skills in a human rights-based approach and equitable partnerships (relevant to Sessions Two to Four). Facilitators will also need to become very familiar with the overall flow and content of the workshop; therefore, a thorough review of all activities and materials prior to the workshop is strongly recommended.

Conducting the workshop

The opening page of each session lists all of the session activities and their times. A short description of the overall aim and content of the session is also provided. This should be reviewed with participants before beginning each new session.

Clear procedural instructions are provided for each of the activities to help you structure your work with the participants. Remember: Be flexible! If you believe it is necessary to make changes to activities in order to accommodate your particular training context or participant group, then feel free to do so. This is your, and your participants', workshop – make it so!

Engaging participants in the training process is an effective way to further build their skills during the workshop. You are encouraged, therefore, to provide opportunities for participants to take part in different aspects of the workshop delivery. Some of the ways of doing this include:

- Facilitating some of the activities and discussions during the workshop;
- Preparing flipcharts and assisting in other aspects of the training;
- Conducting different parts of the evaluation process (e.g., distributing and collecting written questionnaires and analyzing data and presenting preliminary finding to the group);
- Participating in the daily briefing/debriefing of facilitators;
- Organizing evening events.

Facilitators' debriefing

At the end of each day, you should plan a debriefing session with facilitators and a select group of participants. During the debrief, the facilitators and participants invited for that day will discuss the issues, concerns or problems related to workshop content and process that were brought up during the end-of-day debriefing. As a group, decide on corrective actions to be taken or adjustments to be made. Once the debriefing is over, the facilitators will review the next day's recap with the team of participants responsible for the recap.

A proposed agenda for the facilitators' debriefing is as follows:

- Review of the day's activities and events (20 min)
- Logistics information (10 min)
- Planning for the following day (20 min)

Evaluation

The purpose of evaluation is to gather feedback on the content and process of the workshop and also to help participants reflect on their learning.

Evaluation data should be collected after each session or at the end of each day, informally through discussions with participants, facilitators and resource persons throughout the workshop, and in a general evaluation questionnaire at the end of the training as well. For the pilot workshop, a “Learning Wall” activity was incorporated into each day. This was designed to help participants reflect on their daily learnings and track cumulative learnings over the course of the workshop. A description of the learning wall comes up [Session One, Activity Four](#) and [Reference sheet 3](#), and a sample general evaluation questionnaire are provided in [Annex 4](#), of this guide. You may however choose to develop other instruments that may be more suitable for your particular target audience.

The information gathered from the evaluations should be used to produce a report on the training that should be shared with all relevant stakeholders (i.e., organizers, participants, facilitators and funders).

A discussion on plans for follow up is built into the workshop design (see [Session 5](#)). Organizers should ensure that they are present for this discussion and that the plans agreed to are implemented after the workshop.

3) Suggested Agenda⁴

Integrating HRBA and Equitable Partnerships into Development Programming: Operationalizing the Istanbul Principles

DATE:

LOCATION:

Goal

- To enable CSOs to improve the effectiveness and impact of their development initiatives by implementing a human rights- based approach and equitable partnerships in the work of their organizations

Objectives

By the end of the training participants should be able to:

- better integrate the elements of HRBA into the programs and projects of their organizations;
- implement the key principles of equitable partnerships in their relationships with partner organizations;
- share knowledge with peers and partners on *how* to integrate an HRBA and equitable partnerships approach.

PLEASE NOTE: People WILL NOT be experts in HRBA and equitable partnerships by the end of this process. They should, however, have a much deeper appreciation and understanding, both theoretical and practical, of the issues. This is the start of a process, not the end.

⁴ Remember to include in your workshop agenda time for: daily recaps and debriefs, evaluations, and breaks (morning, lunch, afternoon).

Day one

Time	Session 1 –Setting the Stage
12:30 – 13:30	Participants arrive, register and have lunch.
13:30 -13:45 (15 min)	Welcoming remarks from the organizers and logistical information Objectives: <ul style="list-style-type: none"> • Provide rationale for the workshops and what we are trying to achieve • Give an overview of the guide, worksheets and resources • Set the stage <p><i>Facilitator/s:</i> Name/s of facilitator</p>
13:45 – 14:15 (30 min)	Getting to know you: Adjective name energizer Objectives: <ul style="list-style-type: none"> • To build a team dynamic and have participants learn one another’s names <p><i>Facilitator/s:</i> Name/s of facilitator</p>
14:15 – 15:00 (45 min)	Activity 1: Four corners introductions Objectives: <ul style="list-style-type: none"> • To have participants and facilitators get to know each other • To explore the eight Istanbul Principles <p><i>Facilitator/s:</i> Name/s of facilitator</p>
15:00 - 15:30 (30 min)	Activity 2: Verifying needs and offers Objective: <ul style="list-style-type: none"> • To review participants’ needs and what they have to offer in relation to the objectives and content of the workshop <p><i>Facilitator/s:</i> Name/s of facilitator</p>
15:30 - 15:45 (15 min)	Coffee break
15:45 – 16:30 (45 min)	Activity 3: Presentation – Overview of the Istanbul Principles and the concept of development effectiveness Objective: <ul style="list-style-type: none"> • To have participants gain greater familiarity with the Istanbul Principles. <p><i>Facilitator/s:</i> Name/s of facilitator</p>
16:30 – 17:30 (60 min)	Activity 4: Building effective group dynamics Objective: <ul style="list-style-type: none"> • To reflect on the participatory approach and develop guidelines for working effectively as a group • To introduce the Learning Wall <p><i>Facilitator/s:</i> Name/s of facilitator</p>
17:30	Group dinner in Groups have a catered dinner together

Day two

Time	Session 2 – Human Rights and Development
08:30 - 09:00 (30 min)	Review the Learning Wall Recap Day 1 and Overview Day 2 <i>Facilitator/s:</i> Name/s of facilitator
09:00 - 09:45 (45 min)	Activity 1 – What are human rights? Objective: <ul style="list-style-type: none"> To have participants reflect on their personal notion of human rights <i>Facilitator/s:</i> Name/s of facilitator
09:45 - 10:15 (30 min)	Activity 2 – Presentation – Human rights standards and instruments Objective: <ul style="list-style-type: none"> To have participants gain greater familiarity with the foundations of human rights <i>Facilitator/s:</i> Name/s of facilitator
10:15 - 10:30 (15 min)	Coffee break
10:30 - 11:15 (45 min)	Activity 3 – Power Walk – Why is it important to address human rights in our development work? Objective: <ul style="list-style-type: none"> To have participants reflect on the disparities that exist in any society and their causes (mainly power), and to consider how to address these disparities through programming. <i>Facilitator/s:</i> Name/s of facilitator
Time	Session 3 – Human Rights Based Approach (HRBA)
11:15 - 12:00 (45 min)	Activity 1 – Case study – Identifying the human rights issues Objective: <ul style="list-style-type: none"> To have participants identify human rights issues using a case study example <i>Facilitator/s:</i> Name/s of facilitator
12:00 - 13:00 (60 min)	Lunch
13:00 - 13:30 (30 min)	Activity 2 – Presentation – Elements of a human rights-based approach (HRBA) Objective: <ul style="list-style-type: none"> To have participants gain greater familiarity with the main elements of a human rights- based approach (HRBA) <i>Facilitator/s:</i> Name/s of facilitator

13:30 – 14:15 (45 min)	Activity 3 – Case Study – Applying a HRBA Objective: <ul style="list-style-type: none"> To have participants practise applying the elements of HRBA in a case study example <p style="text-align: right;"><i>Facilitator/s: Name/s of facilitator</i></p>
14:15 – 15:00 (45 min) (90 min total)	Activity 4 - Presentation - Participants' case study projects and the process for integrating a HRBA Objective: <ul style="list-style-type: none"> To have participants share their case studies and set up the process for Activity 5. <p style="text-align: right;"><i>Facilitator/s: Name/s of facilitator</i></p>
15:00 – 15:30 (30 min)	Coffee break
15:30 – 16:15 (45 min)	Activity 4 - cont'd
16:15 – 16:45 (30 min) (3 hrs 30 min total for Activity 5)	Activity 5 - Integrating HRBA into your development project Objective: <ul style="list-style-type: none"> To have participants practise integrating HRBA into a specific project of their respective organizations <p style="text-align: right;"><i>Facilitator/s: Name/s of facilitator</i></p>
16:45 -17:15 (30 min)	End of Day Debrief
17:15 – 18:30	Time off!
18:30 - 20:30	Group dinner out! Participants have a meal together

Day three

Time	Session 3 – Human Rights Based Approach (HRBA) cont’d
08:30-09:00 (30 min)	Review the learning wall Recap Day 2 and Overview Day 3 <i>Facilitator/s:</i> Name/s of facilitator
09:00-10:30 (90 min)	Activity 5 – cont’d
10:30- 11:00 (30 mins)	Coffee break
11:00 – 12:30 (90 min)	Activity 5 cont’d
12:30 - 13:30 (60 min)	Lunch
Time	Session 4: Working Towards Equitable Partnerships
13:30 – 14:45 (1 hr 15 min)	Activity 1 – “Partnership”: personal experience, theory and practice Objective: <ul style="list-style-type: none"> To analyze the term partnership and share partnership experiences <i>Facilitator/s:</i> Name/s of facilitator
14:45 - 15:00 (15 min)	Coffee break
15:00 – 17:00 (2 hrs)	Activity 2 – Partnership, power and ethics Objective: <ul style="list-style-type: none"> To reflect upon how power and ethics are important considerations in building equitable and transparent partnerships <i>Facilitator/s:</i> Name/s of facilitator
17:00 – 17:30 (30 min)	End of Day Debrief <i>Facilitator/s:</i> Name/s of facilitator
17:30 – 18:30	Time off!
18:30 - 20:30	Dinner out Participants make their own plans for dinner

Day four

Time	Session 4 – cont’d
08:30 – 09:00 (30 min)	Review Learning Wall Recap Day 3 Overview Day 4 <i>Facilitator/s: Name/s of facilitator</i>
9:00 – 10:45 (1hr 45 min) (3 hrs 15 min total for Activity 3)	Activity 3 - What does successful equitable partnership look like? Testing an approach for working with partners. Objective: <ul style="list-style-type: none"> To develop and/or practice skills for working with partners to co-facilitate a session on “Indicators of successful equitable partnerships” <i>Facilitator/s: Name/s of facilitator</i>
10:45 - 11:00 (15 min)	Coffee break – final visit to the learning wall
11:00 – 12:30 (90 min)	Activity 3 cont’d
12:30 - 13:30 (60 mins)	Lunch – Catered or pot luck
Time	Session 5: Working for Change and Moving Forward
13:30 – 14:00 (30 min)	Final visit to the learning wall!
14:00 – 14:15 (15 min)	Activity 1 - Overview of key learnings Objective: <ul style="list-style-type: none"> To briefly remind participants of the key learnings from the workshop over the past three or four days <i>Facilitator/s: Name/s of facilitator</i>
14:15 – 15:15 (1 hr)	Activity 2 – Developing your Action Plan Objective: <ul style="list-style-type: none"> To develop a plan of action (with personal and organizational objectives) for integrating key learnings from the workshop into your own work and ideally into the work of your organization To discuss opportunities and challenges to advancing your action plan <i>Facilitator/s: Name/s of facilitator</i>
15:15 - 15:30 (15 min)	Coffee break
15:30 – 16:10 (40 min)	Activity 3 – Next steps Objective: <ul style="list-style-type: none"> To identify next steps in the follow-up to this workshop <i>Facilitator/s: Name/s of facilitator</i>

16:10 – 16:30 (20 min)	Wrap up and evaluation Objective: <ul style="list-style-type: none"> • To provide an opportunity for group oral evaluations, reflections, and discussion • Thanks and group photo! <p style="text-align: right;"><i>Facilitator/s:</i> Name/s of facilitator</p>
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D. HRBA and Equitable Partnership Workshops

Session 1 – Setting the Stage

Total time: 3 hrs

<i>Activity</i>		<i>Time</i>
	Dinamica: Adjective name link!	30 min
Activity 1	Four corners introductions	45 min
Activity 2	Verifying needs and offers	30 min
Activity 3	Presentation – Overview of the Istanbul Principles and the concept of development effectiveness	45 min
Activity 4	Building effective group dynamics	60 min

Overview

The aim of this session is to have participants get to know each other and lay the groundwork for developing a productive group dynamic based on mutual respect. Participants will also gain an overview of the Istanbul Principles.

Activity 1 - Four corners introductions

See “[Dinamica: Adjective name link!](#)”, opposite in the margin.

Objectives	To have participants and facilitators get to know each other To explore the eight Istanbul Principles
Key Learning	After completing this activity participants will be familiar with: <ul style="list-style-type: none">• some of the Istanbul Principles• a participatory introductions activity which sets the tone for a participant-centred training session
Time	45 min
Materials	Four (4) posters with one Istanbul Principle written on each
Description	<p>This activity is divided into two parts.</p> <p>In Part A, the facilitator will invite participants to form groups to get to know each other.</p> <p>In Part B, the facilitator will lead a discussion on the participants' experience with the Istanbul Principles.</p> <p>Part A: Work in a group (30 min)</p> <ol style="list-style-type: none">1. Present the four Istanbul Principles listed below using the flip charts posted in different places around the room:<ul style="list-style-type: none">• <i>Principle 1</i> Respect and promote human rights and social justice (HRBA)• <i>Principle 2</i> Embody gender equality and equity while promoting women's and girls' rights• <i>Principle 3</i> Focus on people's empowerment, democratic ownership and participation• <i>Principle 6</i> Pursue equitable partnerships and solidarity2. Participants will be asked to go and stand by the principle that their organization has been implementing to some degree and share examples of how. Once in their group they will introduce themselves (i.e., name, organization) and briefly explain their organization's work connected to the implementation of the principle.

Facilitation notes

Preparing for the activity

Prior to the activity, write in large print on separate flipcharts the four Istanbul Principles you are presenting in Part A and post them in different places around the training room. Also, write on flip chart the other four principles that you are not talking about. You will be presenting them later (see number 6 of Part A).

Review the description of the Istanbul Principles provided in **Reference sheet 1 – The Istanbul Principles**.

Dinamica

When opening a training session with a group of people who are meeting for the first time it is important to put them at ease by doing a dinamica. Dinamica are activities that generally involve moving around and expressing ourselves in different ways. These types of activities generally increase the energy level of the group and put participants in a more creative frame of mind (by obliging them to think or react on a way in which they are not accustomed); dinamicas serve to break down barriers among

3. Begin the activity by inviting participants to briefly reflect individually on the principles posted, then go and stand by the one that their organization has been implementing to some degree and share examples of how.
4. Ask participants to introduce themselves (name, province/region, and organization) to the other participants gathered around the same principle.
5. Invite participants to take about ten minutes to briefly discuss their organization's work connected to the implementation of the principle.
6. Each group reports back to the plenary, introducing the group members to the other groups and providing key examples from their discussion. (15 min)
7. Briefly present the remaining four Principles that were not presented in the activity (see [Reference sheet 1- The Istanbul Principles](#)). Also have on hand a poster that lists all eight principles or prepare a flipchart version of **Reference sheet 1**. (5 min)

Part B: Large group discussion (15 min)

Lead a discussion on the Principles based on the following questions:

- How can the Istanbul Principles strengthen your organization?
- How can they support your work in empowering communities toward equitable and sustainable development?
- How can they strengthen your partnerships?
- How can they support or increase your visibility and public confidence in your work?
- What are some potential challenges in implementing these principles?

group members and prepare them to work together. As a result “dinamica” are often used as introductions or starters to other activities. They should generally be followed by a reflection or debriefing in which the participants analyze the activity.

Source: IH RTP 2013

The “**Adjective name link!**” is a great way to get to know others in the workshop and build a team environment. Stand in a circle. Say your first name and a positive word that describes yourself and begins with the same letter as your name. Example: "Gorgeous George." The next person goes and repeats the names of all those who went before them, and then gives their own name.

Continue around the circle until you get back to the first person, who then has to do the whole group.

The “**Four corners introductions**” is a second such activity. Not only will it enable people to discover commonalities among them but it also enables the facilitators to introduce the main topic of the workshop, which in this case are the Istanbul Principles.

End of activity ■

Reference sheet 1: The Istanbul Principles

Principle 1: Respect and promote human rights and social justice

CSOs are effective as development actors when they ... develop and implement strategies, activities and practices that promote individual and collective human rights, including the right to development, with dignity, decent work, social justice and equity for all people.

Principle 2: Embody gender equality and equity while promoting women's and girls' rights

CSOs are effective as development actors when they ... promote and practice development cooperation embodying gender equity, reflecting women's concerns and experiences, while supporting women's efforts to realize their individual and collective rights, participating as fully empowered actors in the development process.

Principle 3: Focus on people's empowerment, democratic ownership and participation

CSOs are effective as development actors when they ... support the empowerment and inclusive participation of people to expand their democratic ownership over policies and development initiatives that affect their lives, with an emphasis on the poor and marginalized.

Principle 4: Promote environmental sustainability

CSOs are effective as development actors when they ... develop and implement priorities and approaches that promote environmental sustainability for present and future generations, including urgent responses to climate crises, with specific attention to the socio-economic, cultural and indigenous conditions for ecological integrity and justice.

Principle 5: Practice transparency and accountability

CSOs are effective as development actors when they ... demonstrate a sustained organizational commitment to transparency, multiple accountability, and integrity in their internal operations.

Principle 6: Pursue equitable partnerships and solidarity

CSOs are effective as development actors when they ... commit to transparent relationships with CSOs and other development actors, freely and as equals, based on shared development goals and values, mutual respect, trust, organizational autonomy, long-term accompaniment, solidarity and global citizenship.

Principle 7: Create and share knowledge and commit to mutual learning

CSOs are effective as development actors when they ... enhance the ways they learn from their experience, from other CSOs and development actors, integrating evidence from development practice and results, including the knowledge and wisdom of local and indigenous communities, strengthening innovation and their vision for the future they would like to see.

Principle 8: Commit to realizing positive sustainable change

CSOs are effective as development actors when they ... collaborate to realize sustainable outcomes and impacts of their development actions, focusing on results and conditions for lasting change for people, with special emphasis on poor and marginalized populations, ensuring an enduring legacy for present and future generations.

Activity 2 - Verifying needs and offers

Objective	To review participants' needs and what they have to offer in relation to the objectives and content of the workshop
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none">a participatory activity which allows trainers to verify participants' expectations (needs) and the knowledge and skills (offers) they bring to the workshop. This information will enable trainers to ensure that expectations are in line with training objectives as well as to clarify which expectations are beyond the scope of the workshop. It also enables participants to appreciate the experience of everyone in the room.
Time	30 min
Materials	A flipchart of participants' needs and offers and a second flipchart of the workshop objectives
Description	<p>This activity is divided into three parts.</p> <p>In Part A, the facilitator will review participants' needs and offers for the workshop.</p> <p>In Part B, the facilitator will go over the workshop objectives and content in relation with the needs and offers expressed.</p> <p>In Part C, the facilitator will lead a large group discussion.</p> <p>Part A: Needs and offers (10 min)</p> <ol style="list-style-type: none">Post, on a wall in the training room, the flipchart you prepared of participants 'needs and offers'. Ensure to also include facilitators' 'needs and offers'.

Needs and offers	
My needs	What I can offer

Facilitation notes

Preparing for the activity

Have participants fill out a [pre-training assignment](#) (PTA) two or three weeks prior to the workshop, in which they will provide information about their needs, offers and other information for the training workshop. A copy of the PTA is provided in [Annex 2](#).

The participant-centred approach of the curriculum encourages active learning and has at its core the participants. Participants are viewed as having expertise and experience to share with others. Reflecting on their learning needs as well as the knowledge, skills and experience they can offer is therefore essential to the learning process. In addition, the information they provide in the PTA assists the trainer in planning the program and in follow up.

For Part A, prepare a flipchart of the participants' needs and offers using the information they provided in their PTAs. See chart in Part A.

Also prepare a flipchart of the workshop objectives.

2. Post the cards completed by the participants on the flipchart under the appropriate column, putting together cards with similar ideas. Include your cards also.
3. Comment on the needs and offers, highlighting commonalities and differences and pointing out links between needs and offers of different participants. Ask participants if they want to add anything. Also, point out any needs that cannot be met during this workshop. Explain the idea of a parking lot, where participants can list issues, topics and questions not necessarily addressed during the training, but which are nonetheless of interest to participants. The parking lot issues can be listed on a flipchart posted in the room and discussed informally during breaks.

Part B: Objectives and content (10 min)

Review the objectives and content of the workshop referring to the participants' needs and offers. Refer to the training objectives and schedule presented at the beginning of this guide.

Part C: Large group discussion (10 min)

Lead a discussion on needs and offers, based on the following questions:

- Why is it important to discuss needs and offers?

Encourage participants to meet with other members of the group who have complementary needs and offers.

End of activity ■

Activity 3 - Presentation – Overview of the Istanbul Principles and the concept of development effectiveness

Objective	To have participants gain greater familiarity with the Istanbul Principles.
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none">• The development of Istanbul Principles and the interconnections• The role of CCIC and how the current workshop connects with other efforts related to implementation of the principles
Time	45 min
Materials	PowerPoint : “An overview of the Istanbul Principles: Improving our development effectiveness as CSOs” and handouts of the presentation
Description	<p>This activity is divided into two parts.</p> <p>In Part A, The facilitator will give a brief presentation on the Istanbul Principles (30 min)</p> <p>In Part B, there will be a Question and Answer period. (15 min)</p>

Facilitation notes

Preparing for the activity

Make handout copies of the PowerPoint presentation “[An overview of the Istanbul Principles: Improving our development effectiveness as CSOs](#)” for the participants.

End of activity ■

Activity 4 - Building effective group dynamics

Objective	To reflect on the participatory approach and develop guidelines for working effectively as a group To introduce the “Learning Wall”
Key Learning	After completing this activity participants will be familiar with: <ul style="list-style-type: none">• a participatory approach to human rights education which promotes and values the sharing of personal knowledge and experience of human rights, encourages critical reflection on individual beliefs and values and the development of concrete actions for social change the learning spiral, an instructional design model that guides how a participatory approach is implemented techniques and strategies for implementing a participatory approach a visual, participatory technique for tracking personal and collective learning.
Time	60 min
Materials	Flipchart paper, markers
Description	<p>This activity is divided into four parts.</p> <p>In Part A, the group will brainstorm on behaviours that affect group dynamics.</p> <p>In Part B, the facilitator will debrief Part A of the activity.</p> <p>In Part C, the group will determine guidelines for working effectively as a group.</p> <p>In Part D, the facilitator will lead a large group discussion.</p> <p>In Part E, the facilitator introduces the Learning Wall.</p> <p>Part A: Brainstorming (10 min)</p> <p>The objective of this brainstorm is two-fold:</p> <ul style="list-style-type: none">• to identify behaviours that either help or interfere with the effective functioning of a group• to demonstrate how a technique (in this case brainstorming) can be used according to a participatory or a non-participatory approach.

Facilitation notes

Preparing for the activity

Prepare the flipcharts for Parts A and B.

Facilitation suggestions

For Part B and C, use positive statements in articulating the guidelines rather than negative statements. For example, we will turn off our cell phones during the sessions rather than we will not use our cell phones.

For Part E, “the Learning Wall” should already be outlined on a large whiteboard or wall space

Facilitate the brainstorm using a non-participatory approach. Lead the brainstorming session to identify behaviours that either help or interfere with the effective functioning of the group. As the participants provide ideas, list these in different columns on flipchart; i.e., behaviours that interfere with the effective functioning of the group are listed in RED in one column and those that help the group process are listed in GREEN in the second column.

Behaviours that help or interfere with effective functioning of a group	
+	-
...	...

Once participants have provided their ideas, pull out a flipchart version of the group guidelines provided below which you prepared in advance. Place it over the one containing the participants' ideas and use your version to summarize and conclude the brainstorming.

Group guidelines

- Turn cell phones off during the sessions;
- Challenge ideas not people;
- Be on time;
- Be present (listen and participate).

Part B: Debrief (25 min)

1. Debrief Part A of this activity by asking participants:
 - How did you feel during this brainstorming? How about at the end? Why did you feel this way?
 - Did this brainstorming reflect a participatory approach? Why or why not?
 - How could this brainstorm have been more participatory? What makes a technique participatory?
 - What links do you see between this approach and HRBA and effective partnerships?
2. Refer participants to [Reference sheet 2: Implementing a participatory approach](#). Highlight the following key ideas:
 - The relationship between a participatory approach, the learning spiral and techniques and strategies.
 - An interactive activity (technique) does not necessarily

mean that the participatory approach is being implemented (e.g. Part A of this activity). In order for a technique or an activity or a process to be truly participatory, the three pillars need to be reflected.

- The participatory approach operates at many levels (in training sessions, programs, interactions with beneficiaries and partners)

Part C: Large group discussion (10 min)

1. Based on the ideas presented in Part B, develop with participants a number of guidelines for working effectively as a group.
2. Write the guidelines agreed to on flipchart paper and post them in the room for the remainder of the workshop. It is important that all members of the group, including the facilitators, feel comfortable with the guidelines and commit to respecting them. Ensure that the guidelines are a living document by referring to them as necessary through the workshop. Encourage participants to do the same.

Guidelines for the group
...

Examples of helpful guidelines include the following: Listen and "hear" what is being said; be positive about yourself or others; give everyone a chance to speak. (See the [Working effectively as a group](#) box on the next page.)

Part D: Large group discussion (10 min)

Lead a large group discussion on group guidelines, addressing the questions provided below.

- Who should be responsible for monitoring compliance with agreed to guidelines?
- Who should intervene when someone does not comply?
- What should we do if someone does not comply with any of the guidelines agreed upon? How can we ensure that what we do is in line with human rights values (respect, equality, non-discrimination, cooperation, etc.)?
- Is the setting of guidelines appropriate for every type of human rights education event?

Working effectively as a group

Different formulations are used by human rights educators to refer to behaviours and attitudes conducive to effective group work. Some use the term **ground rules** while others prefer talking about **making an agreement on working effectively as a group**. The rationale given is that the term 'ground rules' suggests a restriction in group activity while a mutual agreement facilitates the functioning of a group.

In his book, *Using Ground Rules to Negotiate Power in the Classroom*, L. Briskin describes ground rules as a set of guidelines for facilitators and participants to help ensure effective group dynamics. They serve as a tool for identifying unhealthy group interactions as well as helping to develop productive and healthy interactions.

By coming to a consensus about guidelines to be adopted, Briskin contends that participants are establishing principles of mutual respect within the group. These principles apply to all group members regardless of their background. They can be used to address hierarchies that may impede group members from speaking or being heard.

Briskin goes on to say, "The setting of ground rules provides an opportunity to raise the difficult issue of power. It puts on the agenda the discomfort that most students feel on entering a new classroom. It anticipates difficulties that the class might face and provides a collectively generated framework for responding to them."

Linking ground rules to human rights values and principles is an effective way to demonstrate the application of human rights in our daily lives.

Source

Briskin L., 1998. Using ground rules to negotiate power in the classroom. Centering on the margins: The evaded curriculum. *Canadian Association for the Study of Women and Education (CASWE). International Institute Proceedings, University of Ottawa*. (31 May – June 1, 1998), pp. 1-8, 48, 80

Part E: Introducing the Learning Wall (10 min)

The Learning Wall is *one* method to encourage participants to a) reflect on what they are learning as it happens, b) identify what type of learning (i.e. related to content or methodology or group dynamics or anything else deemed important) and, c) assess accumulated learning (personal and collective) over the course of the workshop

1. On a large whiteboard or wall (flip-charted or with masking tape), a large chart will have already been outlined – with space for each day of the workshop. Make sure there is lots of room for all workshop participants to post their learnings.
2. Inform the group that at the end of each day (or before the session starts on the following morning) they are invited to briefly describe their most important or significant learning – it

can be directly related to the content of the workshop or the dynamic of the group or methodology being used. Encourage participants to be creative – using coloured post-it notes, drawings, poems etc. Each day of the workshop will begin with a review and sharing of participant’s learnings.

3. Invite the group to test the process for the first time by taking 5 min to reflect what they have learned thus far and post it onto the Learning Wall
4. To help with the final review of the Learning Wall in [Session 5](#), you may want to use different coloured post-its to group learnings into categories – for example, content, dynamics, and methodology.

Day One	Day Two	Day Three	Day Four

NOTE that at the beginning of each day there is ½ hr set aside to recap the previous day’s activities and to review the Learning Wall to for reflections and learnings from the previous day (see [Reference sheet 3: The Learning Wall](#))

End of activity ■

Reference sheet 2: Implementing a participatory approach

Definition of participatory approach

The participatory approach is an educational approach based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options. A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human rights, and encourages critical reflection on individual beliefs and values. It is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the participants in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other. It encourages social analysis aimed towards empowering adult participants to develop concrete actions for social change that are in accordance with human rights values and standards.

The three pillars of a participatory approach

The three fundamental characteristics – or pillars – of a participatory approach are:

- starting with the participants' experience;
- critically analyzing and reflecting; and
- developing strategies for action.

These three conditions must be met both in the design and in the implementation of HRE training according to a participatory approach.

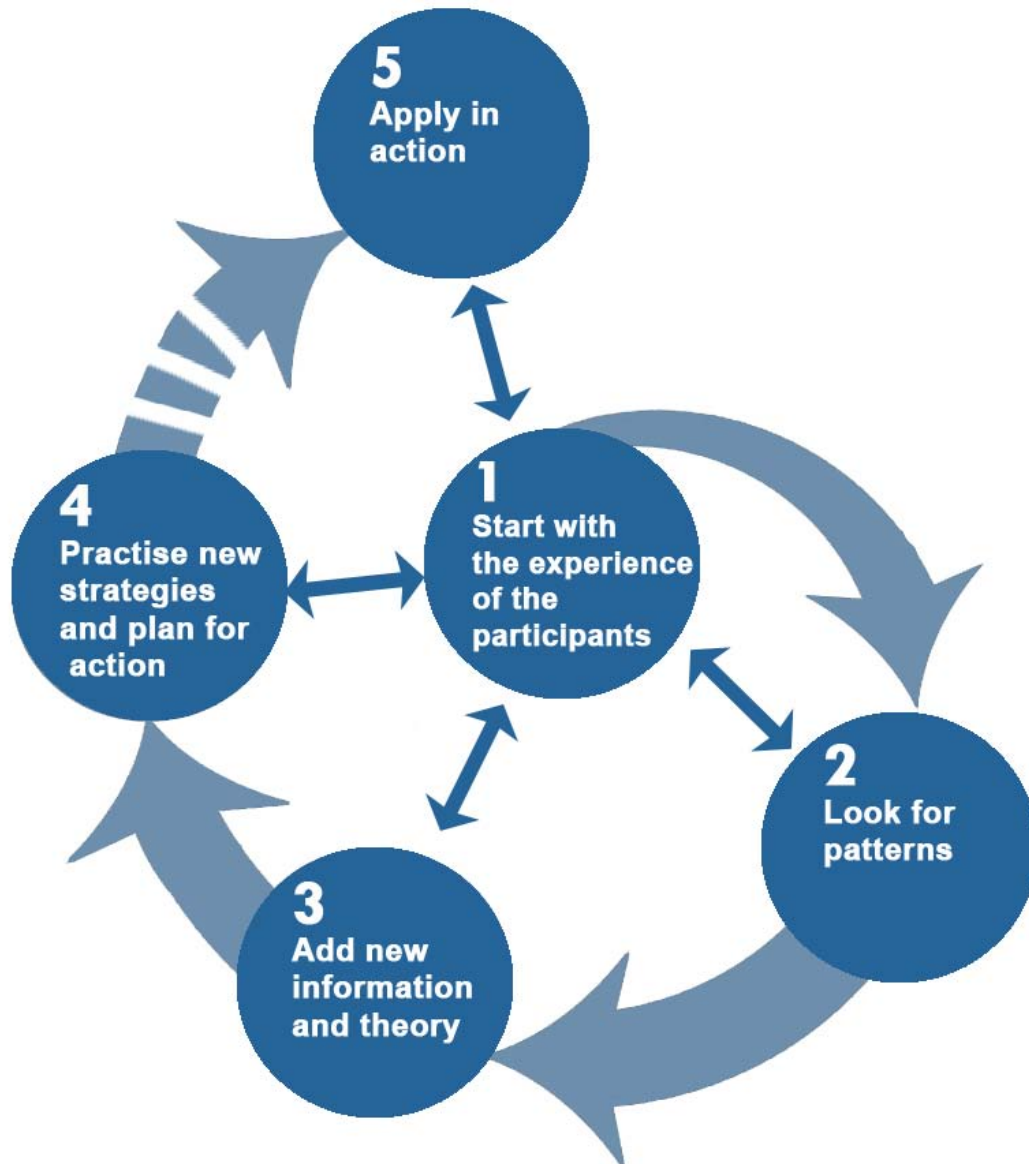
The learning spiral – A tool for designing training according to a participatory approach

As human rights educators, we need tools that can help us put the concepts of a participatory approach into practice. One such tool, the Learning Spiral, illustrates how a participatory approach can work. The Learning Spiral is the instructional design model that guides how the participatory approach is implemented in this guide. It is applied at various levels, from individual activities to the whole training program. This model suggests that:

1. Learning begins with the experience and knowledge of the participants. The educational approach is learner-centred and aims at reinforcing participants' self-esteem, self-confidence and the development of a positive and realistic self-concept.
2. After the participants have shared their experience, they analyze that experience and look for patterns (i.e., what are the commonalities? what are the patterns?)
3. To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
4. Participants need to practise what they have learned. They need to practise new skills, develop strategies and plan for action.
5. Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

The learning spiral

The learning spiral, illustrates how a participatory approach can work. The learning spiral is the instructional design model that guides how the participatory approach is implemented in this guide. It is applied at various levels, from individual activities to the whole training program.



Adapted with permission from Arnold, R., Burke, B., James, C., Martin, D. and Thomas, B. (1991).

Implementing a participatory approach: techniques and strategies

The participatory approach is necessarily put into practice through the use of many different techniques and strategies. In turn, these techniques are also participatory in nature and must reflect the three pillars of implementing a participatory approach.

Techniques for implementing a participatory approach refer to the methods used during activities. These techniques include brainstorming, dinamicas, power mapping and countless others. Any one of these techniques can be participatory or non-participatory in nature, depending on the approach facilitators take in designing and implementing the activity. The three pillars presented above will help ensure that a technique is delivered according to a participatory approach.

Strategies refer to cross-cutting actions and behaviours that condition the way a training session is organized and delivered. They help ensure the conditions corresponding to the three pillars are met. Often, activities are designed and delivered in order to introduce these strategies, which are then used throughout the remainder of the training. Because the participatory approach to HRE is implemented in a group setting, many of the strategies focus on creating an appropriate learning context and group dynamics. Strategies allow the learners to experience an open, safe and democratic environment that is grounded in human rights values. Sharing learning needs and expectations and developing group guidelines are examples of strategies that contribute to this. Strategies can also help participants understand the learning process. For example, using diagrams and models, such the Learning Spiral, helps participants reach common ground in understanding the participatory learning process and situate themselves within it.

Sources

Arnold, R., Burke, B., James, C., Martin, D. and Thomas, B. 1991. *Educating for a change*. Toronto: Between the Lines Press.

Equitas, 2012. *International Human Rights Training Program*: Montreal: Equitas – International Centre for Human Rights Education.

Equitas and OHCHR, 2011. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Montreal: Equitas – International Centre for Human Rights Education and Geneva: Office of the High Commissioner for Human Rights.

Reference sheet 3: The Learning Wall



The Learning Wall in Action. Here pink sheets represent new content, and green new methodologies used (Photo: CCIC)

Purpose of the Learning Wall

In an intense and participatory workshop, it is often challenging for participants to recall the specifics of what is learned from session to session. Individual reflections are important, as are collective – and cumulative – learnings. The Learning Wall is one way to combine these reflections and discuss them as they emerge.

Process for building a Learning Wall

Time is set aside at the end of each day for participants to identify and write/draw the most important learning(s) made – to be posted under that specific day. If participants have not been able to post their learnings from the previous day, ask them to take 3-4 min before the morning session to do so.

Day One	Day Two	Day Three	Day Four

Each morning have the group physically gather around the Learning Wall to review the previous day's learnings. Depending on the group, one person could be invited to read out all of the learnings – verifying clarity and content. Should the group not be comfortable having everything read out loud, invite people to share whatever they would like to with the others.



Participants review and discuss their learnings at the Learning Wall. (Photo: CCIC)

Time and circumstances permitting, learnings can be grouped into whatever categories may emerge – specific workshop content, new methodology being introduced, group dynamics etc.

As the workshop progresses, cumulative learnings will emerge – both individual and collective. At the end of the workshop the Learning Wall can also be referred during the next steps or evaluation session – a reminder of what participants have learned and what they would like to do with those learnings. At that point participants may wish to collect their individual postings for their own purposes.

Note: participants will sometimes use the Learning Wall as a way to make recommendations (i.e. more energizers required, better variety of vegetarian food would be appreciated etc.). These should be recognized – perhaps by posting in a separate section or parking lot – and responded to, but the morning sessions should focus mainly on key *learnings* and a quick recap of what happened the previous day. This can be done by facilitator's review of the agenda or by inviting participants to recall specific sessions – this should then segue into an overview of the current day's agenda.

Session 2 – Human Rights and Development

Total time: 2 hrs

<i>Activity</i>		<i>Time</i>
Activity 1	What are human rights?	45 min
Activity 2	Presentation – Human rights standards and instruments	30 min
Activity 3	Power Walk: Why is it important to address human rights in our development work?	45 min

Overview

The aim of this session is to have participants build their understanding of human rights and the links to development.

Activity 1 - What are human rights?

Objective	To have participants reflect on their personal notion of human rights
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none">• the meaning of human rights• the human rights principles of equality and non-discrimination, inalienability, indivisibility, interdependency, universality and responsibility
Time	45 min
Materials	Reference sheet 4- Definitions of human rights and Reference sheet 5- Underlying principles of human rights
Description	<ol style="list-style-type: none">1. Explain to participants that they will do a dinamica called continuum (see Worksheet 1). Participants will indicate their response to a question or statement by placing themselves along an imaginary line or "continuum" extending from one side of the room to the other. The position they choose along the line will indicate their position with regard to the question. One side of the room will represent a strongly positive response; the other side will represent a strongly negative response; while the middle of the room is for responses somewhere in between the two extremes.2. Ask the participants to stand up and do an example with them. After each question, invite a few participants to share why they have chosen to place themselves where they are on the continuum. Provide comments as necessary. Suggested comments are provided in the chart below. You can also refer to Reference sheet 4: Definitions of human rights and Reference sheet 5: Underlying principles of human rights provided below.3. Ask participant whether they feel the group shares a common understanding of human rights. (15 min)4. Ask participants to return to their seats and refer them to Reference sheets 4 and 5. Highlight key points in the Reference sheets.

Facilitation notes

Prior to this activity, read the suggested comments (key) (see [Worksheet 1](#)) associated with the statements you are going to read.

The “*Continuum*” dinamica (see [Worksheet 1](#)) will enable participants to reflect on their understanding of human rights and enable facilitators to introduce the topic and gauge participants’ level of knowledge/ experience.

End of activity ■

Worksheet 1: Dinamica – Continuum

Questions	Suggested Comments (key)
How is your day so far? ➡Great – so-so – terrible	
I have a good understanding of human rights ➡Agree – not sure – disagree	
All human beings have the same rights. ➡Agree – not sure – disagree	<p>The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: “All human beings are born free and equal in dignity and rights.”</p> <p>Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors. Reference to some factors that contribute to discrimination contained in international human rights treaties include: race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. The criteria identified in the treaties, however, are only examples; it does not mean that discrimination is allowed on other grounds.</p>
Human rights apply to everyone, everywhere. ➡Agree – not sure – disagree	Human rights are universal .-they apply to everyone equally regardless of sex, politics, colour, race, ethnic origin, nationality, sexual orientation, religious or economic or social class we are all entitled to human rights
Human rights cannot be taken away from people. ➡Agree – not sure – disagree	Human rights are inalienable which means that the rights that individuals have cannot be taken away, surrendered or transferred
Some human rights are more important than others. ➡Agree – not sure – disagree	Human rights are indivisible and interdependent and should not be prioritized. This means that they should be addressed as an indivisible body including CP, ESC and collective rights. Human rights violating are interconnected; loss of one right detracts from other human rights. Similarly, promotion of human rights in one area supports other human rights.

<p>Any human being can violate the rights of any other human being</p> <p>☞ Agree – not sure – disagree</p>	<p><i>You don't have to be a government official or a soldier or a police officer to violate human rights. Although only states can sign international recognized treaties to protect human rights, all of us can violate the rights of others and therefore we all have a responsibility for respecting the human rights of others</i></p>
<p>Governments are responsible for the protection, promotion and fulfilment of human rights</p> <p>☞ Agree – not sure – disagree</p>	<p><i>Human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable. As 'duty bearers' governments have the obligation to respect, protect and fulfil human rights.</i></p> <p><i>Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.</i></p> <p><i>Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights. A private entity such as a corporation, a family, or a local government can also be 'duty bearers'.</i></p>

Reference sheet 4: Definitions of human rights

1. “Human rights are the rights and freedoms ... that everybody has from the moment of birth, simply because they are human beings. They are not privileges, which need to be won, and they apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the government (although they can be limited and sometimes suspended during states of emergency).

It is very important to remember that these rights belong to everyone. This means that people have a responsibility to respect other people’s human rights. Also, these rights do not replace the laws we already have, and so people must respect these laws as well. For example, the fact that I have a right to follow my own customs does not mean that I can do whatever I want. I must make sure in following my customs that I do not infringe anyone else’s rights.”

Source:

Building a Culture of Human Rights Workshop Manual, South African Human Rights Commission British Council and Humanitas Educational.

2. “Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or others opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with the fundamental freedoms and human dignity.”

Source:

Human Rights: A Basic Handbook for UN Staff, OHCHR, UN Staff College Project 1999 p. 3.

3. “The concept of human rights springs from modern human thought about the nature of justice; it does not spring from an anthropologically based consensus about the values, needs, or desires of human beings. As Jack Donnelly puts it, the concept of human rights is best interpreted by constructivist theory:

Human rights aim to establish and guarantee the conditions necessary for the development of the human person envisioned in ...[one particular] underlying moral theory of human nature, thereby bringing into being that type of person.... The evolution of particular conceptions or lists of human rights is seen in the constructivist theory as the result of the reciprocal interactions of moral conceptions and material conditions of life, mediated through social institutions such as rights.

Human rights tend to be particularly characteristic of liberal and/or social democratic societies [...].

Human rights adhere to the human being by virtue of being human, and for no other reason[...].

Human rights, then, are a particular expression of human dignity. In most societies, dignity does not imply human rights. There is very little cultural – let alone universal – foundation for the concept, as opposed to the content, of human rights. The society that actively protects rights both in law and in practice is a radical departure for most known human societies [...].”

Source:

Howard, Rhoda. 1992. “Dignity, Community and Human Rights”. In Abdullahi An-Na’in (ed.), *Human Rights in Cross-Cultural Perspectives*, Philadelphia: University of Philadelphia Press, 81-102.

Reference sheet 5: Underlying principles of human rights

“Human rights are universal and inalienable; indivisible; interdependent and interrelated. They are universal because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background. Inalienable because people’s rights can never be taken away. Indivisible and interdependent because all rights – political, civil, social, cultural and economic – are equal in importance and none can be fully enjoyed without the others. They apply to all equally, and all have the right to participate in decisions that affect their lives. They are upheld by the rule of law and strengthened through legitimate claims for duty-bearers to be accountable to international standards.”⁵

Equality

The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: “All human beings are born free and equal in dignity and rights.”

Non-discrimination

Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors. Reference to some factors that contribute to discrimination contained in international human rights treaties include: race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. The criteria identified in the treaties, however, are only examples; it does not mean that discrimination is allowed on other grounds.

Universality

Certain moral and ethical values are shared in all regions of the world, and governments and

communities should recognize and uphold them. The universality of rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people.

Human dignity

Human dignity affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve equal respect.

Indivisibility

Human rights should be addressed as an indivisible body, including civil, political, social, economic, cultural, and collective rights.

Interdependency

Human rights concerns appear in all spheres of life -- home, school, workplace, courts, markets - everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.

⁵ United Nations Population Fund. *Human Rights Principles*. Online. <http://www.unfpa.org/rights/principles.htm> (retrieved September 27, 2013)

<p>Inalienability The rights that individuals have cannot be taken away, surrendered, or transferred.</p> <p>Participation and Inclusion All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.</p> <p>Responsibility Government responsibility: human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable. As ‘duty bearers’ governments have the obligation to respect, protect and fulfill human rights.</p>	<p>Individual responsibility: Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.</p> <p>Other responsible entities: Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights. A private entity such as a corporation, a family, or a local government can also be ‘duty bearers’.</p>
<p>Sources: Equitas, 2013. <i>International Human Rights Training Program</i>. Montreal: Equitas – International Centre for Human Rights Education.</p> <p>Flowers, N. 2000. <i>The Human Rights Education Handbook: Effective Practices For Learning, Action, And Change</i>. Minneapolis, MN: University of Minnesota.</p> <p>Ravindran, D. J. 1998. <i>Human Rights Praxis: A Resource Book for Study, Action and Reflection</i>. Bangkok, Thailand: The Asia Forum for Human Rights and Development.</p> <p>United Nations Population Fund. <i>Human Rights Principles</i>. Online. http://www.unfpa.org/rights/principles.htm (retrieved September 27, 2013)</p>	

Activity 2 - Presentation – Human rights standards and instruments

Objective To have participants gain greater familiarity with the foundations of human rights

Key

Learning After completing this activity participants will be familiar with:

- the foundations of human rights
- categories of rights
- main features of international human rights instruments

Time 30 min

Materials [PowerPoint](#): “Human rights standards and Instruments” and handouts of the presentation

Description This activity is divided into two parts.

In **Part A**, The facilitator will give a brief presentation addressing the questions below. (20 min)

- What are the foundations of human rights?
- What are the main features of the international human rights system?
- How are human rights enforced?
- What are the connections between human rights and development?

In **Part B**, there will be a Question and Answer period. (10 min)

Facilitation notes

Preparing for the activity

Make handout copies of the PowerPoint presentation [“Human Rights Standards and Instruments”](#) for the participants.

End of activity ■

Activity 3 - Power walk⁶ - Why is it important to address human rights in our development work?

Objective	To have participants reflect on the disparities that exist in any society and their causes (mainly power), and to consider how to address these disparities through programming.
Key Learning	After completing this activity, participants will be familiar with: <ul style="list-style-type: none">• the value added of human rights in the development process• strategies to address power imbalances through programming
Time	45 min
Materials	Role cards and statements
Description	<p>This activity simulates a community in 'development'. Everyone starts off as equals, in a straight line that reflects Article 1 of the UDHR: "All human beings are born free and equal in dignity and Rights". By the end of the activity, participants have all experienced very different outcomes, based on the process of development and individual abilities to 'claim their rights'. It will seem as if some lives are worth more than others.</p>

This activity is divided into two parts.

In **Part A**, The participants will take part in an activity about **power**.

In **Part B**, the facilitator will lead a discussion.

Part A: Take a step forward (20 min)

1. Give a role card to each participant (see [Worksheet 2](#)). Ensure that there is a ratio of powerful to 'vulnerable' characters of about 1:3. Ask participants to read their cards to themselves without showing them to anyone else. Ask participants to imagine they are the person on their card.
2. Ask participants to form a straight line, facing you. Explain that

Facilitation notes

Copy and cut out the attached role cards for Part A (see [Worksheet 2](#)).

⁶ This activity is adapted from *Take a step forward, in Compass – A Manual on Human Rights Education with Young People*, Council of Europe, 2002 and Power Walk – UN Practitioners' Portal Human Rights Based Approach to Programming -UN Common Learning Package (English) [Facilitation Guide - HRBA-RBM In-country workshop \(23-5-2011\) EN only.doc](#)

the line represents the *Universal Declaration of Human Rights* (UDHR) – Article 1: All human beings are born free and equal in dignity and rights.

3. Read a statement from the list provided below (see [Worksheet 3](#)). If participants believe that the statement applies to the person on their card, they take one step forward. Otherwise, they stay where they are. Continue on with the other statements. You will need enough space for powerful characters to take around 20 steps. At the end, some participants will be way out in front, while others may not have moved at all.
4. Ask participants to remain where they are for **Part B**.

Part B: Debriefing and large group discussion (25 min)

Lead a large group debrief/discussion using the questions provided below.

- Begin by asking participants at the front to name their characters. Ask them to explain why they feel they are in front. Record their responses on flipchart.
- Then ask the people at the back who they are and how they felt as they watched all the others moving forward. Record their responses on flipchart.
- Ask who is male, and who is female (strategically it will be important to have a majority of female characters at the back in order to demonstrate gender inequality)
- Refer back to the Article 1 of the UDHR (all are born equal in dignity and rights), and ask the group what to do? Should we work with those that have advanced? With those that have not advanced? Both? Should we hold people back?) The message should be that we should not hold people back, but we cannot allow people to regress beyond the minimum guarantees that human rights provide. After all, human rights are minimum rules.
- Ask participants for their ideas on how to reach the people at the back. Because communities are very heterogeneous, it is important to make deliberate efforts to reach the poor and the marginalized, and especially the young.
- The rich and powerful (especially those at the very front of the line) will not have too much interest in helping the ones at the

back. How could human rights assist in mitigating the differences?

Invite participants to return to their seats and lead a large group discussion on the questions below. Record the responses for future reference.

- What does the outcome of the power walk tell us about the way in which we should work during our program planning, implementation and evaluation?
- What capacities do the different people need in order to participate effectively or to listen to others?

End of activity ■

Worksheet 2: Role Cards

Local municipal councillor

Village chairperson

Subsistence farmer with 14 family dependents

School teacher in a rural area (woman)

District police officer (man, 52)

Environmental activist, aged 24, victim of death threats (man)

Primary school boy, aged 12

Widow, aged 31, with 5 children living in a rural village

Girl age 16, working as a sex worker

Refugee woman, aged 30, widow with 3 children, unemployed

Teenager with a disability, living in a slum (girl)

Provincial prosecutor

Unemployed boy, aged 17	UNDP Country Representative (man)
Political party leader (man)	National development NGO Director (woman)
Clothing factory worker earning 50 \$ per month (woman)	Local Journalist, female, aged 26
Director of a National TV Channel, (man aged 47)	Policeman who frequently pays for sex, aged 34, father of 4 kids
One of top 5 richest businessmen in the country, aged 37	National Ombudsman
Prisoner (man aged 23)	School teacher in an urban area (man)

Worksheet 3: Statements

1. I get to meet visiting government officials.
2. I can read newspapers regularly.
3. I have access to and time to listen to the radio.
4. I have access to micro credit.
5. I can speak in extended family meetings.
6. I have access to confidential counseling services.
7. I can negotiate condoms use with my partner.
8. I expect to go to secondary school.
9. I enjoy a healthy environment in my community.
10. I won't face discrimination or stigma when using public services.
11. I will be consulted on issues affecting health services in our community.
12. I can pay for treatment at a private hospital if necessary.
13. I eat at least two full meals a day.
14. My home and family are not vulnerable to natural disasters.
15. I sometimes attend workshops and seminars on development issues in my country.
16. I am not in danger of being sexually harassed or abused.
17. I could own a small business.
18. I can question the expenditure of public funds.
19. I get paid the at least the official minimum wage.
20. I have access to or can afford the legal counsel of a lawyer.
21. I have access to public financial information from the provincial government.

Session 3 – Human-Rights-Based Approach

Total time: 2 hours

Activity		Time
Activity 1	Case study – Identifying the human rights issues	45 min
Activity 2	Presentation – Elements of a human rights-based approach (HRBA)	30 min
Activity 3	Case study – Applying HRBA	45 min
Activity 4	Presentation – Participants’ case study projects and the process for integrating a HRBA	1 hr 30 min
Activity 5	Integrating HRBA into your development project	3 hrs 30 min

Overview

The aim of this session is to have participants think about human right issues through a case study and discuss elements of a human rights-based approach (HRBA).

HRBA makes the human rights framework work for human development by relating development goals to human rights standards and applying human rights principles to the work process, including the planning and implementation of programs, projects and activities.

Source:

Adapted from: [http://www.humanrights.dk/focus+areas/human+rights+based+approach+\(hrba\)](http://www.humanrights.dk/focus+areas/human+rights+based+approach+(hrba))

Activity 1 - Case study – identifying the human rights issues

Objective	To have participants identify human rights issues using a case study example.
Key Learning	After completing this activity participants will be familiar with: <ul style="list-style-type: none">• how to analysis a situation from a human rights perspective• the connections between development and human rights
Time	45 min
Materials:	Worksheet 4: The Wind Turbines of Summerland – case study ; Worksheet 5a: Which are the human rights issues in this case? ; Worksheet 5b: Suggested answer key ; Reference sheet 6: Summary of CEDAW ; Reference sheet 7: Summary of the ICCPR ; Reference sheet 8: Summary of the ICESCR ; Reference sheet 9: International human rights treaties ratified by Summerland
Description	<p>This activity in divided into two parts.</p> <p>In Part A, the participants will work on a case study in small groups.</p> <p>In Part B, the facilitator will lead a large group discussion.</p> <p>Part A: Small group work (30 min)</p> <p>Together with the members of your group read and briefly discuss the case study - The Wind Turbines of Summerland (see Worksheet 4).</p> <p>Identify the human rights issues in this case. Record your responses in Worksheet 5a. Refer to Reference sheet 6: Summary of CEDAW. See also Reference sheets 7, 8 and 9 to help you.</p> <p>The facilitator will take up responses with the larger group (10 min)</p> <p>Part B: Large group discussion (15 min)</p> <p>The facilitator will lead a large group discussion addressing the questions provided below.</p> <ul style="list-style-type: none">• How should the human rights analysis inform development work?• What can you say about the impact of development interventions on human rights?• How can human rights standards strengthen development work?

Facilitation notes

During the large group discussion, summarize what is being said to make sure everyone understands. Do not answer all questions yourself; participants can answer each other's questions.

Once you have gone through the activity, feel free to refer participants to the suggested answer key ([Worksheet 5b](#)).

End of activity ■

Worksheet 4: The Wind Turbines of Summerland – case study

Read the case study and fill in the chart below. Begin by reviewing [Reference sheet 9: International human rights treaties ratified by Summerland](#). Then refer to [Reference sheet 6: Summary of CEDAW](#), [Reference sheet 7: Summary of the ICCPR](#) and [Reference sheet 8: Summary of the ICESCR](#) to help you identify the human rights issues.

The Wind Turbines of Summerland

Summerland is a small country on the east coast of the Afro-Indian continent. It has a population of 15 million, mostly peasants, who live in abject poverty despite their beautiful surroundings. For the last four years, the country has been attempting to build a democracy after over 30 years spent under a merciless dictatorship. The old single-party rule led to an exodus of the most educated people, most of them men. The indigenous Tapirapé people were victims of the regime's abuses, and the surviving members are just barely scraping by in extreme poverty on land that was usurped from them. The country still lacks decent, universally accessible academic institutions, and health services are in ruins.

From the beginning of its term, the government of Summerland has been exploiting the country's great potential for wind power generation in an effort to improve the living conditions of its people. But since the government has neither the capital nor the skills required to develop the wind industry on its own, it has opened its market to international engineering firms that are ready to invest. In so doing, it hopes to lay the groundwork for a thriving industry that will create jobs. Since the country's legislature is still on shaky ground, the companies that are rushing in to develop the wind power industry have a leg up.

In an effort to gain the confidence of the people, the government has already ratified quite a few international and regional human rights conventions—but what the population wants more than anything is more humane living conditions. This is reason why so many men left to work abroad in order to help their families. This in turn has made the women's burden much heavier, as they are now the heads of the family and must tend their plots of cropland and take care of their meager livestock to feed the family. Children often miss school in order to work in the fields, and elementary school attendance rates are dropping. But this is in fact a lesser evil, as the quality of education is becoming poor. The peasants also complain about wind turbine towers encroaching on their land and the constant noise they make. The animals too seem to be affected by the noise; their fertility rates are starting to drop. On top of it all, almost none of the jobs that people were hoping for are actually available to the local population because they do not have the specialized skills, and work in the fields grows ever harder and less productive. Many foreign workers have begun taking advantage of the women's situation by exploiting and abusing them, bribing the authorities to look the other way.

In an effort to both improve the living conditions of its population and get re-elected in the next elections, the government eventually decided to ask wind power companies to contribute 15% of their profits from electricity sales to local civil society organizations so that the population's needs can be

met. Your local partner, Women First, has been selected to administer these funds (\$175,000) in the region. It is asking for help to improve its program by introducing a human rights-based approach. Here are the guidelines submitted by Women First:

Objective: Improve the status of women by meeting their basic needs

Actions:

- Improve seed stock for higher productivity, better nutrition and higher economic return
- Create a women's agricultural co-operative to diversify food production and reduce competition between women
- Make specialized training accessible to women so that they will be able to meet the needs of the establishing wind energy companies and industries and find paid work
- Strengthen the skills of elementary school teachers
- Create a drop-in centre for preschool-aged children to foster their growth and improve their physical and mental condition
- Raise awareness among the police force about violence against women

This Case Study and its related documents was prepared by Thérèse Bouchard.

Worksheet 5a: Which are the human rights issues in this case?

Human rights issues
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Worksheet 5b: Suggested answer key

Human rights issues
1. Right to an adequate standard of living (ICESCR, art. 11)
2. Right to quality education (ICESCR, art. 13 and 14, CRC, art. 28, CEDAW, art.10)
3. Right to accessible health care (ICESCR, art. 12, CRC, art. 24, CEDAW, art. 12)
4. Right to paid work (ICESCR, art. 7, CEDAW, art. 11)
5. Right to the protection of the law and equality before the law (ICCPR, art. 14 and 26)
6. Right of association (ICCPR, art. 22)
7. Right to participate in public life (including development planning) (ICCPR, art. 25, CEDAW, art. 14)
8. The right to family life (ICESCR, art. 10, ICCPR, art. 23, CRC, art. 9 and 11)
9.
10.

Reference sheet 6: Summary of CEDAW

Summary of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979

(Unofficial summary)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women.

The CEDAW Treaty contains a preamble and 30 articles. It defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. It provides a practical blueprint to promote basic human rights, achieve progress and overcome barriers of discrimination against women and girls, while recognizing that it is up to each country to determine how best to bring their policies and laws in line with ending discrimination against women. A summary of the preamble and key articles follows.

The **Preamble** to the Convention explicitly acknowledges that "extensive discrimination against women continues to exist", and emphasizes that such discrimination "violates the principles of equality of rights and respect for human dignity".

Article 1: Definition of Discrimination. Defines discrimination against women to cover all facets of human rights and fundamental freedoms.

Article 2: Country duties. Countries must eliminate discriminatory laws, policies, and practices in the national legal framework.

Article 3: Equality. Women are fundamentally equal with men in all spheres of life. Countries must take measures to uphold women's equality in the political, social, economic, and cultural fields.

Article 4: Temporary special measures. Countries may implement temporary special measures to accelerate women's equality.

Article 5: Prejudice. Countries agree to modify or eliminate practices based on assumptions about the inferiority or superiority of either sex.

Article 6: Trafficking. Countries agree to take steps to suppress the exploitation of prostitution and trafficking in women.

Article 7: Political and public life. Women have an equal right to vote, hold public office, and participate in civil society.

Article 8: International work. Women have the right to work at the international level without discrimination.

Article 9: Nationality. Women have equal rights with men to acquire, change, or retain their nationality and that of their children.

Article 10: *Education*. Women have equal rights with men in education, including equal access to schools, vocational training, and scholarship opportunities.

Article 11: *Employment*. Women have equal rights in employment, including without discrimination on the basis of marital status or maternity.

Article 12: *Health*. Women have equal rights to affordable health care services.

Article 13: *Economic and social life*. Women have equal rights to family benefits, financial credit, and participation in recreational activities.

Article 14: *Rural women*. Rural women have the right to adequate living conditions, participation in development planning, and access to health care and education.

Article 15: *Equality before the law*. Women and men are equal before the law. Women have the legal right to enter contracts, own property, and choose their place of residence.

Article 16: *Marriage and family*. Women have equal rights with men in matters related to marriage and family relations.

Articles 17-24: concern the Committee on CEDAW and reporting procedures.

Articles 25-30: concern the administration of the Convention.

Sources:

<http://www.cedaw2011.org/index.php/about-cedaw/summary-of-provisions>; retrieved September 27, 2013

<http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm#intro> retrieved September 27, 2013

Reference sheet 7: Summary of the ICCPR

Summary of International Covenant on Civil & Political Rights (1966)

(Unofficial summary)

This Covenant was adopted by the United Nations General Assembly on 16 December 1966 and entered into force on 23 March 1976. As of May 18, 2011, the Covenant had been ratified by 167 states.

The Covenant elaborates further the civil and political rights and freedoms listed in the Universal Declaration of Human Rights.

The Preamble to the Covenant recognizes the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. And recognizing that these rights derive from the inherent dignity of the human person...

Under **Article 1** of the Covenant, the states commit themselves to promote the right to self-determination and to respect that right. It also recognizes the rights of peoples to freely own, trade and dispose of their natural wealth and resources.

Article 2: These rights will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Men and women are equally entitled to the enjoyment of all civil and political rights

Article 4: In times of public emergency a state may derogate from these rights except for articles 6, 7, 8, 11, 15, 16 and 18 may be made under this provision.

Article 5: Nothing in this covenant implies for anyone the right to destroy any of the rights or freedoms herein.

Article 6: Every human being has the inherent right to life. No one shall be arbitrarily deprived of his life.

Article 7: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 8: No one shall be held in slavery; slavery and the forced labor shall be prohibited.

Article 9: Everyone has the right to liberty and security of person, and freedom from arbitrary.

Article 10: All persons deprived of their liberty shall be treated with humanity and with respect for their dignity.

Article 11: No one shall be imprisoned for being unable to fulfil a contractual obligation.

Article 12: Everyone has the right to liberty of movement and freedom to choose his residence.

Article 13: A non-citizen may be expelled from a state only following a legal decision unless national

security dictates otherwise.

Article 14: All persons shall be equal before the courts and tribunals.

Article 15: No one shall be held guilty of any criminal offence which was not an offence at the time it was committed

Article 16: Everyone shall have the right to recognition everywhere as a person before the law.

Article 17: Everyone has the right to freedom from interference with his privacy, family, honour or reputation.

Article 18: Everyone shall have the right to freedom of thought, conscience and religion.

Article 19: Everyone shall have the right to hold opinions without interference, and freedom of expression

Article 20: Any propaganda for war shall be prohibited by law.

Article 21: The right of peaceful assembly shall be recognized.

Article 22: Everyone has the right to freedom of association with others, including joining trade unions

Article 23: The family is the natural and fundamental group unit of society and is entitled to protection.

Article 24: Every child has the right to protection from the state.

Article 25: Every citizen has the right to take part in the conduct of public affairs, and to vote freely in fair elections.

Article 26: All persons are equal before the law

Article 27: In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

Articles 28-47 concern the Human Rights Committee through which States have to submit reports on their adherence to the clauses of this treaty.

Articles 48-53 concern mechanisms for signing onto the treaty.

The Covenant is legally binding; the Human Rights Committee established under Article 28, monitors its implementation.

Source:

The Minnesota Human Rights Resource Center, based on UN Centre on Human Rights, The International Bill of Rights, Fact Sheet #2. and CARE Human Rights Initiative Basic Introduction to Human Rights and Rights-Based Programming Facilitators' Guidebook

Reference sheet 8: Summary of the ICESCR

Summary of International Covenant on Economic, Social and Cultural Rights (*ICESCR*) (1966)

(Unofficial summary)

Cultural Rights (1966), together with the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1966), make up the International Bill of Human Rights. In accordance with the Universal Declaration, the Covenants recognize that "... the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can be achieved only if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights."

Preamble: Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. Recognizing that these rights derive from the inherent dignity of the human person....

Article 1: All peoples have the right of self-determination, and to freely dispose of their natural wealth and resources.

Article 2: These rights will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Men and women are equally entitled to the enjoyment of all economic, social and cultural rights

Article 4: These rights may only be limited if they conflict with other rights in this covenant and only to promote the welfare of society in general.

Article 5: Nothing in this covenant implies for anyone the right to destroy any of the rights or freedoms herein.

Article 6: Everyone has the right to work and to gain his living by work which he freely chooses or accepts.

Article 7: Everyone has the right to just conditions of work including fair wages, equal pay for equal work, and rest and leisure

Article 8: Everyone has the right to form trade unions, the right to strike,

Article 9: Everyone has the right to social security, including social insurance.

Article 10: The family should be protected as natural and fundamental group unit of society, with special protection for mothers during childbirth and children

Article 11: Everyone has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. States Parties shall take measures to ensure an equitable distribution of world food supplies in relation to need.

Article 12: Everyone has the right to the highest attainable standard of physical and mental health.

Article 13: Everyone has the right to education, including compulsory primary education

Article 14: Each state undertakes to provide compulsory, free primary education within 2 years

Article 15: Everyone has the right to take part in cultural life of his/her state.

Article 16 -31 are mostly about the process of reporting to ECOSOC, and signing onto this treaty.

Source:

The Minnesota Human Rights Resource Center, based on UN Centre on Human Rights, The International Bill of Rights, Fact Sheet #2 and CARE Human Rights Initiative Basic Introduction to Human Rights and Rights-Based Programming Facilitators' Guidebook

Reference sheet 9: International human rights treaties ratified by Summerland⁷

International Bill of Human Rights	Signature	Ratification	Accession	Succession	Entry into Force
International Covenant on Economic, Social and Cultural Rights	14 Apr 1970	22 Sep 1971			
International Covenant on Civil and Political Rights	17 Sep 1969	21 Jun 1971			
Optional Protocol to the International Covenant on Civil and Political Rights	17 Sep 1969	21 Jun 1971			
Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty	24 Sept 2012				
Prevention of Discrimination on the Basis of Race, Religion, or Belief; and Protection of Minorities	Signature	Ratification	Accession	Succession	Entry into Force
International Convention on the Elimination of All Forms of Racial Discrimination	18 Dec 1967	7 Feb 1969			
Women's Human Rights	Signature	Ratification	Accession	Succession	Entry into Force
Convention on the Elimination of All Forms of Discrimination against Women	17 Jul 1980	17 Mar 1989			
Optional Protocol to the Convention on the Elimination of Discrimination against Women	7 Sep 2000				

⁷ This is not a complete list.

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	1 Oct 2001				
Rights of the Child	Signature	Ratification	Accession	Succession	Entry into Force
Convention on the Rights of the Child	19 Apr 1990	19 Mar 1991			
Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts	7 Sep 2000	22 Sep 2004			
Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour		4 Oct 2001			
Freedom of Association	Signature	Ratification	Accession	Succession	Entry into Force
Freedom of Association and Protection of the Right to Organise Convention		1 Nov 1960			
Right to Organise and Collective Bargaining Convention		3 Jun 1998			
Employment and Forced Labour	Signature	Ratification	Accession	Succession	Entry into Force
Convention concerning Forced or Compulsory Labour		1 Nov 1960			
Equal Remuneration Convention		10 Aug 1962			
Discrimination (Employment and Occupation) Convention		11 Aug 1961			
Employment Policy Convention		21 Nov 1966			
Convention concerning Occupational Safety and Health and the Working Environment	Not signed				

Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families	Not signed				
Education	Signature	Ratification	Accession	Succession	Entry into Force
Convention against Discrimination in Education		21 Dec 1964			
Refugees and Asylum	Signature	Ratification	Accession	Succession	Entry into Force
Convention relating to the Status of Refugees			18 Dec 1967		
Convention relating to the Status of Stateless Persons			20 Feb 1962(*)	(*)Denounced the Convention	the denunciation took effect on 2 April 1966.
African Regional Conventions	Signature	Ratification	Accession	Succession	Entry into Force
African [Banjul] Charter on Human and Peoples' Rights			9 Mar 1992		
Convention Governing the Specific Aspects of Refugee Problems in Africa	10 Sep 1969				
Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa	Not signed				
Protocol to the African Charter on Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights	9 Jun 1998				
African Charter on the Rights and Welfare of the Child	27 Feb 1992				

Activity 2 - Presentation - Elements of a human rights-based approach (HRBA)

Objective	To have participants gain greater familiarity with the main elements of a human rights-based approach (HRBA)
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none">• The definition, main elements and foundations of HRBA• the rationale for implementing HRBA and its value-added to development• Opportunities and challenges in implementing HRBA
Time	30 min
Materials	PowerPoint : "Elements of a human rights-based approach" and handouts of the presentation; Reference sheet 10 : What value does HRBA add to development?
Description	<p>This activity is divided into two parts.</p> <p>In Part A, The facilitator will give a brief presentation on HRBA. (20 min)</p> <p>In Part B, there will be a Question and Answer period. (10 min)</p>

Facilitation notes

Preparing for the activity

Make handout copies of the PowerPoint presentation "[Elements of a human rights-based approach](#)" for the participants.

End of activity ■

Reference sheet 10: What value does a HRBA add to development?

“There are two main rationales for a human rights-based approach: (a) the intrinsic rationale, acknowledging that a human rights-based approach is the right thing to do, morally or legally; and (b) the instrumental rationale, recognizing that a human rights-based approach leads to better and more sustainable human development outcomes. In practice, the reason for pursuing a human rights-based approach is usually a blend of these two.”⁸

“The question of adding value goes primarily to the instrumental case for a human rights-based approach.

Importantly, a human rights-based approach seeks to build upon and learn from—rather than discard—the lessons of good development practice and strengthen arguments for their more consistent implementation. Empirical evidence and practice show the vital importance to development of many human rights outcomes, such as improved girls’ education, enhanced security of tenure and ensuring women’s equal access to land, and the importance of civil and political rights for good governance. The practical value of a human rights-based approach to development lies in the following:

Whose rights? A human rights-based approach focuses on the realization of the rights of the excluded and marginalized populations, and those whose rights are at risk of being violated, building on the premise that a country cannot achieve sustained progress without recognizing human rights principles (especially universality) as core principles of governance. Universality means that all people have human rights, even if resource constraints imply prioritization. It does not mean that all problems of all people must be tackled at once.

Holistic view. A programme guided by a human rights-based approach takes a holistic view of its environment, considering the family, the community, civil society, local and national authorities. It considers the social, political and legal framework that determines the relationship between those institutions, and the resulting claims, duties and accountabilities. A human rights-based approach lifts sectoral “blinkers” and facilitates an integrated response to multifaceted development problems.

International instruments. Specific results, standards of service delivery and conduct are derived from universal human rights instruments, conventions and other internationally agreed goals, targets, norms or standards. A human rights-based approach assists countries in translating such goals and standards into time-bound and achievable national results.

Participatory process. Accountabilities for achieving these results or standards are determined through

⁸ http://www.unicef.org/policyanalysis/rights/index_62012.html#4

participatory processes (policy development, national planning), and reflect the consensus between those whose rights are violated and those with a duty to act. A human rights-based approach seeks both to assist in the participatory formulation of the needed policy and legislative framework, and to ensure that participatory and democratic processes are institutionalized locally and nationally (including through capacity-building among families, communities and civil society to participate constructively in relevant forums).

Transparency and accountability. A human rights-based approach helps to formulate policy, legislation, regulation and budgets that clearly determine the particular human right(s) to be addressed—what must be done and to what standard, who is accountable—and ensures the availability of needed capacities (or resources to build the lacking capacities) The approach helps to make the policy formulation process more transparent, and empowers people and communities to hold those who have a duty to act accountable, ensuring effective remedies where rights are violated.

Monitoring. A human rights-based approach to development supports the monitoring of State commitments with the help of recommendations of human rights treaty bodies, and through public and independent assessments of State performance.

Sustained results. A human rights-based approach leads to better sustained results of development efforts and greater returns on investments by:

- Building the capacity of prime actors to engage in dialogue, meet their own responsibilities and hold the State accountable;
- Strengthening social cohesion through seeking consensus with participatory processes, and focusing assistance on the excluded and most marginalized;
- Codifying social and political consensus on accountabilities for results into laws, policies and programmes aligned with international conventions;
- Anchoring human rights entitlements within a framework of laws and institutions;
- Institutionalizing democratic processes; and
- Strengthening the capacities of individuals and institutions to carry out their obligations as expressed in local, national and international laws, policies and programmes.”⁹

Source:

http://www.unicef.org/policyanalysis/rights/index_62012.html#4

<http://www.ohchr.org/Documents/Publications/FAQen.pdf>

⁹ <http://www.ohchr.org/Documents/Publications/FAQen.pdf>

Activity 3 - Case study – applying a HRBA

Objective	To have participants practise applying the elements of HRBA in a case study example
Key Learning	After completing this activity participants will be familiar with: <ul style="list-style-type: none">• how they can apply the elements of HRBA
Time	45 min
Materials	Worksheet 4: The Wind Turbines of Summerland ; Worksheet 6: Implementing a human rights-based approach ; and Reference sheet 11: Elements of HRBA
Description	<p>This activity is divided into two parts.</p> <p>In Part A, the participants will work in the same small groups as Activity 1 and on the case study from Activity 1</p> <p>In Part B, the facilitator will lead a large group discussion.</p> <p>Part A: Small group work (30 min)</p> <p>Together with the members of your group review the case study - The Wind Turbines of Summerland (see Worksheet 4).</p> <p>Determine how the different elements of a human rights-based can be applied in this particular case. Record your responses in the Worksheet 6 provided below. Refer to Reference sheet 11 – Elements of a HRBA to guide you. (20 min)</p> <p>The facilitator will take up responses with the larger group (10 min)</p> <p>Part B: Large group discussion (15 min)</p> <p>The facilitator will lead a large group discussion addressing the questions provided below.</p> <ul style="list-style-type: none">• What are some examples of the differences between a needs-based approach and HRBA in this case?• What are some of the advantages and challenges of using HRBA?• Why is it important that HRBA be an organizational approach to development programming rather than at the individual project level?

Facilitation notes

An answer key is provided for [Worksheet 6](#).

End of activity ■

Worksheet 6: Implementing a human rights-based approach

Implementing a human rights-based approach (HRBA) in the Summerland case study		
Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project	Explain your answer
Direct links to human rights	The first step in implementing an HRBA is to identify which human rights are being affected, determine which ones are to be targeted in the project and examine which ones are covered by international treaties that Summerland has ratified and which it is therefore accountable for realizing (see Activity 1, Worksheet 2).	
Participation <i>How did Women First determine the project activities? Who was consulted? Who should have been consulted? How can Women First encourage and ensure the participation of the people whose living conditions are to be improved and whose human rights are to be defended through the project?</i>		
Accountability <i>In the context of the project and the rights being targeted, who are the rights holders?</i>	Rights holders	

<p><i>Which people and institutions are responsible for realizing the rights?</i></p>	<p>Government bodies</p>	
	<p>Wind power companies</p>	
<p><i>What is Women First accountable for? How can it be held accountable?</i></p>	<p>Women First</p>	
<p><i>What actions must Women First take to hold the government accountable?</i></p>		

<p>Non-discrimination <i>How can Women First ensure that the rights of the poorest are given priority?</i></p>		
<p>Empowerment <i>Whose capacities must Women First strengthen?</i></p> <p><i>Which types of skills are required? For whom?</i></p>		

Answer key for Worksheet 6

Implementing a human rights-based approach (HRBA) in the Summerland case study		
Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project	Explain your answer
Direct links to human rights	The first step in implementing an HRBA is to identify which human rights are being affected, determine which ones are to be targeted in the project and examine which ones are covered by international treaties that Summerland has ratified and which it is therefore accountable for realizing (see Activity 1, Worksheet 2).	
<p>Participation <i>How did Women First determine the project activities?</i></p> <p><i>Who was consulted? Who should have been consulted?</i></p> <p><i>How can Women First encourage and ensure the participation of the people whose living conditions are to be improved and whose human rights are to be defended through the project?</i></p>	<p>The context does not indicate whether the NGO was consulted.</p> <p>However, the women who work in the fields and those who have children would be in the best position to identify their priorities and their availability to contribute to the project. Women First should consult these individuals.</p> <p>Women First must also be transparent and consistent when it comes to the required level of participation of each group of actors in the project: when, in what structures, what roles (who does what, who decides what, etc.).</p>	<p>The desired results of this project cannot be achieved without the will of the target population, women in this case.</p> <p>It is also important to consult with children to understand their interests and to seek their participation in implementing the project. Consultation is already part of the project implementation process; it demonstrates to the target population that the NGO wishes to work with and for them, and that they are seen as the drivers of their own development.</p> <p>Consultation also provides a preliminary view—one to be further explored—of the people’s awareness of their rights. <i>(This step may be reviewed and improved after Step 3 [Accountability], and the people identified in this step could be consulted.)</i></p>
<p>Accountability <i>In the context of the project and the rights being targeted, who are the rights holders?</i></p>	<p>Rights holders Specifically:</p> <ul style="list-style-type: none"> Women 	<ul style="list-style-type: none"> Women (<u>right</u> to security, equality, protection of the law, participation in development planning, fairly paid work, etc.) (<u>responsibility</u> to

<p><i>What actions must Women First take to hold the government accountable?</i></p>	<p>The use of international human rights treaties ratified by the government is a significant contribution to guiding and legitimizing the people's actions. It is important to propose group actions. Women First should help organize the population to establish analysis and action committees on specific issues.</p>	<p>funds received, Women First is accountable for realizing these rights.</p> <p>Women First must be transparent and accountable to the population by inviting citizens to participate in achieving the desired results and assessing them each year.</p>
<p>Non-discrimination</p> <p><i>How can Women First ensure that the rights of the poorest are given priority?</i></p>	<p>In this project, the mothers with the most children may be the poorest and will have less time to participate. We need to find ways to consult with them. The timing of this is very important (they don't have much spare time), as are the chosen facilitators (simple people who are good listeners and not intimidating).</p> <p>On occasion, the general population may also be asked to contribute, provided this does not embarrass the people involved. The people know their neighbours well, and inviting them to contribute can sometimes make them more community-minded, by giving priority to the most marginalized.</p>	<p>Very often, the "strongest" people, those who are educated and have relationships, are those who make themselves heard during consultations. It is important to find ways to make the voices of the "voiceless" heard, perhaps by organizing participatory meetings that target them specifically.</p>
<p>Empowerment</p> <p><i>Whose capacities must Women First strengthen?</i></p> <p><i>Which types of skills are required? For whom?</i></p>	<p>Population</p> <p>Women First must educate the population about their rights, empower people to demand them in a non-violent manner and propose solutions. Training in interest-based negotiation could be a highly effective tool for defending rights.</p> <p>Government bodies</p> <p>Women First must also consider the</p>	<p>Women First is not a substitute for citizens. It must first and foremost analyze the capacity required for the citizenry to become engaged in holding the government accountable for its actions and in defending rights.</p> <p>Note that the balance of power is an</p>

	<p>capacity that the government and its representatives (in the context of this project, this means teachers and the judiciary) will need if they are to meet their obligations. Therefore, Women First must work to ensure that the government develops this capacity.</p> <p>Although it is not in its purview to do so, the NGO can raise awareness among other funders or teachers' unions, for example, to support the government in meeting its obligations. Citizens' committees (which the project can help establish) can also put pressure on the government to improve its response to their claims.</p> <p>Women First Lastly, the NGO must also assess its own skills when it comes to adopting HRBA and train its staff accordingly, especially for skills required to improve its participation strategies and analyze situations and power dynamics.</p>	<p>important factor in progress. On the one hand, in the context of a weak civil society, power that is overly authoritarian will simply maintain the status quo. On the other hand, an opposition force that is too strong will destabilize the government and may provoke a defensive or aggressive reaction on its part. This is why it is important to consider the skills development of all parties involved.</p> <p>This analysis of skills may help identify new actors in the project, such as legal advisors, teachers' unions, etc.</p> <p>Empowerment becomes a key component in the project, as it is both a means and an end of HRBA.</p>
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Reference sheet 11: Elements of HRBA

A human rights-based approach:

- Is founded on the conviction that every human being, by virtue of being human, is a holder of rights;
- Assumes that all human beings should have equal opportunity to realize their full developmental potential;
- Involves a process of empowering those who do not enjoy their rights to claim their rights. It does not involve charity or simple economic development;
- Integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development programs, social programs and other programs;
- Supports the concept that all people, regardless of age, gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity;
- Ensures that programs address all aspects of life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.

Elements of HRBA	Questions to address
Direct links to human rights The goal of HRBA work is to use human rights standards as the foundation for all development work in all sectors and in all phases of programming, from planning to implementation, with the goal of promoting human rights and human dignity for all.	<ul style="list-style-type: none"> • What human rights are involved? • What are the applicable human rights standards, instruments and mechanisms (national, regional, international)?
Participation HRBA creates channels for the participation of a broad spectrum of stakeholders, including, poor and disadvantaged people, minorities, indigenous peoples, women children and youth. HRBA promotes active, meaningful and continuous voluntary participation; it stresses that developing capacities for participation is an important result in itself.	<ul style="list-style-type: none"> • Who should participate? • How should they participate? • In what decisions?
Accountability HRBA in programming demands that duty-bearers be identified and held accountable for the violation or neglect of human rights. In this sense, one of the fundamental contributions of the HRBA is the emphasis it places on challenging the power imbalance between duty-bearers and rights-holders	<ul style="list-style-type: none"> • Who is accountable? And to whom? How? • Who are the rights-holders and duty-bearers?

<p>Non-discrimination</p> <p>HRBA gives particular attention to non-discrimination, equality, equity and marginalized groups (which may include women, minorities, indigenous peoples, prisoners and the poor). A HRBA requires that the question of who is marginalized be answered locally. From this perspective, people are not seen as beneficiaries but as rights-holders.</p>	<ul style="list-style-type: none"> • Who are the marginalized and vulnerable? • Who should be included? • How should they be included?
<p>Empowerment</p> <p>HRBA aims to give rights-holders the capacity and the power to claim their human rights and hold duty-bearers accountable. (UNDP 2005).</p>	<ul style="list-style-type: none"> • Who should become empowered? How?

An easy way to recall these key elements of a human rights-based approach is the acronym **PANEL**.

P	Participation
A	Accountability
N	Non-discrimination and equality
E	Empowerment and
L	Linkages to the legal human rights framework rights

Rights-holders and duty-bearers

A human rights-based approach is a conceptual framework that sets the achievement of the full range of human rights as an objective of social actions. It is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It focuses on developing the capacities of duty-bearers to meet their obligations and of rights-holders to claim their rights.

In human rights language, a rights-holder:

- Is entitled to rights
- Is entitled to claim rights
- Is entitled to hold the duty-bearer accountable
- Has a responsibility to respect the rights of others

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holders are **duty-bearers**.

The overall responsibility for meeting human rights obligations rests with the State. This responsibility includes all the organs of the State such as parliaments, ministries, local authorities, judges and justice

authorities, police and teachers. All these are legal duty-bearers. Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights-holders is a moral duty-bearer – the greater the power, the larger the obligation to fulfill and especially to respect and protect the human rights of others. In this sense private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in principle every individual are moral duty-bearers. You should remember that the State as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. – to ensure that they respect human rights.

Source:

Adapted from Equitas- Facilitator's manual - International Human Rights Training Program (2013) pp.5-17 to 7-18

For more on HRBA see <http://www.ohchr.org/Documents/Publications/FAQen.pdf>

Activity 4 - Participants' case study projects and the process for integrating HRBA

Objective	To have participants share their case studies and set up the process for Activity 5
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none"> • The projects of other participants present at the training • A process for integrating HRBA into their development projects
Time	90 min
Materials	Pre-prepared flip chart versions of Worksheet 7: Project description , one for each participant; markers; copies of participants' pre-workshop assignments
Description	<p>This activity is divided into two parts.</p> <p>In Part A, the facilitator will assign groups and review the process for Activities 4 and 5. (15 min)</p> <p>In Part B, participants will prepare their project description on flip chart. (40 min)</p> <p>In Part C, participants will familiarize themselves with each other's projects. (35 min)</p> <p>Part A: Presentation on the process (15 min)</p> <p>The facilitator will divide participants into 3 to 4 small groups according to the topic or theme of their projects.</p> <p>The facilitator will begin by explaining the process for the next 2 activities.</p> <p>For Activity 4:</p> <ol style="list-style-type: none"> 1. Participants will get into their assigned groups and work individually to prepare a flip chart description of their project. A format is provided. See Worksheet 7: Project description. [The flip charts will then be displayed for a gallery walk in Part C.]

Facilitation notes

For this activity, make sure you have the chance to talk to different participants and learn about their projects.

Have participants prepare a flip chart version of their project using Worksheet the evening prior to this activity.

Assign groups for Activities 4 and 5.

2. Participants should spend at least 15 minutes, of the 40 minutes allotted time to complete Part B, sharing about each other's work.
3. Facilitators will work with each of the groups to assist in the preparation and respond to questions.
4. Part C will be a Gallery Walk to get to know each others' projects. Participants will review the information provided for each project and note on post-its any questions they may have about the project. Participants should stick the post-its directly on the flip chart.
5. Participants will then have an opportunity to review the questions and respond to them.

For Activity 5:

1. Participants will get into their assigned groups and work individually on integrating HRBA into their project. A framework is provided. Participants can consult each other and the facilitators as they work through their case.
2. Participants will present the results of their work in their small group and provide each other feedback. Facilitators will also be present to provide feedback.

End of activity ■

Worksheet 7: Project description

Participant's name and organization:	
Project title/name:	Country:
CONTEXT	
1. Problem/issue/the project aims to address	
STAKEHOLDERS	
2. Main target audience/ beneficiary of the project	
3. Partners and others directly involved with the collaboration	
4. Other stakeholders	
PROJECT DESIGN DETAILS	
5. Expected results	
6. Goal and objectives	
7. Activities	

Activity 5 - Integrating HRBA into your development project

Objective	To have participants practise integrating HRBA into a specific project of their respective organizations
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none">• How to integrate the main elements of HRBA into a development project• Potential challenges in integrating the approach and possible strategies for addressing the challenges
Time	3 hrs 30 min
Materials	Worksheet 8 : Framework for integrating HRBA into Programming ; Worksheet 9: Results and indicators from a human rights perspective ; and Reference sheet 13: Results-based management and a human-rights-based approach .
Description	<p>This activity is divided into three parts.</p> <p>In Part A, the facilitator will have participants get into the same groups as for Activity 4 and go over the Worksheet 8: Framework for integrating HRBA into programming and Worksheet 9: Results and indicators from a human rights perspective (15 min).</p> <p>In Part B, participants work in small groups with a facilitator to complete Worksheets 8 and 9. The facilitator will have group members present their work at different intervals as outlined below (2 hrs 15 min)</p> <ul style="list-style-type: none">• After questions 1 and 2• After question 3• After questions 4 to 7 (time permitting) <p>Note: Questions in italics require greater analysis and reflection as well as research in certain cases. They have been included to provide a more complete picture of the steps involved in integrating HRBA. However, they do not need to be answered for the purposes of this exercise.</p> <p>In Part C, participants will share their reflections on the activity. (45 min)</p>

Facilitation notes

Ensure that each group has the flipcharts with the project descriptions of their group members' projects.

End of activity ■

Worksheet 8: Framework for integrating HRBA into programming

Project Description	Integrating HRBA
<p>Title:</p> <p>1. What problem/ issue/ need is the project aiming to address?</p>	<p>What is the specific human rights problem or issue you want to address? What is the environment like? i.e., the social, economic, political structures and cultural traditions?</p> <p>What specific human rights are not being respected, protected or fulfilled because of this issue?</p> <p>What are the root causes contributing to the specific human rights not being respected, protected or fulfilled?</p> <p>What human rights treaties have been ratified by the country?¹⁰</p>

¹⁰ To check state of ratification see UN website at [UN website at http://www2.ohchr.org/english/law/docs/status.xls](http://www2.ohchr.org/english/law/docs/status.xls)

<p>Cont.</p>	<p>Are local laws and policies consistent with those treaties or not?</p> <p>Are there existing laws or policies that could put the success of your initiative at risk?</p> <p>Is non-discrimination enshrined in the country's constitution?</p>
<p>2. Who are the main beneficiaries of the project? Who are the stakeholders?</p>	<p>Who are the “rights holders”? (Ensure you include the most marginalized groups.) How will they participate in the project?</p> <p>What is the capacity of the different rights holders? i.e., Are they aware of their rights? Can they claim their rights? Do they have the necessary information and know-how? Are they organized?</p>

Cont.	<p>Who are the relevant “duty bearers” including “moral” duty bearers? How will they be held accountable?</p> <p>What is their capacity to fulfill their duty or legal obligation to respect, protect and fulfill human rights? In other words do the duty-bearers have the authority to perform their role? Do they have the necessary know-how and resources?</p> <p>Who are the other stakeholders with an interest and influence concerning this issue?</p> <p>How will you ensure participation, empowerment and inclusion of all relevant groups (including marginalized groups or groups with a particular interest?</p>
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<p>Cont.</p>	<p>How will you ensure non-discrimination in the aim, design, conduct and analysis of the human rights assessment?</p> <p>How will you ensure that the particular needs of women and girls as well as men and boys are surfaced and addressed in the program design?</p>
<p>3. What are the expected results?</p> <p>How will you know these results are achieved?</p>	<p>What do you expect to see changed with respect to the human rights issue(s) as a result of the project? Define results and indicators from a human rights perspective. See Worksheet 9.</p> <p>How will you ensure participation, empowerment and inclusion of all relevant groups (including marginalized groups or groups with a particular interest in determining expected results)?</p>

Cont.	How will you ensure that the results take into account the particular needs of women and girls as well as men and boys ?
4. What are the goal and objectives of the project?	<p>What are the human rights goal and objectives of the project?</p> <p>How will you ensure participation, empowerment and inclusion of all relevant groups (including marginalized groups or groups with a particular interest) in determining these goal and objectives?</p> <p>How will you address the differing needs of women and men and of boys and girls?</p>
5. What is your monitoring and evaluation strategy?	How will you ensure the participation, empowerment and inclusion of all relevant groups (including marginalized groups or groups with a particular interest) in all aspects of your monitoring and evaluation strategy?

Cont.	<p>How will you ensure non-discrimination and equality in data collection and analysis?</p> <p>How will you ensure accountability for results?</p>
6. What are the activities ?	<p>How will you ensure the participation, empowerment and inclusion of all relevant groups (including marginalized groups or groups with a particular interest) in design and implementation of activities?</p> <p>How will you ensure accountability regarding implementation of project activities?</p>
7. What is the follow-up strategy?	

Worksheet 9: Results and indicators from a human rights perspective

Develop **one result statement** for each outcome level: ultimate, intermediate and immediate. Also develop **one indicator for each level**. Review [Reference sheet 12: Considerations when developing results statements and indicators](#) and [Reference sheet 13: Results based management and a human rights based approach](#) to help you. An example is also provided.

Results Chain ¹¹	Result	Indicator
Ultimate outcome <i>Key considerations</i> <ul style="list-style-type: none"> • What human rights will be respected, protected and/or fulfilled as a result of this project? • Whose human rights will be respected, protected and/or fulfilled as a result of this project? Will the project result in a change for the poorest and most marginalized? 		
Intermediate outcome <i>Key considerations</i> <ul style="list-style-type: none"> • What changes in behaviour or practice will result in the duty bearers getting closer to fulfilling their human rights obligations? • What changes in the behaviour or practice of the rights-holders will increase their ability to understand and claim their rights? 		

¹¹ SGDE-EDRMS-#393408-v5-DOLP_L5_HUMAN_RIGHTS_PARTICIPANT'S_MANUAL_DAY_2_

<p>Immediate outcome</p> <p><i>Key considerations</i></p> <ul style="list-style-type: none"> • What are the changes in the institutional knowledge, awareness, skills or capacity of the duty bearers to strengthen their capacity to meet their human rights obligations? • What are the changes in the individual knowledge, awareness, skills or capacity of the rights holders to strengthen their capacity to claim their human rights? 		
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1. Human rights and their normative elements in development planning

... human rights are both freedoms of action and entitlements to goods, services, institutions and resources necessary for a life of dignity. Entitlements are implicit in human rights and better identified through the normative elements of each human right; generally speaking, normative elements include: availability, physical accessibility, economic accessibility, information accessibility, quality, safety and cultural acceptability. It is important to note that entitlements vary depending upon the normative content of the right.

The normative elements of human rights ... are influenced by a variety of factors, many of which are within state control. These factors include, among others, infrastructure, power and energy, public transportation, traffic management and control, peace and order services, emergency services, agrarian reform, urban land reform, trade, national budget, land use regulations, investment climate, taxation, environmental policies, regulation, science and technology, etc. These factors may, in turn, be influenced by other factors that may or may not be under state control (population growth, migration, external environment, weather patterns, culture, etc.).

The relationship between factors within state control and human rights entitlements works on two levels: first, it helps identify where development attention is placed vis-à-vis where it should be placed within a particular sector: for example, are development interventions focused on the availability of education (by constructing school buildings and classrooms) and place little or no attention on the quality of education (by hiring teachers who may not be competent in the subjects they teach or by requiring the use of textbooks and teaching materials that contain errors)?

Source:

Human Rights-Based Approach Development Toolkit. Online. http://www.hrbatoolkit.org/?page_id=65 (retrieved October 7, 2013).

2. An example of normative elements of human rights applied to the right to education

Availability refers to state obligations to establish schools that respect freedom of and in education, to ensure that free and compulsory education is available to all school-age children, and to ensure respect of diversity.

Accessibility means that governments must strive for the practical elimination of discrimination and ensure the enjoyment of human rights. Is education accessible? What kinds of barriers exist that prevent the enjoyment of the right to education (e.g. gender discrimination, racism)?

Acceptability requires minimum guarantees regarding the quality of education, e.g. in terms of health and safety or professional requirements for teachers. These guarantees should be monitored and enforced by the state throughout the education system, whether the institution is public or private.

Adaptability requires that schools respond to the needs of each individual child, in keeping with the CRC. For example, this can mean adapting the language of instruction to accommodate minority languages or providing special needs education for children with disabilities.

3. Examples of specific rights and their elements to be protected and ensured

<p>a. Right to Life, Liberty and Security</p> <ul style="list-style-type: none"> Right to livelihood and dignity Right not to be deprived of liberty, except in accordance with the law Protection of physical integrity 	<p>f. Right to Housing</p> <ul style="list-style-type: none"> Legal security of tenure Availability of infrastructure Habitability Accessibility
<p>b. Right to Water</p> <ul style="list-style-type: none"> Availability Accessibility Quality Affordability <p>Right to Sanitation (closely linked)</p> <ul style="list-style-type: none"> Safety Cultural Adequacy 	<p>g. Rights of Minorities</p> <ul style="list-style-type: none"> Equality before the law and non-discrimination Right to profess and practice one's religion (also freedom of religion)
<p>c. Right to Food</p> <ul style="list-style-type: none"> Availability Adequacy Accessibility Affordability Stability of food supply 	<p>h. Right to Culture</p> <ul style="list-style-type: none"> Right to enjoy one's own culture right. Right to use one's own language
<p>d. Right to Education</p> <ul style="list-style-type: none"> Availability Accessibility Acceptability Adaptability 	<p>i. Political Rights and Freedoms</p> <ul style="list-style-type: none"> Effective exercise requires access to information Right to participate Freedom of opinion/ assembly/ etc. Non-discrimination Right to a fair trial
<p>e. Right to Health</p> <ul style="list-style-type: none"> Includes underlying determinants of health (nutrition, housing, etc.) Availability Accessibility Acceptability and Quality 	<p>i</p>

Source:

https://assets.helvetas.ch/downloads/2_humanrightsbasedapproach_red_final_engl_a4_portrait.pdf
(retrieved October 9, 2013).

4. Example of a Results Chain incorporating HRBA

Project: Engaging Children and Youth to Take Leadership in the Promotion of Freedom, Democracy, Human Rights and the Rule of Law – a Global project, with focus a specific in Senegal, Tanzania, Haiti and Colombia.

Results Chain ¹²	Result	Indicator
Ultimate outcome <i>Key considerations</i> <ul style="list-style-type: none"> What human rights will be respected, protected and/or fulfilled as a result of this project? Whose human rights will be respected, protected and/or fulfilled as a result of this project? Will the project result in a change for the poorest and most marginalized? 	<i>Safer and more equitable communities where children and youth (aged 6-24), both male and female, are participating and taking leadership in promoting democracy and greater respect for human rights.</i>	<i>% of actions, in targeted communities, to reduce violence and ensure greater respect for human rights, advance gender equality, led by children and youth</i>
Intermediate outcome <i>Key considerations</i> <ul style="list-style-type: none"> What changes in behaviour or practice will result in the duty bearers getting closer to fulfilling their human rights obligations? What changes in the behaviour or practice of the rights-holders will increase their ability to understand and claim their rights? 	<i>Government authorities, national human rights institutions and other stakeholders engaging in action to ensure that policy-making and the delivery of services for children and youth fulfil state obligations to promote and protect human rights and advance gender equality.</i> <i>In targeted communities, intermediaries working collaboratively, and in partnership with children and youth to create structures leading to greater participation, reduced violence, advancement of gender equality and greater respect for human rights</i>	<i>Number of actions taken toward policy changes supporting children and youth (male and female) rights and participation</i> <i>Structures in place, in targeted communities, leading to greater participation of children and youth, both male and female</i>

¹² SGDE-EDRMS-#393408-v5-DOLP_L5_HUMAN_RIGHTS_PARTICIPANT'S_MANUAL_DAY_2_

Results Chain	Result	Indicator
Immediate outcome Key considerations <ul style="list-style-type: none"> What are the changes in the institutional knowledge, awareness, skills or capacity of the duty bearers to strengthen their capacity to meet their human rights obligations? What are the changes in the individual knowledge, awareness, skills or capacity of the rights holders to strengthen their capacity to claim their human rights? 	<p><i>Intermediaries and stakeholders, including government, implementing strategic actions based on national and international norms related to the rights of children and youth and in support of gender equality</i></p> <p><i>Intermediaries effectively use systematic approaches (e.g., human rights-based approach, including approaches that promote gender equality; participatory approach) in their community initiatives.</i></p>	<p><i>Number of organizations (International CSOs, International Institutions and Government Policy-makers) which will access new knowledge, tools and best practices to inform their own programming for children and youth</i></p> <p><i>% of intermediaries who feel they can integrate systematic approaches in their organizations and community initiatives</i></p>

Results-based management (RBM)

The United Nations Development Group has adopted a comprehensive definition of results-based management. “RBM is a management strategy by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and higher level goals or impact). The actors in turn use the information and evidence on actual results to inform decision-making on design, resourcing and delivery of programmes and activities as well as for accountability and reporting.”

Human rights- based approach (HRBA)

HRBA brings to RBM the use of a conceptual framework to understand the causes of fulfillment or not of human rights and in doing so brings to light the underlying issues that impede development progress.

HRBA is based on international human rights standards and principles and develops the capacities of rights-holders to claim their rights and duty-bearers to fulfill their obligations. Apart from its normative value as a set of universally agreed values, standards and principles, HRBA leads to better and more sustainable results. It does so by analyzing and addressing the inequalities, discriminatory practices and unjust power relations that are often at the heart of development problems and which pose a serious threat to development progress if left unaddressed. The box below highlights HRBA within the RBM context.

How HRBA interfaces with RBM

A human rights-based approach brings to RBM the use of a conceptual framework to understand the causes of fulfillment or not of human rights and in doing so brings to light the underlying issues that impede development progress. Based on international human rights standards and principles, a human rights-based approach develops the capacity of rights-holders to claim their rights and duty-bearers to fulfil their obligations. Apart from its normative value as a set of universally agreed values, standards and principles, a human rights-based approach leads to better and more sustainable results. It does so by analyzing and addressing the inequalities, discriminatory practices and unjust power relations that are often at the heart of development problems and which pose a serious threat to development progress if left unaddressed.

Broken down, human rights-based results focus on the following three main elements:

1. changes in the capacities of the duty-bearers to fulfil their obligations and rights-holders to enjoy their rights, enabling environmental organizational and individual capacities;
2. focus on discrimination and the most marginalized;

¹³ United Nations Development Group, ‘Results-based Management Handbook: Harmonizing RBM concept and approaches for improved development results at country level’, edited draft October 2011, p.10.

3. the extent to which human rights principles have been incorporated into the development process.

Source:

Results-Based Management Handbook: Harmonizing RBM concepts and approaches for improved development results at country level; United Nations Development Group; October 2011

What does HRBA add to RBM?

While RBM is a management tool to help reach a desired result, HRBA is a framework that helps define the results and the process by which they are achieved.

- HRBA specifies who should be the subject of programming results, that is the rights-holders and the duty-bearers:
 - **Intermediate outcomes** should reflect the improvement in the performance or the strengthened responsibility of the right-holder and duty-bearer resulting from institutional or behavioural change
 - **Immediate outcomes** should close the capacity gaps
- HRBA monitors how programmes have been guided by human rights principles (*non-discrimination, participation, accountability) in the process of reaching results.
- HRBA specifies what should be the programming results: the realization of human rights as laid down in international instruments.

Session 4 – Working Towards Equitable Partnerships

Total time: 6 hours and 15 min

Activity		Time
Activity 1	“Partnership”: personal experience, theory and practice	1 hr 15 min
Activity 2	Partnership, power and ethics	2 hrs
Activity 3	What does successful equitable partnership look like? Testing an approach for working with partners	3 hrs 15 min

Overview

The aim of this session is to have participants understand the complexity of collaboration: including the nature and range of partnership possibilities, that equitable collaboration has to be intentionally planned, and how power and ethics influence equitable partnerships. Participants will also practice and /or develop skills in working with partners to co-facilitate a session on “Indicators of what Equitable Partnership means for us”.

Activity 1 - “Partnership”: personal experience, theory and practice

Objective	To analyze the term partnership and share partnership experiences
Key Learning	<p>After completing this activity, participants will have:</p> <ul style="list-style-type: none"> reflected upon and learned from their own partnership experiences developed skills for analyzing partnership using emerging theory & practice understood how equitable, transparent partnerships are complex, intentional and require commitment
Time	1 hr 15 min
Materials	<p>Participants partnerships experiences (from case studies if relevant, other examples if not)</p> <p>PowerPoint: Theory and Practice: Partnership spectrum, Drivers and Purpose, Scope and Realm Framework, partnering cycle</p>
Description	<p>This activity is divided into six parts (with an optional seventh, if time):</p> <p>Part A: Overview & introduction (5 min)</p> <p>Share with the group the goal for this section on Partnership: Collaboration to meet mutual goals is an essential element of all development work, yet equitable and transparent partnerships are not easy. The Istanbul Principles for CSO Development Effectiveness challenge us to pursue equitable partnership based on shared development goals & values, mutual respect, trust, organizational autonomy, long-term accompaniment and solidarity. This section provides the opportunity to reflect on our current organizational “partnerships” and examine some of the complexities of such partnerships.</p> <p>Part B: Personal reflection on a partnership experience (5 min)</p> <p>Participants are invited to individually reflect on a partnership experience or story (as they currently define it). It can come directly from the Case Studies already identified OR it can be another collaboration they wish to explore further.</p>

Facilitation notes

Preparing for the activity

Have on hand:

Flipcharts prepared – “Common lessons learned from partnership experiences” (times four or five depending on group size)

Partnership spectrum posted on the wall

Coloured post-it notes or cardboard

Handouts: [PowerPoint](#) with key sections highlighted: Purpose, Drivers of Partnership, Partnership Spectrum, One definition of partnership

Notes on facilitation

Participants often look for an absolute definition of partnership at the beginning of the session. When asked to identify a “partnership”, let them know that the starting point is their current understanding of the term and the session is designed to unpack and explore the range of potential understandings.

This session is only 1 hr 15 min therefore an energizer or dinamica is not likely needed – however as it may be mid-day and energy is lagging,

Part C: Small group discussion to share participants' current partnerships (15 min)

In groups of 3-4, participants are invited to discuss their experiences, with a focus on what went well or what didn't go so well with 'their partnership' case-story. They should try to identify what has been learned as a result and flip-chart: "Common lessons learned from partnership experiences" – agreeing and noting how many might be similar – if possible have each group rank the most-agreed upon

Part D: Sharing highlights from each group – roundtable with each group sharing their top lessons learned (15 min)

Each group shares with the larger group the key lessons learned in a 'round-table format'– starting with one groups' top commonly agreed point, moving to the next group with their top commonly agreed point, going from group to group until all points are identified. This is followed by a large group discussion and analysis to determine some of the main elements of successful partnership.

Part E: Review and discussion on some emerging partnership theory, frameworks and tools for analysis: the partnership spectrum, drivers and purpose (15 min)

Large group discussion on whether these are helpful tools for analysis (do these relate to the partnership stories shared earlier?) See [Worksheet 10](#) for handouts from [PowerPoint presentation](#).

Part F: Mapping on the partnership spectrum (20 min)

The group is invited to stand around the large partnership spectrum that is already posted on the wall or whiteboard. The discussion should focus on the differing types of relationships identified.

Some questions to pose include:

1. What is the difference between all these types of collaboration?
2. Are some types of organizations likely to have a particular type of partnership?
3. Why are some partnerships likely to be legally binding and others not? Do they have to be?
4. Can one organization have a variety of types of partnerships?

have participants move around physically during this activity – e.g. breaking into small groups for discussion of partnership experience, as well inviting the group to stand up and gather around the partnership spectrum for that discussion (taking mobility issues into account, if required)



Participants are invited to identify 'their partnership' on a large Post-it note or colored card and post in the appropriate spot along the spectrum. All are invited to explore why each example might be where it is and whether another position might also be appropriate followed by group discussion on understanding the range of partnership possibilities.

One of the main anticipated learnings is that participants realize that differing types of partnerships meet differing needs. But these relationships should not be random – rather they should be intentional and agreed to by the parties concerned.

If there is still a request for a *specific* definition, share one adapted from The Partnering Initiative:

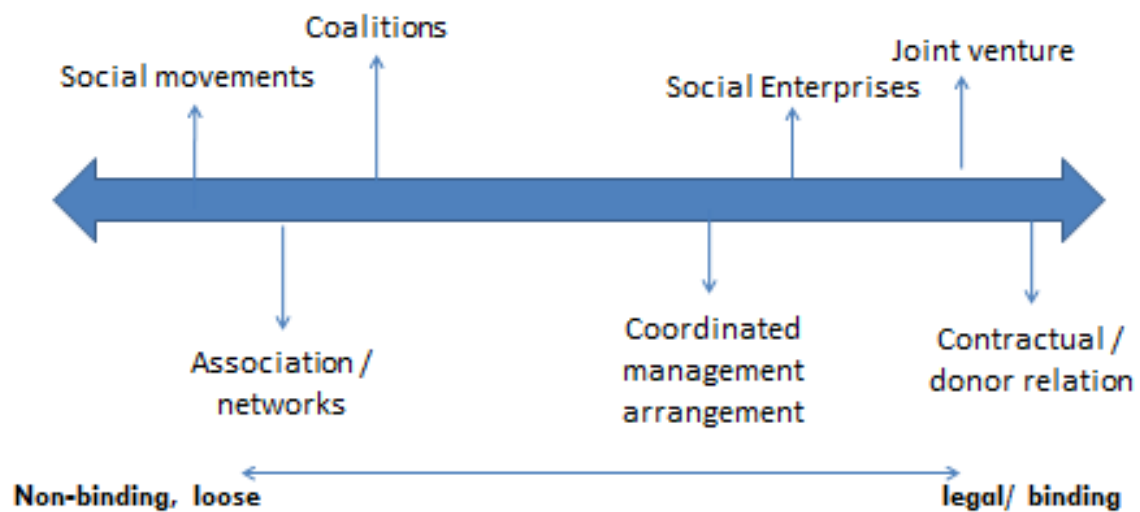
- “Partnership is a collaboration in which organizations work together in a transparent, equitable and mutually beneficial way towards a sustainable development goal and where those defined as partners agree to commit resources and share the risks as well as the benefits associated with the partnership”. But note that the real goal is to have all parties involved in a partnership develop a collaborative, mutual definition/understanding.”

Part G: Wrap up (optional)

Participants are invited to reflect on whether they now view their partnership case story (or partnership) differently and whether any of the frameworks and tools may be relevant. Time permitting, other tools and frameworks from the [PowerPoint](#) can be referred to including Partnership Scope and Domain or Partnering Cycle (slides 8 and 9 respectively).

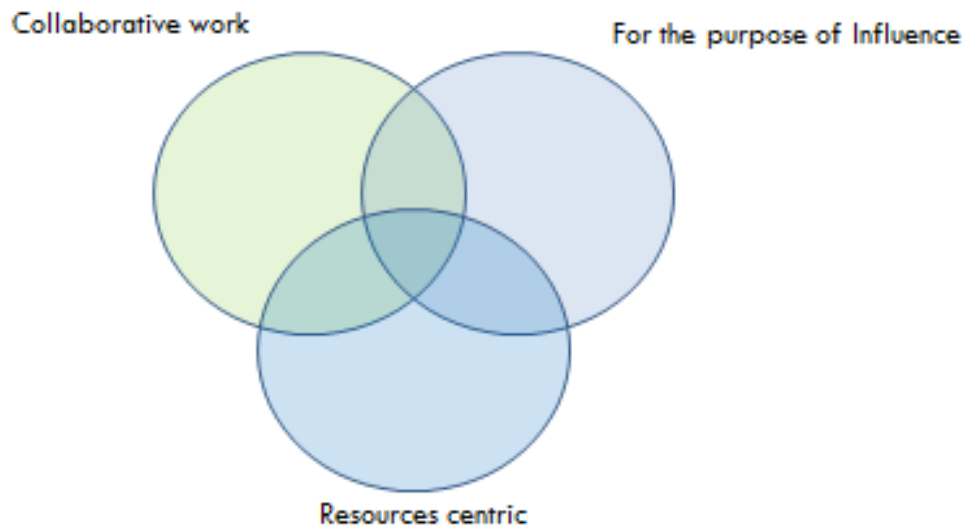
End of activity ■

Activity One: Nature of collaboration – a partnership spectrum



Adapted from thepartnershipinitiative.org

Activity One: Drivers for partnership



Activity One: Purpose-led Partnership

- ☐ Systemic Change
- ☐ Policy Influence
- ☐ Business solution for social purpose
- ☐ Service Delivery Coordination
- ☐ Mutual learning (including research)
- ☐ Strengthening community voice
- ☐ others.....

Activity 2 - Partnership, power and ethics

Objective To reflect upon how power and ethics are important considerations in building equitable and transparent partnerships

Key

Learning After completing this activity, participants will have:

- an appreciation of the global development context influencing a shift from effective to equitable partnership
- developed skills in power analysis and ethical reflection through examination of their own partnership practice
- reviewed the [CCIC Code of Ethics and Operational Standards](#) through the lens of the Istanbul Principle #6

Time 2 hrs

Materials [PowerPoint](#): “Global context, Powercube analysis” (slides 12 – 15, 17; also [Reference sheet 14](#) and [Worksheet sheet 11a](#))

Description This Activity has five parts:

1. Review and discussion of the Global aid-effectiveness context
2. Presentation of the Powercube and power analysis framework
3. Energizer
4. Mini-power-analysis on partnership case stories
5. Group review of the [CCIC Code of Ethics and Operational Standards](#) and Istanbul Principle #6

Part A: Review and discussion of aid effectiveness (25 min)

See [PowerPoint](#), slides 12-15, and [Reference sheet 14](#) for presentation on how the Aid Effectiveness Agenda and the Development Effectiveness context has influenced civil society to work in partnership.

Facilitator presentation to be followed by large group discussion on how *effective* may differ from *equitable* partnership. Why is this important? And how do issues such as ethics and power influence equitable partnerships?

Part B: The Powercube (25 min)

See [PowerPoint](#), slide 17, and [Worksheet 11a](#) for presentation on the Powercube and dimensions of power. This framework has been used to analyze different places, spaces and types of power

Facilitation notes

Hand-outs:

[Reference sheet 14: Why work in partnership? The global context from effective to equitable partnerships](#)

[Worksheet 11a: Analyzing power and partnership](#)

[CCIC Code of Ethics and Operational Standards](#)

as well as where (within, with, over) and how (to) power is exerted. The presentation explores various dimensions and offers the opportunity for participants to reflect on how they currently perceive power and how it might be perceived differently. Language may be an issue but an exploration of the website (<http://www.powercube.net/>) with participants to learn of the resources available in many languages is suggested.

Part C: Energizer (5 min)

Invite participants to facilitate a short energizer. If none are suggested, the Tropical Rainstorm Energizer is a very quick and active way to get people moving after lots of heavy thinking. The group forms a circle and takes the lead from a facilitator who very quietly starts to rub their fingers together, followed by quiet snapping of fingers, which gets louder and louder, leading to clapping of hands, slapping of thighs and stomping of feet. The process is reversed – going from a very noisy group effort to a quiet, slow sound of fingers rubbing together. The entire activity is done over 45-60 secs mimicking the arrival and departure of a sudden tropical storm.

Part D: Mini-power analysis on partnerships (40 min)

Participants are invited to spend 20 min reviewing the Powercube handouts and using the framework to conduct a mini-power-analysis of the Partnership Case Study they initially presented to the group. They should look for where power exists, in what form and by whom it is exerted within their partnership. They should also begin to identify where there may be ethical considerations or questions to think more about.

Participants then find one or two other group members with whom they feel comfortable to share their self-reflections for 15 min on potential power and ethical concerns.

A 5 min wrap-up discussion is facilitated where the group is invited to share general reflections (but not specifics in cases where confidentiality may be an issue). Recognizing that ethics and power are challenging discussions to have with partners, the facilitator introduces the next session as the starting point.

Part E: Reviewing ethics and principles (20 min)

The [CCIC Code of Ethics and Operational Standards](#) ([Worksheet](#)

[11b](#)) is an excellent starting point for discussion with partners – whether members of CCIC or not.

In the same small groups as the previous exercise, participants are invited to review the partnership sections of the [CCIC Code of Ethics](#)– identifying key components of relevance to their partnerships. A 20 min small group discussion relating the Code of Ethics and Operational Standards to Istanbul Principle #6 provides the opportunity for participants to think about how this could be directly applied – and is preparation for the next Activity on thinking about indicators of Equitable Partnership

The session finishes with Reflections and contributions to the Learning Wall (10-15 min)

End of activity ■

Reference sheet 14: Why work in partnership? The global context from effective to equitable partnerships

❑ **Millennium Development Goals (MDGs)**

In 2000, 189 nations made a promise to free people from extreme poverty. This pledge became the 8 MDGs to be achieved by 2015.

- **MDG 8** – Virtually nothing in the sphere of international development happens without effective partnerships. The challenge of reducing poverty around the world is simply too big for any single government or organization to tackle alone.

❑ **Paris Declaration on Aid Effectiveness**

2005 – first major international meeting of donors

- “working in partnership” referred to more than 1000 times throughout the declaration which set the international agenda for increased aid effectiveness

❑ **Accra Agenda for Action**

2008 – CSO meeting in response to Paris Declaration

- “build more effective and inclusive partnerships in order to have greater impact on reducing poverty”

❑ **Istanbul CSO Development Effectiveness Principles**

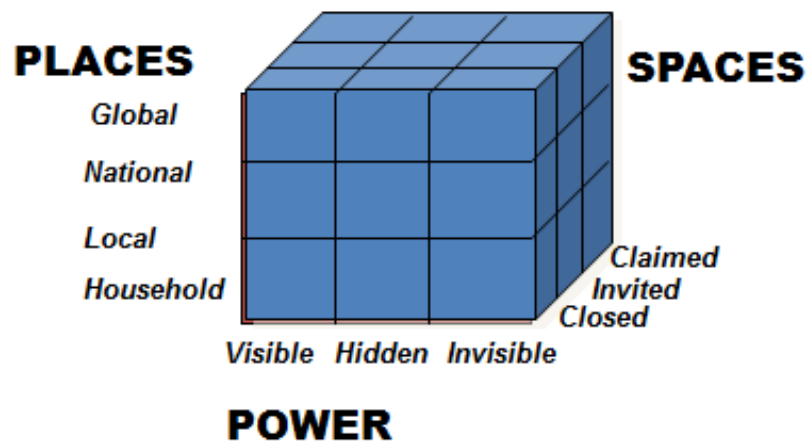
2010 meeting and consultations with CSO networks

- **Pursue equitable partnerships and solidarity** (principle #6)
“CSOs are effective as development actors when they commit to transparent relationships with CSOs and other development actors, freely and as equals, based on shared development goals and values, mutual respect, trust, organizational autonomy, long-term accompaniment, solidarity and global citizenship”

❑ **Equitable Partnership? Defined as “impartial, just & fair to all parties as dictated by *reason and conscience*”**

- Implies:
 - Power relations
 - Principals & ethical considerations
- Power and ethics not easy subjects to explore without common reference points

The Power Cube



PowerCube: <http://www.powercube.net/analyse-power/what-is-the-powercube/>

Power and Partnership

- ✓ **Power ‘over’** – the ability of the powerful to affect the actions and thoughts of the powerless
- ✓ **Power ‘to’** – the capacity to act; agency
- ✓ **Power ‘with’** – the synergy of collective action, social mobilization and alliance building
- ✓ **Power ‘within’** – a sense of self-dignity and self-awareness that enables agency

<http://www.powercube.net/analyse-power/>

CCIC Code of Ethics and Operational Standards

Code of Ethics:

A declaration of common principles that all members strive to continually embody.

Operational Standards:

Collective understanding of what at a minimum organizations agree they must do.



CCIC code of Ethics and Operational Standards - http://www.ccic.ca/about/ethics_e.php

Activity 3 - What does successful equitable partnership look like? Testing an approach for working with partners

Objective To develop and/or practice skills for working with partners to co-facilitate a session on “Indicators of successful equitable partnerships”

Key Learning After completing this activity participants will have:

- practiced a process for identifying with partners what successful partnership looks like for them
- identified key indicators and measurements that can be used within M&E frameworks (existing and new)
- potentially contributed to the longer-term process of identifying indicators for successful implementation of the Istanbul Principles

Time 3 hrs 15 min

Materials [CCIC Code of Ethics /Operational Standards and Guideline documents](#); [Keystone Partnership Survey](#); [Worksheet 12a: Sample Indicators of Equitable Partnership](#); [Siem Reap CSO Consensus on the International Framework for CSO Development Effectiveness](#); [Worksheet 12b: The Radar Chart](#).

Description This Activity has five parts:

In **Part A**, the group reviews Istanbul Principle #6 and discusses on how to start the conversation with partners on what equitable partnership looks like

In **Part B**, the facilitator splits participants into two groups to collectively identify indicators of equitable partnership – one group using the [CCIC Code of Ethics](#) documents as a reference, one group using [Keystone Partnership Survey](#) as a reference

In **Part C**, the facilitator encourages small group feedback and then a larger group discussion on how this process might be facilitated with partners

In **Part D**, the facilitator shares Coady Institute’s partnership “work in progress” as a small example of work underway

The facilitator concludes with a discussion of next steps and wrap-up

Facilitation notes

Hand-outs on hand:
[CCIC Code of Ethics](#) documents
[Keystone Accountability Survey Questions](#)
 Sample Indicators of Equitable Partnerships
 Coady Institute Partnerships strategic lens ([PowerPoint](#), slides 26-27)

Part A: Starting to talk about equitable partnership (30 min)

Building on the previous session, participants are randomly divided (by numbering off) into groups of 3-4 to review Istanbul Principle #6 and brainstorm on what equitable partnership really means.

Participants are encouraged to think about the following questions:

- Can we begin to identify indicators and measurements for the language carefully chosen for this principle?
- Mutual respect and trust?
- Shared development goals?
- Organizational autonomy vs. solidarity?

The facilitator shares the [PowerPoint presentation](#) and underscores how this discussion should NOT happen in isolation, but be part of an intentional conversation among partners using external resources (such as the ones about to be tested). These resources can include existing organizational documents, such as mission and vision statements, internal codes of ethics, theories of change, etc.

The facilitator introduces a process that could be co-facilitated *with* partners to begin to identify what “successful equitable partnership means for us working together” the next session is a way to practice and test how to begin to identify indicators of successful equitable partnership.

Part B: Developing indicators (1 hr 30 min – including break)

The facilitator shares the highlights of two different, yet complementary, approaches to partnership (see relevant [PowerPoint](#), slides 22-24):

- a) the [CCIC Code of Ethics and Operational Standards](#) as well as the [CCIC on-line guidance document](#), and
- b) [Keystone Accountability Survey](#) (15 min)

Participants are invited to join one of the two groups – based on their preferential starting point – to explore, discuss and begin to develop indicators for key terms used in Istanbul Principle #6 :

- Transparent relationships
- Freely and as equals
- Shared development goals & values
- Mutual respect, trust, organizational autonomy
- Long term accompaniment, solidarity & global citizenship

Groups have an hour and 15 min (including break) to have in-depth discussion to develop indicators and potential measurement tools for successful equitable partnership; using whatever framework they would like (RBM / Logic Model or any other). Highlights of these discussions are to be flip-charted and a presenter(s) identified for the next session

The facilitator can help kick-start the conversation by presenting some sample indicators ([Worksheet 12a](#))

Part C: Discussing your indicators (40 min)

Each group has 10 min to present the key highlights and learnings from the discussion. Groups may have developed a logic-model example with indicators, measurement, etc., or may have other creative ways to present findings.

After each group has shared their findings, there is 15 min to discuss as a larger group – including an evaluation of how useful a process this would be to follow-up with partners.

The facilitator then introduces the radar chart (see [Worksheet 12b](#); also available in Microsoft as a smart-art-chart) as a tool to share with partners – a way to assess and compare each partner’s understanding of how the partnership measures up on each of these indicators (5 min)

Part D: Coady’s partnership approach (10 min)

The facilitator shares the Coady International Institute “work in progress” on thinking strategically about future partnerships and projects (see slides 26-27 in [PowerPoint](#)).

There are many examples (more updated and relevant) of works in progress to share – chose one that may be helpful to have an example for how organizations can develop criteria / strategic lenses / partnership frameworks.

Part E: Wrap-up and next steps (10 min)

Participants invited to verbally share their initial reflections on how this section of the workshop may be put into practice. They are encouraged to visit the Learning Wall one final time prior to the final evaluation.

End of activity ■

Worksheet 12a: Sample Indicators of Equitable Partnership

Istanbul Principles for CSO Development Effectiveness

Principle #6. Pursue equitable partnerships and solidarity

CSOs are effective as development actors when they commit to transparent relationships with CSOs and other development actors, freely and as equals, based on shared development goals and values, mutual respect, trust, organizational autonomy, long-term accompaniment, solidarity and global citizenship.

...commit to transparent relationships

1. There is an appropriate level of **transparency** between partners.
 - a. Particularly around power and the expenditure of funds within the partnership.

...freely and as equals

2. The presence and potential impact of **power dynamics** in the partnership are discussed openly and early.

... based on shared development goals and values

3. Partners discuss and agree upon priorities, conditions and means of **funding and/or expenditure**, without undue pressure or influence from either party.
 - a. Payments from the funding partner are made in appropriate phases so that the funded partner can readily manage cash flow.
 - b. Partners are able to discuss the option of making changes to how funds are spent.
 - c. Funds provided by the funding partner include an appropriate contribution to the funded partner's general/core costs.
 - d. Once the financial commitment is made, there is a minimal time gap before funding is provided.
 - e. Any conditions imposed by funding are clearly explained and agreed upon.

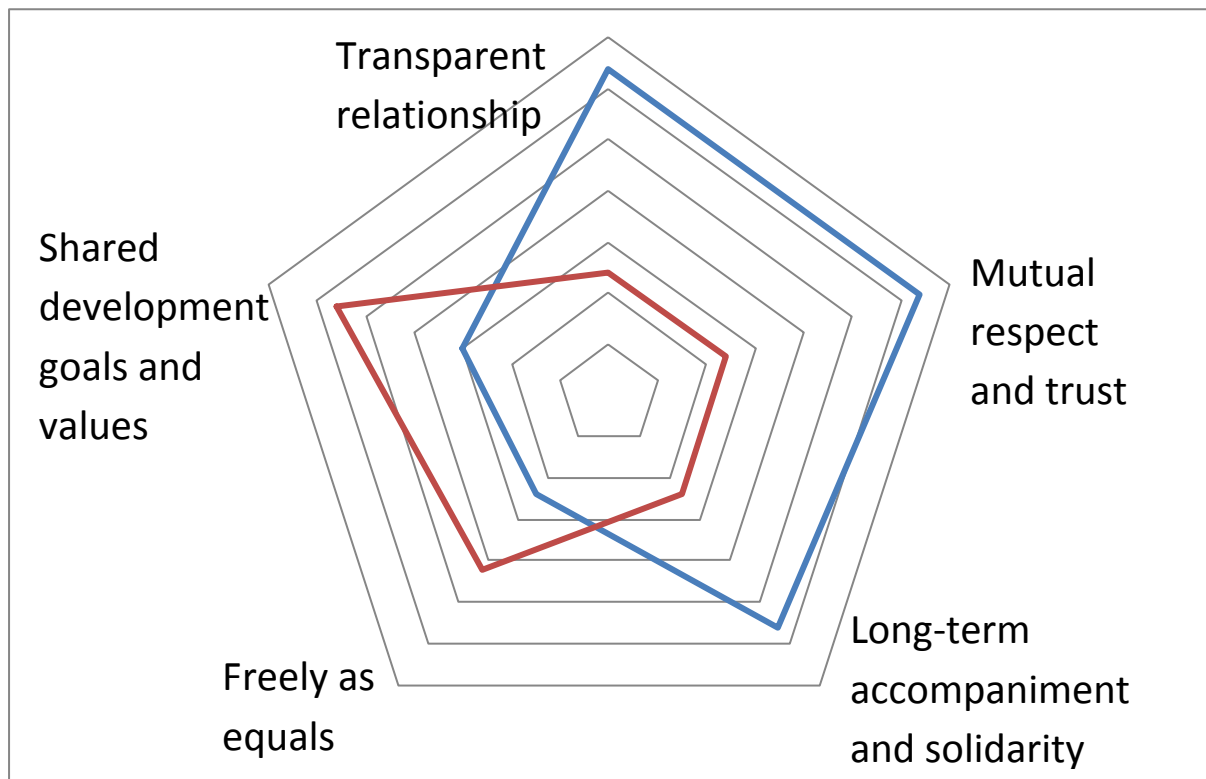
... mutual respect, trust, organizational autonomy

4. **Communication** between partners is regular, honest and respectful.

... long-term accompaniment, solidarity and global citizenship

5. Partners work together to identify and develop useful and relevant ways to **monitor and evaluate** the project and/or partnership for mutual learning, sustainability and growth.

Worksheet 12b: The Radar Chart



Session 5 – Working for Change and Moving Forward

Total time: 3 hrs and 45 min

Activity		Time
Activity 1:	Brief overview of key learnings	15 min
Activity 2:	Developing your Action Plan	1 hr
Activity 3:	Next steps	40 min
	Wrap up and evaluation	20 min

Overview

The aim of this session is to have participants evaluate and assess their key learnings over the past three days and to develop a learning and knowledge sharing action plan through which they can translate and integrate some of their personal learnings into the work of the organization. This may be some challenges, so participants are also asked to explore these in small groups and to collectively identify ways in which they can overcome these challenges and be a support for one another as peers in the follow-up to the workshops.

Activity 1 - Brief overview of key learnings

Objective	To briefly remind participants of the key learnings from the workshop over the past three or four days
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none">the range of issues that they have explored and learned about over the past several days in relation to the Istanbul Principles, development effectiveness, human rights and the human rights system, the HRBA lens, partnership and the partnership spectrum, power and partnerships, and indicators for measuring partnership, and the key learnings that they have taken away both collectively and as a group
Time	15 min
Materials	The Learning Wall
Description	<p>This activity has one part to it.</p> <p>Either from their seats or crowding around the learning wall, the facilitator briefly reviews some of the key learnings, ideally organizing these into themes or sub-themes, reminding participants of some of the things that they have learned over the past several days.</p>

Facilitation notes

This activity should come immediately after the last visit to the learning wall. It provides an opportunity for the facilitator to review with the participants all of the key learnings over the past few days and will help to serve as a prompt for Activity 2.

The facilitator should already be fairly familiar with the full learning wall, but if not, it would be a good idea to briefly review the learning wall in the coffee or lunch break prior to this exercise. The facilitator should use this time to pull out key themes and sub-themes from the learning wall to present to participants. Again, the purpose is not to go over everything, but simply highlight key learnings.

End of activity ■

Activity 2 - Developing your Action Plan

Objectives To develop a plan of action (with personal and organizational objectives) for integrating key learnings from the workshop into your own work and ideally into the work of your organization
To discuss opportunities and challenges to advancing your action plan

Key Learning After completing this activity participants will have:

- brainstormed on their own key personal learnings from the workshops;
- discussed these and other ideas with other participants;
- prioritized these in terms of personal learning and action objectives that they intend to pursue following the workshop;
- identified potential organizational learning objectives, in terms of what knowledge they would like to transfer back to colleagues in their organization;
- discussed some of the opportunities and challenges for doing so.

Time: 1 hr

Materials: [Worksheet 13: Learning and knowledge sharing action plan](#); post it notes; [Worksheet 14: Learning Action Plan reminder postcard](#)

Description: This activity has four parts:

In **Part A**, the participants will identify their own personal and organizational learning objectives

In **Part B**, they discuss these with the rest of their table.

In **Part C**, they will collectively share their ideas to the larger group and briefly discuss some potential challenges to realizing these objectives.

In **Part D**, they will prioritize one or two ideas and document them on the learning reminder postcard

Part A: Individual work (15 min)

Individuals are asked by the facilitator to identify two or three things that they personally commit to doing following the workshop, and a few things that they commit to doing at an

Facilitation notes

Have on hand:

- Learning and knowledge sharing action plan
- Post-it notes
- Learning reminder postcards (photocopy the two portions back-to-back and cut to size)

Have participants sit at small tables of 5 or 6, if not already

Some participants might want to consult with their organizations before they discuss the next steps.

Encourage participants to think about potential next steps. Emphasize that this is a brainstorming session.

organizational level. They should spend about 15 min completing the Learning and knowledge sharing action plan in [Worksheet 13](#).

In developing this plan it might be useful for them to think through the following questions:

- What do you want to do?
- How will you go about doing it?
- Whom do you want to do it with?
- When do you want to do it by?

Responses should be put on post-it notes using different colours for personal and organizational. (See some [sample ideas](#) below)

Participants may also find it helpful to think through what additional resources and support they might need to do it and who else needs to be involved.

Part B: Small group work (15 min)

The facilitator now asks the individuals at each table to discuss their ideas with other colleagues, both with a view to further refining or building their ideas or to get better ones.

Participants are also asked to think through some of the challenges of realizing their objectives.

Once participants have finished their discussion they should post their post-its on a wall, differentiating between personal and organizational. As they do so, individuals are encouraged to group their post its by theme or sub theme if possible

Part C: Plenary work (15 min)

Someone from each table provides feedback on the ideas that emerged in their small group discussion. Individuals are encouraged not to repeat ideas already identified. Other individuals are then encouraged to talk to some of the challenges of realizing these objectives.

Part D: Writing yourself a postcard (15 min)

Finally, the facilitator invites each person to write themselves a postcard ([Worksheet 14](#)) highlighting the one or two things they commit to do at a personal and organizational level. People should include their addresses on the postcard.

When completed, the facilitator gathers up the postcards and lets

people know that they will mail them to the participants one month after the conclusion of the workshop as reminder of what they committed to do!

Some sample ideas for action from our pilot workshop

Learning

- Hold a lunch and learn session on the Istanbul Principles;
- Conduct a workshop with Program Department colleagues, providing an overview of HR standards and instruments, principles of HRBA, and how to apply a HRBA framework to organizational work, identifying HR issues and feasible entry points; do a similar workshop on equitable partnership, using the tools and activities from the workshop;
- Debrief with your team on the outcomes of the final case study;
- Share selected materials with colleagues based in country offices on your next trip to the field;
- Use HRBA, asset mapping, Istanbul Principle tools and explanations (and PowerPoints!) as a tool to educate your Board, donors, partners, etc. ;
- Help develop collaborative on-line learning tools;
- Pursue additional learning opportunities around partnerships.

Communications and public engagement

- Include info in newsletters on the IP and CCIC code of ethics;
- Include equitable partnership and HR-based education in your public engagement work;
- In proposal writing, begin to more actively employ a HR lens (e.g. in the rationale section);
- Establish a more formal network of "Istanbul Principle Champions!"

Program / project development and design

- Add partnerships and their quality to project design and development;
- Integrate ideas into program directions and ways of operating as the organization moves forward;
- Design and implement development projects with partners in a more equitable way and through the HRBA lens (using [PANEL](#));
- Develop indicators on equitable partnership and integrate these into your organizational theory of change or M & E frameworks;
- Create a partnership feedback tool to have our partners evaluate you and measure their level of satisfaction with your work through an equity lens.

End of activity ■

what, who, when, how?



organizational level

personal level

I commit to

resources to
support?

who else
should be
involved?

Worksheet 14: Learning Action Plan reminder postcard



My most significant learning from the workshop is...

When I return to my organization I plan to

Activity 3 - Next steps

Objective	To identify next steps in the follow-up to this workshop
Key Learning	<p>After completing this activity participants will be familiar with:</p> <ul style="list-style-type: none">• The potential next steps for implementing their plans and for follow up to this workshop, and have communicated their overall evaluation of the workshop.
Time	40 min
Materials:	Flipchart
Description	<p>The facilitator leads a plenary discussion about potential next steps to follow up from the workshops. Organizers of the workshop may provide some ideas of things they are committed already to doing as a way to kick-off the discussion. Otherwise, perhaps building on the postcards they have just completed, the facilitator could encourage some discussion of the types of resources participants need to help them implement their objectives, or how they could support one another in this work.</p>

Facilitation notes

Some participants might want to consult with their organizations before they discuss the next steps.

Encourage participants to think about potential next steps. Emphasize that this is a brainstorming session.

End of activity ■

Activity 4 - Wrap up and evaluation

Objective	To provide an opportunity for group oral evaluations, reflections, and discussion
Time	20 min
Materials	Evaluation Questionnaire
Description	<p>Invite participants to make comments about the workshop verbally if they would like to share any reflections now.</p> <p>Once there has been some discussion, circulate the questionnaires, review the various sections to ensure the questions are clear, and ask participants to complete the general evaluation questionnaire within a week.</p> <p>Once you have received all the participants answers, write up your findings in a summary report and circulate to participants. Beyond providing some degree of feedback and accountability to participants, it provides the organizers another opportunity to remind participants about the workshop and some of the commitments they made going forward.</p>

Facilitation notes

Make copies of the [evaluation questionnaires](#) and review it with the participants before they fill it out.

Also circulate the evaluation questionnaire electronically for those who want to complete it this way.

End of activity (and workshop!) ■

ANNEX 1 - Sample Application Form - HRBA and Partnership Workshop

Overview of Modules on HRBA and Equitable Partnership

WHAT

Since January 2012, CCIC has been working with [Equitas – International Centre for Human Rights Education](#), and the [Coady International Institute](#), to design some modules on Human Rights Based Approaches (HRBA) and Equitable Partnership.

The HRBA module helps integrate a rights approach into your project cycle, and the Partnership module establishes a model for equitable partnership and some indicators to evaluate partnership (and ensure you are getting it right).

WHEN AND WHERE

From **DATE**, we are running a **NUMBER OF DAYS** day workshop at **LOCATION**, and are looking for **development and humanitarian program level staff** from a range of different organizations to

1. participate in the pilot workshop,
2. test and provide feedback on the material we have developed (in particular in terms of its utility as a programmer),
3. learn from the experience, and
4. help us finalize the modules and Train the Trainer toolkit.

If your organization is interested in HRBA or improving your partnerships, or if you already take a rights-based approach to programming and have some experience to bring and tools you want to share, **PLEASE APPLY** (below).

APPLICATION CRITERIA

Please consider applying if you

- Are engaged in development or humanitarian programming at least 2 years working experience in development or humanitarian programming);
- Have experience in human rights based approaches or partnership, and/or strong interest to integrating elements of either into your programming (i.e. limited experience, but strong interest);
- Are willing to do some short homework to prepare for the course;
- Are willing to actively participate in the **NUMBER OF DAYS** day workshop; Are in a position to move the issue forward within your organization;
- Know your organization has a commitment to provide opportunities to put learning into practice;
- Have sign-off from your organization to participate.

PLEASE NOTE: *Some training experience is an asset, but not a requirement.*

*The workshops will take place in **LANGUAGE**.*

SELECTION CRITERIA

- More than one person per organization can apply, but no more than one person per organization will be selected;
- Gender balance;
- Range of sectors (food security, agriculture, WASH, health, education, governance and human rights, economic development, gender, children and youth, etc.);
- Geographical diversity both in terms of where your organization is based, and where you are implementing your programs.

DEADLINE

Deadline for applications is **DATE**

WHAT TO EXPECT FROM US

YOUR ORGANIZATION can afford to bring up to ...**ADD DETAILS**

WHAT WE EXPECT FROM YOU

- We are hoping that each selected participant can contribute \$100 from their organization, as a nominal commitment to participate.
- We also expect each individual to come with a program or project that is either in the early stages of development or near a mid-term review – so that what you learn can directly benefit your program design.
- We may also ask you to help facilitate a simple survey of your partners, again to be able to use the workshop to help have an immediate impact on your partnership.

APPLY NOW!

Application Form to participate in Modules on HRBA and Partnership

1. Full name

2. Organization

3. Email address

4. Position title

5. Gender

☐ Male

☐ Female

6. Preferred language

☐ English

☐ French

☐ Bilingual

7. Province or Territory where you work

8. How many years of experience do you have in development or humanitarian programming?

☐ 1-2

☐ 2-4

☐ 5-10

☐ More than 10

9. Subregion of the world where you (personally) are currently engaged in development or humanitarian programming

10. Sector in which you (personally) work or have worked (select as many as apply):

☐ capacity building, training

☐ energy

☐ population, family planning

☐ democracy and governance

☐ food security

☐ rural development, agriculture

☐ ecology, environment, biodiversity

☐ gender or girl's and women's rights

☐ urban development, habitat

☐ education

☐ health

☐ nutrition

☐ emergency relief, humanitarian assistance

☐ peacebuilding

☐ volunteer sending

☐ Other (please specify)

11. Do you have prior experience related to the focus of these modules (HRBA or managing equitable partnerships)? If yes, please describe, including what tools/resources your organization may be using.

☐ Yes

☐ No

12. Do you have an official endorsement from your organization to participate?

13. Please describe your interest in this training module.

ANNEX 2 - Sample Pre-Training Assignment - HRBA and Partnership Workshop

The pre-training assignment below must be completed by all participants and returned to **[add name ...]** **as soon as possible** and no later than **[add date ...]**. This preliminary exercise is an integral part of the training and it is essential that you complete it. If you have difficulty understanding the assignment, please rely on your judgment. Completing the assignment and returning it to CCIC on time is more important than having a highly polished and perfect document. **Everyone is also required to bring a copy of the completed assignment with them to the workshop.**

To save this file, go to File, then Save As, and save the file as **PWA_Workshop [add date ...]. [your last name]_[your first name]**.

Participant Information	
Last Name:	First Name
Organization:	Work Personal Email: Email:
Expectations for the Workshop	
Please indicate, in the spaces provided below, what expectations you have for the workshop, both in terms of what you can contribute to the workshop and what you are expecting to get out of it (e.g., learning, new tools)	
What you are expecting to get:	What you can contribute:
1.	1.
2.	2.
3.	3.
4.	4.

Preparatory readings

A Human Rights-Based Approach (HRBA)

Frequently Asked Questions on a Human Rights-Based Approach to Development Cooperation

<http://www.ohchr.org/Documents/Publications/FAQen.pdf>

Equitable Partnership

This article highlights important frameworks, approaches and tools for collaboration and partnership – read it through the lens of how partnerships should be defined as “equitable” :

<https://www.devex.com/en/news/why-your-ngo-needs-a-partnership-strategy/81018>

ANNEX 3 - Your Project Case Study

Provide a brief description (125 words or less) of the overall project. It should be a current project that is, one you are planning or already implementing.

Project Description

Project title/name:	
CONTEXT	
Country/region where you are undertaking your project.	
Main human rights issues in that country Sources to consult: Amnesty International country reports at: http://www.amnesty.org/en/library; United Nations Development Program at: http://hdr.undp.org/en/countries/ UPR conclusions and recommendations at: http://www.upr-info.org/	
What problem /issue/ need does the project aim to address?	
STAKEHOLDERS	
Who is the main target audience / beneficiary of the project?	
Who are the partners ?	

Workshop Evaluation Questionnaire
Integrating HRBA and Equitable Partnerships into Development
Programming: Operationalizing the Istanbul Principles

*This questionnaire should take approximately 15 minutes to complete. Thank you in advance for your participation, and if you have any questions during or after completing this survey, please contact **NAME***

DEADLINE FOR SUBMISSION: DATE

-
- 1. What is your role/job within your organization? What sort of activities does this encompass?**

Please explain:

- 2. To what extent did the workshop meet the learning needs you identified at the beginning of the workshop?**

Not at all 1 2 3 4 Absolutely

Please explain your choice:

3. Did we meet our workshop objectives?

Indicate your response to the follow statements by circling the appropriate number (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Please give reasons for your assessment, as appropriate, and identify what elements might improve this component of the workshop:

Now that I have completed the workshop, I feel I can:

a) Discuss key elements of development effectiveness and the Istanbul Principles

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

Comments: _____

b) Explain my understanding of human rights

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

Comments: _____

c) Better integrate elements of HRBA into the programs and projects of my organization

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

Comments: _____

- d) Implement the key principles of equitable partnerships in my relationship with partner organizations

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
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Comments: _____

- e) Share knowledge with peers and partners on how to integrate HRBA and an equitable partnerships approach in my work

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
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Comments: _____

4. Workshop Activities and Materials

- a) The focus and content of the activities were appropriate.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
-------------------------------	----------------------	-------------------	----------------------------

Comments: _____

b) The activities were effective in integrating theory and practice.

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

Comments: _____

c) The amount of time allotted for activities throughout the workshop was adequate.

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

Comments: _____

d) List the two activities you found most useful, and explain why.

ACTIVITY #1: _____

Why I found it useful: _____

ACTIVITY #2: _____

Why I found it useful _____

e) Were there any activities you did not find useful? Why did they not work?

ACTIVITY/IES #: _____

Why I felt they were not useful: _____

Other comments: _____

f) Please rate the quality of the workshop guide.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
--------------------------------------	-----------------------------	--------------------------	-----------------------------------

Other comments: _____

g) Preparing the action plan was a practical method for planning how to put into practice the knowledge and skills I gained from the workshop.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
--------------------------------------	-----------------------------	--------------------------	-----------------------------------

Comments: _____

h) The opportunities for reflection and evaluation of learning were appropriate.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
--------------------------------------	-----------------------------	--------------------------	-----------------------------------

Comments: _____

5. Please rate the role and performance of the facilitators.

a) FACILITATOR 1

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
--------------------------------------	-----------------------------	--------------------------	-----------------------------------

b) FACILITATOR 2

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
--------------------------------------	-----------------------------	--------------------------	-----------------------------------

Comments: _____

6. Please rate the quality of the facilities and logistics (venue, meals, etc.)

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
--------------------------------------	-----------------------------	--------------------------	-----------------------------------

Comments: _____

- 7. What do you feel you personally gained from this workshop?**
(new knowledge/skills/attitudes have you acquired or developed)?

Comments: _____

- 8. What follow-up are you planning as a result of this workshop or could you envisage doing?**

Comments: _____

- 9. What additional tools would be useful to support this workshop or the implementation of what you have learnt?**

Comments: _____

- 10. What suggestions do you have for improving this workshop in the future?**

Comments: _____

ANNEX 5 - Human Rights-Based Approach –Tools and Resources (a work in progress)

TOOLS

“A Human Rights-Based Approach to Programming, Practical information and training materials”.

UNFPA and Harvard School of Public Health. (2010)

<http://www.unfpa.org/public/publications/pid/4919>

Organizations that work in any of the United Nations Fund for Population and Development’s (UNFPA) fields (e.g. population and development; reproductive health; and gender equality and empowerment) and that are looking to apply a gender responsive and culturally sensitive Human Rights-Based Approach (HRBA) to their development projects will benefit from this guide. Written as a project “how to” guide, it provides entry points for throughout the project cycle. This tool is comprised of three sections: the first introduces basic human rights concepts and key elements of HRBA; the second provides guides to applying HRBAs in areas of UNFPA’s areas of focus, along with mock case studies; and the third section contains training materials and references.

“A Rights Based Approach to Strategic Planning. A guide for Southern African civil society organisations”. Ward, P. Mutengo Consulting. (Save the Children Sweden). (2008).

<http://saf.savethechildren.se/Global/scs/SAF/3429%20StCS%20Rights%20Based%20Approach%20to%20Strategic%20Planning.pdf>

This guide is specifically designed for staff of CSOs or trainers working in Southern Africa. Comprised of four sections, the guide provides trainers with a framework on how to facilitate a strategic project planning workshop. The guide offers an introduction to strategic thinking, discusses how to prepare for a strategic thinking process, and outlines steps and sessions in strategic thinking and planning processes. Although the guide has a strong focus on children’s rights, it is also written for organizations that do not focus on protecting children’s rights.

“Adaptation made to measure: a guidebook to the design and results-based monitoring of climate change adaptation projects”. Leiter, T., Linke, J., & Olivier, J. (Deutsche Gesellschaft für Internationale Zusammenarbeit). (2012).

<http://www.eldis.org/go/topics&id=63832&type=Document#.UgU6UdlqaSo>

Deutsche Gesellschaft für Internationale Zusammenarbeit’s (GIZ) guide focuses on climate change adaption projects. Using a five-step method the guide provides a framework on how to design an adaption project that follows a results framework and is monitored by a results-based system. This guide includes examples of indicators and projects, such as the Climate Change Adaption in Rural Areas of India (CCA RAI) to illustrate their methods in practice.

“Approaches and Methods for Institutional Analysis” (PowerPoint presentation). IFAD.

www.ifad.org/sla/background/english/institution.ppt

IFAD Sustainable Livelihoods Approach presentation uses HRBA to review approaches and methods of institutional and policy analysis.

“Capacity Assessment Manual for National Human Rights Institutions”. United Nations Development Programme Asia-Pacific Regional Centre. (2012)

http://www.snap-undp.org/eLibrary/Publications/NHRI_Capacity_Assessment.pdf

The capacity assessment manual provides tools and directions for organizations to conduct an internal evaluation of the organization’s capacity. With the use of worksheets and a matrix, organizations are able to identify improvements they may need to address in the following areas with a view to enhancing their organizational capacity: internal policies, procedures, and processes; leadership; human resources and knowledge; financial resources; accountability; and their integration of human rights into their work. Although focused on National Human Rights Institutions, it could have applications to organizations committed to an HRBA.

“CARE Human Rights Initiative Basic Introduction to Human Rights and Rights-Based Programming”. CARE International. (2004).

<http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=4665>

CARE’s guide is designed to introduce relief and development workers unfamiliar with, or without prior experience in, HRBAs. This resource is divided into two sections: the Facilitator’s Guidebook and the Participants’ Workbook. The Facilitator’s Guidebook provides workshop facilitators with detailed directions on how to host a training day with facilitation tips and discussion topics. The aim of the Participants’ Workbook is to provide participants with explanations, exercises, and case studies on topics discussed during the workshop so participants will have a reference source following the workshop.

“Getting it Right: A Human Rights Impact Assessment Guide”. Rights & Democracy. (2011).

<http://hria.equalit.ie/en/index.html>

This guide leads a step-by-step process to help local communities and CSOs identify the positive and negative human rights impacts of foreign investments. This resource is designed to help users create a case-specific assessment model using example questions and techniques as well as additional reference material. Readers are also encouraged to more substantively engage in the decision making processes that affect the enjoyment of their rights.

“Guide for Applying Indicators Within UN Human Rights-Based Programming”. United Nations Development Program, Human Rights Education Associates (HREA). (2007).

http://hrbaportal.org/wp-content/files/HRBA_Indicators_Toolkit_HREA.pdf

Written to assist UN country programmers implement a HRBA into their projects, this tool is oriented towards organizations that are looking to replace needs-based indicators with HRBA indicators. This is a broad tool that can be applied to various sectors of development and revolves around the following three questions: “What are the HRBA programming stages and the associated UN programming and analytic processes that involve the use of indicators? Which HRBA indicators can be adapted or developed for use in these processes? What issues need to be kept in mind when using HRBA indicators?” The source provides direction in the development and application of HRBA indicators and illustrates how monitoring and evaluation indicators can be integrated into HRBA programming.

“Human Rights in Budget Monitoring, Analysis, and Advocacy Training Guide”. United Nations Human Rights, Office of the High Commissioner for Human Rights (OHCHR). (2010).

http://hrbportal.org/wp-content/files/HRs-and-Budget-Monitoring-Package_Training-Guide1.pdf.

OHCHR’s 95 page training guide is a training manual for workshop facilitators to run a budget monitoring workshop. The training guide can be used to introduce the concept of budget monitoring to new trainees and provides methods in conducting budget monitoring, analysis, and advocacy. In keeping with the Kolb learning cycle, the guide is divided into 13 consecutive sessions and includes supporting tools, such as summaries, evaluation forms, community score cards, workshop program outlines, and key sources.

“Improving Local Governance and Pro-Poor Service Delivery Citizen Report Card Learning Toolkit”. Public Affairs Centre & Asian Development Bank.

<http://www.citizenreportcard.com/#>

The Citizen Report Card (CRC) learning toolkit is an e-learning course produced in partnership with the Asian Development Bank (ADB) and the Public Affairs Centre. CRC provides right-bearers (citizens) with a tool to measure the delivery of public services, such as access, quality, transparency, reliability, and so forth in order to provide duty bearers (governments) with an evaluation of their services and engage in dialogue. The course entails ten modules that teach the student how to formulate, use, and analyze report cards.

“The Right to be Heard Framework: A learning companion”. Hopkins, A., (Oxfam GB). (2012).

<http://policy-practice.oxfam.org.uk/publications/the-right-to-be-heard-framework-a-learning-companion-254793>

Oxfam’s right to be heard framework argues that everyone has the right to be heard, including the poor and marginalized; and everyone has equal access to rights and should be able to live out those rights. This resource focuses on how to conduct a power analysis and what actions can be taken based on the results of the analysis. Organizations may benefit from reading about tools used and challenges Oxfam faced in implementing their framework in projects.

RESOURCES

“Action on Rights. Human Rights Based Approach Resource Book”. ActionAid. (2010).

<http://www.actionaid.org/publications/actionaids-human-rights-based-approach-hrba-resource-book>

This resource written by ActionAid is a culmination of the organization’s experiences spanning a decade of implementing HRBAs. Since the primary target of this resource is ActionAid staff, much of the report focuses on ActionAid’s tools and mandate. The first four chapters introduce HRBA within ActionAid’s framework focusing on the organization’s principles and understanding of HRBA. The final three chapters explore ActionAid’s commitment to empowerment and campaigns in local human rights programs and solidarity work. These chapters explore different intervention strategies; analytical, planning, and monitoring and evaluation tools; and different approaches to solidarity.

"Bridging the Gap. Citizens' Action for accountability in water and sanitation". Ryan, P., Burgess, T., & Calaguas, B. (WaterAid). (2006).

http://www.crin.org/docs/water_aid_report.pdf

This source indirectly looks at HRBA through the lens of Citizen's Action work. This assists communities' access to water services and provides means to keep providers accountable. The report focuses on their application of community report cards and progress of Citizen's Action projects in Asia and Africa.

"Stepping into Action. The second report on Citizen's Action for accountability in water and sanitation". Ryan, P. (WaterAid). (2008).

<http://www.wateraid.org/~media/Publications/local-accountability-mechanisms.pdf>

Stepping into Action is a follow up report to WaterAid above. This report provides an update to the project progress and experiences. Organizations that are interested in implementing or reviewing how report cards can be used by communities will benefit from these reports.

"Impact Assessment: Understanding and assessing our contributions to change". O'Flynn, M. (INTRAC). (2010).

<http://www.intrac.org/data/files/resources/695/Impact-Assessment-Understanding-and-Assessing-our-Contributions-to-Change.pdf>

This paper clarifies the difference between an impact assessment and general monitoring and evaluation indicators. The resource provides rights-based action points on how to carry-out an impact assessment as part of monitoring and evaluation from planning stages within the project cycle, identifies and analyzes challenges associated with a HRBA impact assessment, and provides solutions to address these challenges. The conclusions from this paper can be applied to an array of NGOs in the development field as the indicators do not focus on specific human rights.

"Operationalising Norwegian People's Aid's Rights-Based Approach. A review of lessons from international non-governmental organizations of relevance to Norwegian People's Aid's adoption of a rights-based approach". Luttrell, C., Piron, L., & Thompson, D. (ODI). (2005).

<http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2283.pdf>

This compilation, produced by Norwegian People's Aid's (NPA) from a workshop facilitated by the Overseas Development Institute, draws on the lessons learned by NGOs in conducting HRBAs. In the report NPA identifies successful strategies and highlights important issues to consider when implementing HRBA strategies. The compilation includes examples from the NGOs that were present at the workshop.

"Rights-based Approaches: Learning Project". Rand, J. and Watson, G. (CARE USA and Oxfam USA). (2008).

<http://policy-practice.oxfam.org.uk/publications/rights-based-approaches-learning-project-134967>

The report, based on a Learning Project designed by CARE USA and Oxfam USA, identifies best practices and lessons learned from comparing HRBA and non-HRBA projects. These best practices are accompanied by an exploration of the challenges to HRBAs and future steps. The report includes a facilitator's guide that details step-by-step learning exercises, drawn from a HRBA Learning Workshop conducted in Ethiopia, for organizations to replicate the reflection and learning process.

"The Implications for Northern NGOs of Adopting Rights-Based Approaches". Harris-Curtis, E., Marleyn, O., & Bakewell, O. (INTRAC). (2005).

<http://www.intrac.org/data/files/resources/322/OPS-41-Implications-for-Northern-NGOs-of-Adopting-Rights-Based-Approaches.pdf>

This paper explores the experiences of 17 Northern NGOs operating on development programs in the South, all with an HRBA approach, but with different foci. Organizations may benefit from reading how organizations implemented HRBA programming and the effects of the implemented principles and practices. Matrixes and charts are used to clearly present the effects of HRBAs.

"The Right to a Sustainable Rural Livelihood. Strategies, Lessons learned and actions (2008-2010)". Oxfam Novib. (2008).

http://www.wemanglobal.org/documents/ON_Economic%20Justice.pdf

Novib's position paper outlines strategies Novib plans to implement based on organizational learning. To inform future strategies, Novib provides a detailed analysis of lessons learnt from their counterparts and own experiences to reduce rural poverty and livelihood vulnerability. To implement these learnings, Novib clearly identifies the necessary components and methods future projects will follow.

OTHER HRBA RESOURCES – documents and websites

- HRBA Portal: UN Practitioners' Portal on Human Rights Based Approaches to Programming.
<http://hrbaportal.org/>
- Bermann-Harms, Christina and Lester Murad, Nora for the Forum for CSO Development Effectiveness (2012). "Putting the Istanbul Principles into Practice: A Companion Toolkit to the Siem Reap Consensus on the International Framework for CSO Development Effectiveness. Available from:
<http://www.lencd.org/document/putting-istanbul-principles-practice-companion-toolkit-siem-reap-consensus-international-fr>
- Hughes, Alexandra, Wheeler, Joanna and Eybe, Rosalind (2005). "Rights and Power: The Challenge for International Development Agencies". IDS Bulletin 36(1), pp. 63-72. Available from:
http://www.drc-citizenship.org/system/assets/1052734436/original/1052734436-hughes_etal.2005-rights.pdf?1289483618
- Human Rights Council (April 12, 2011) "Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health, Anand Grover". Available from:
<http://www2.ohchr.org/english/bodies/hrcouncil/docs/17session/A-HRC-17-25.pdf>
- InsightShare (2010). "A Rights-Based Approach to Participatory Video: Toolkit". Available from:
<http://insightshare.org/resources/right-based-approach-to-pv-toolkit>
- Kirkemann Boesen, Jakob and Martin, Tomas for the Danish Institute for Human Rights (2007). "Applying a Rights-Based Approach: An Inspirational Guide for Civil Society". Available from:
<http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf>
- Open Forum for CSO Development Effectiveness (2012) "The Practitioner's Guide to the CSO Development Effectiveness Principles". Available from:

<http://www.cso-effectiveness.org/PractitionersGuide>

- Rand, Jude and Watson, Garielle for CARE International and Oxfam International (2008). “Rights-based Approaches: Learning Project”. By Available from:
<http://policy-practice.oxfam.org.uk/publications/rights-based-approaches-learning-project-134967>
- The International Save the Children Alliance (2005, second edition) “Child Rights Programming: How to Apply Rights-Based Approaches to Programming” (Second Edition). Available from:
<http://www.crin.org/hrbap/index.asp?action=theme.docitem&item=4761>
- UNDP (2005) Programming for Justice: Justice for All. A practitioner’s guide to a Human Rights-Based Approach to Access to Justice. Available from:
http://www.globalrights.org/site/DocServer/UNDP_Justice_Guides_ProgrammingForJustice-AccessForAll.pdf?docID=11143
- UNIFEM (2007) CEDAW and the Human Rights Based Approach to Programming: a UNIFEM Guide. Available from:
http://www.unifem.org/materials/item_detail7125.html
- UNFPA, “A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials.” HRBA Checklist of questions. Available from:
<http://www.unfpa.org/webdav/site/global/shared/documents/publications/2010/hrba/checklist.pdf>

CASE STUDIES AND LESSONS LEARNED

- IIMMHR (2010) “Human Rights-Based Approaches to Maternal Mortality Reduction Efforts”. Available from: <http://righttomaternalhealth.org/resource/hr-based-approaches>
- Theis, Joachim for Save the Children Sweden (2004). “Promoting Rights-Based Approaches: Experiences and Ideas from Asia and the Pacific”. Available from:
<http://www.crin.org/hrbap/index.asp?action=theme.themeltem&subtheme=6&item=4780>

ANNEX 6 - Equitable Partnerships – Tools and Resources Tools (a work in progress)

TOOLS

Building Partnerships: Working together for conservation and development, BirdLife International, 2008.

<http://www.birdlife.org/news/news/2008/buildingpartnerships.pdf>

In this useful **resource**, BirdLife International, a nature conservation partnership, presents useful information on equitable partnerships based on its own experience. The resource defines the characteristics needed in sustainable partnerships; presents lessons learned; and, highlights the benefits and the challenges inherent in partnerships. The publication offers ways to link biodiversity and development through partnerships and collaboration. This is a useful resource for other organisations to use to develop and assess the nature of their partnerships. It will be helpful during the **start phase** of the project cycle.

Compass for Partners, Kepa International.

http://www.kepa.fi/tiedostot/kepa_partnership_eng.pdf

This practical **tool** provides criteria and procedures for good partnerships (written for Finnish NGOs and their southern partners). It will be useful for other organisations to assess the state of their partnerships as well. This tool can be used during the **start phase** and also during the **end phase** of a project cycle during evaluation.

Constituency Voice Assessment Framework, Keystone Accountability Project, 2009.

<http://www.keystoneaccountability.org/sites/default/files/CV%20framework%20v1%20Jul09%20web.pdf>

This **tool** presents a framework for assessing the participatory and inclusive nature of partnerships between an iNGO and its implementing partners. The tool tries to assess the extent to which the views of all constituents, including primary beneficiaries, are taken into account, typically, during the **start phase** of a project cycle.

Due Diligence in our Engagements with the Private Sector – A Decision Making Guide, Keystone Accountability Project, 2001.

http://www.ccic.ca/files/en/what_we_do/002_ethics_final_due_diligence_new.pdf

This document is both a **tool** as well as **resource** for NGOs wishing to engage with the private sector. The tools provided in the decision making guide enable NGOs to think through issues regarding: motivations behind engagement, options of engagement, strategy, action plan, consequences and lessons learned. The guide also provides resources to facilitate the thought process outlined. The information in this document is very applicable to the development sector as well. This resource will be particularly useful in the **start phase** of the project cycle.

Feedback Mechanisms in International Assistance Organizations, CDA's Collaborative Learning Project, 2011.

<http://www.hapinternational.org/pool/files/cda-report-feedback-mechanisms-in-international-organisations.pdf>

"This **resource** provides an overview of existing feedback mechanisms in international assistance

organizations including: implemented feedback mechanisms, preconditions for their success, good practices, and existing challenges.” This resource also contains recommendations to bolster feedback systems. This tool will be useful in the **start and evaluation phase** of a project cycle.

Fit for Partnering: Self-Assessment Questions, The Partnering Initiative, as part of the “Fit for Partnering Action Research Programme, 2013.

<http://www.surveymonkey.com/s/3PMNDMY>

This **tool** assesses the capacity of an organisation to enter into a partnership with another entity. It also indirectly provides indicators that can be used to assess the nature of an entered partnership. This assessment tool will be particularly useful during the **start phase** (planning, monitoring) and **end** (evaluation and learning) of the project cycle.

Guidelines on Partnerships with Southern NGOS, The Irish Association of Non-Governmental Developmental Organisations, 2013.

<http://www.dochas.ie/Shared/Files/4/dochas-partnerships.pdf>

This **resource** was published to help Irish NGOs develop productive, equitable partnerships with southern CSOs. The Annexes (1-5) contain checklists that can serve as useful **tools** while forging partnerships among organisations. This tool will be particularly helpful during the **start phase** of the project cycle.

Partnership Assessment Toolkit, Canadian Coalition for Global Health Research, 2009.

http://www.internationalsurgery.ubc.ca/PDFs/PAT_Interactive_e.pdf

This **tool** advances a model of Research Partnership Ethics that advocates for just and beneficial engagement of all stakeholders involved. It contains questions and exercises that guide the reader to assess the following partnership phases: Implementation, Dissemination and WraPPing-Up. While this tool was developed to assess partnerships in the global health research sector, it is relevant to other development sectors as well. This tool will be useful in both the **start** and **end** phases of the project cycle, and potentially as relates to establishing a framework for monitoring and evaluation.

The 2010 Humanitarian Accountability Partnership Standard in Accountability and Quality Management, Human Accountability Partnership, 2010.

<http://www.hapinternational.org/pool/files/2010-hap-standard-in-accountability.pdf>

The **tool** suggests requirements (and means of verification) in the areas of-- partnership, staff competency, information sharing, participation of constituents, handling complaints, learning and continual improvement-- all components of equitable partnership. While this tool focuses on disaster relief it can be adapted to other development scenarios to establish, monitor and evaluate components of equitable partnerships. This tool can thus be used during, both, the **start** and **end phases** of the project cycle.

The Partnership Toolbox, WWF UK Organisation Development Unit, 2001.

http://www.conservationgateway.org/Documents/wwf_uk_partnershiptoolbox.pdf

This practical **tool** was initially developed in 2001 to help WWF UK develop and maintain robust

equitable partnerships. This tool has been helpful to WWF and its partners in building their capacities on partnership working and has been used successfully in various settings such as: CSOs in West Africa, the education sector in the UK and local government organisations in the UK. It contains questions and exercises that will help the reader think sequentially through the various steps of building, maintaining and monitoring equitable partnerships. This tool will be useful in the **start** phase of a project cycle.

The Partnership Toolkit: Tools for Building and Sustaining Partnerships, Collaboration Roundtable, 2001.
http://www.pcrs.ca/uploads/7L/A/7L_ATXdmJl3bp9lgOtVTKA/partnershiptoolkit.pdf

This **tool**, developed by a participatory process to which over 130 people and 90 organisations contributed, is intended to help organisations build and sustain partnerships. It contains checklists that can be used to assess attributes of partnership ranging from motivations to capacity to management and decision making. This tool will be useful in the **start phase** of the project cycle.

Powercube.net, Institute of Development Studies, University of Sussex, UK.
<http://www.powercube.net/>

Power cube is a **tool** that teaches users how to carry out a power analysis in order to bring about positive social change. The website includes practical and conceptual material in the following areas: how to plan a group workshop; how to conduct a power analysis; and how to strategize for action. This tool will be useful during the **start phase** of the project cycle.

Quick Guide to Power Analysis, OXFAM, 2009.
http://www.powercube.net/wp-content/uploads/2009/11/quick_guide_to_power_analysis_external_final.pdf

OXFAM's quick guide is an easy to use resource that highlights an approach to power analysis.

Working Together: Collaborative Practices and Partnership Toolkit, Ministry of Education: Province of Alberta, 2013.
<http://education.alberta.ca/media/6877700/working-together-toolkit.pdf>

This **tool** provides detailed guidance to readers on the four stages of building collaborative partnerships, as defined by Hora and Miller (2011). The four stages are: Connect, Begin, Implement, and Monitor. While this tool is geared towards the education sector, the principles have cross-sectoral relevance and the exercises and questions are largely applicable in most settings. This tool will be very useful in the **start phase** as well as the **end phase** of the project cycle.

RESOURCES

CCIC Code Of Ethics And Operational Standards, CCIC, 2009.
http://www.ccic.ca/files/en/about/001_code_ethics_operational_standards_e.pdf
Guidance Document: Code of Ethics and Operational Standards, CCIC, 2009.
http://www.ccic.ca/what_we_do/ethics_guidance_document/s2/index_e.php

The Code and Operational Standards outline the principles that CCIC and its members promise to subscribe to and practice. It includes operational standards that influence how organisations can put these principles into practice. Of relevance is the section on partnerships that identifies conditions and

practices necessary to initiating, maintaining, strengthening, and ending an equitable partnership. Combined with the Guidance Document to the Code, which includes indicators on good practice including on equitable partnerships, this document can serve as useful **resource** for organisation during the **start and end phase** of a project cycle.

Successful Partnerships: A Guide, OECD LEED Forum on Partnerships and Local Governance, 2006.

<http://www.oecd.org/cfe/leed/36279186.pdf>

This is a useful **resource** that makes a case for the need for partnerships, a checklist for successful partnerships, and the lessons learned from the field. While a lot of the material addresses partnerships on a macro level, the principles are applicable to partnerships on a micro level. This resource will be very useful during the **start phase** of a project cycle.

The Barefoot Guide to working with Organizations and Social Change, Community Development Resource Association (CDRA), 2009.

<http://www.barefootguide.org/index.php/download/the-barefoot-guide-1/item/the-barefoot-guide-1>

This publication is a practical guide for leaders, facilitators, and practitioners who want to improve their organizations' ability to identify and respond to social change. While this **resource** is not specifically focused on partnerships, readers will find the emphases on local-organization sovereignty, people-centric perspectives of organizations, power dynamics, understanding theories of change, and adapting to change through "action-learning" to be helpful guides when **starting, evaluating, and maintaining** partnerships.

CCIC - Canadian Council for International Co-operation

www.ccic.ca

Equitas – International Centre for Human Rights Education

www.equitas.org

Coady International Institute

www.coady.stfx.ca

