

Human Rights Education: A Pathway to Building a Human Rights Culture in Iraq, the Middle East and North Africa

Regional Training for Trainers Workshop II

Rabat, Morocco
12-18 March 2008

Workshop Manual





Centre international
d'éducation aux droits humains
International Centre for
Human Rights Education

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Introduction

Background

This manual forms the basis of the second Regional Training of Trainers (TOT) Workshop for human rights educators as part of Equitas' Middle East and North Africa (MENA) Program. The goal of this program is to contribute to increased respect for human rights, advances in democracy and good governance, and reduced conflict in the Middle East and North Africa, and in particular in Iraq, through effective human rights education (HRE) aimed at the realization of a culture of human rights in the region for all. The program seeks to strengthen the capacity of regional and local organizations to undertake HRE as a tool for social transformation.

This seven-day Regional Training of Trainers Workshop II is the second in a series of three workshops. The workshops are conducted in Arabic during which approximately 30 human rights educators from the region (with one-third from Iraq) will learn about developing, implementing and evaluating effective human rights education programs and participatory human rights education initiatives appropriate to local needs. Selected participants will have to commit to this regional TOT program for the period of its duration and engage themselves to implement local training activities in their countries. These workshops aim also to build and maintain a network for sharing lessons learned among human rights educators in the region.

Regional TOT Workshop II Objectives

The objectives of the Regional TOT Workshop II (hereafter referred to as "TOT II") are for the participants to:

- Assess the implementation of the local HRE activities undertaken by the participants with respect to design, content, delivery, evaluation and project management
- Share lessons learned with a view to developing good practices for implementing HRE activities at a local level
- Further develop skills in HRE program design, with a particular focus on the use of a rights-based approach and the incorporation of a gender perspective
- Develop and practice skills as human rights educators
- Critically analyze human rights issues within the context of participants' work
- Design HRE activities as part of the second round of local HRE activities

As was the case with the first regional workshop, funds will be made available to support some of the local HRE activities developed by the participants during the workshop. Prior agreement will also be obtained from the participants' organizations to allow them to participate in the development and implementation of these local HRE activities. This is a critical element of the program, giving the participants an immediate opportunity to use what they have learned and to further develop their experience, which in turn will impact on the human rights situations in their home countries.

The completion of an “**HRE Workbook**” aims to increase organizational capacity by providing participants with a framework for developing their local HRE activities and putting their learning into practice. By reflecting on the content of the workshop, the **HRE Workbook** helps the participants determine how the content is transferable to their own context, resulting in a planned integration of this new knowledge in the future activities of their organization. Throughout the workshop, participants will have opportunities to discuss their **HRE Workbook** with other participants, facilitators, the Equitas team, and the resource person for feedback.

Participants

Participants are primarily from non-profit, non-governmental organizations (NGOs) or community-based organizations (CBOs) working in human rights. Some participants are also affiliated with other types of organizations involved in human rights education, such as national human rights institutions, educational institutions and government institutions. Half of the participants are alumni of Equitas' International Human Rights Training Program (IH RTP).

Methodology

The curriculum design model of the workshop is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the workshop will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for action. Continued reflection and evaluation are central to the learning process. There will be debriefing and evaluation sessions at the end of each day and recaps at the beginning of each day to establish the linkages between the activities.

The facilitators are skilled in adult education methods, knowledgeable about human rights and experienced in working with diverse groups.

About the Manual

This manual outlines the format of the workshop as well as preparatory work for participants which begins three weeks before the TOT II. The manual is divided into Modules, each with activities that have objectives, a suggested time frame, and a description. There are Worksheets and Reference Sheets for many of the activities. The Modules are briefly described below:

Preparatory Work

In preparation of the TOT II, participants discuss the implementation of their local HRE activities on the Equitas Community. The Equitas Community is an online meeting place for participants, facilitators, resources persons and staff of Equitas training programs, which is specifically designed to extend the learning experience beyond workshops.

Module 1 Getting Started

This Module serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. After a welcome by the organizers and an energizer, participants are briefed on the overview of the workshop, which includes an explanation of the different roles participants will play as both participants and facilitators. Following this, there is a networking activity and the opportunity for participants to present some of the highlights from their local HRE activities.

Module 2 Evaluating Our Local HRE Activities

In this Module, participants will reflect on the results of their local HRE activities from two different perspectives. The first is concerning social change – what positive social change resulted from the local HRE activities, and how have the target audiences changed? The second perspective is related to process – how do we evaluate the way in which we undertook the local HRE activities?

This Module also introduces the use of the HRE Workbook. Finally, the Module concludes with the sharing of experiences in HRE project design and management from the Equitas team.

Module 3 Being an Expert Human Rights Educator

In this Module, participants will reflect on what it means to be a human rights educator by first examining their approach to human rights education along with their personal motivations for being a human rights educator. Following this, participants will review the Learning Spiral by applying it to specific case studies.

The next activities in the Module revolve around “Tools of the Trade” – using a rights-based approach, analytical tools, gender, and facilitation skills of a human rights educator. Each one of these “tools” is addressed in a similar way though each activity: 1) sharing and learning from our own experiences, 2) learning new information, and 3) practicing with these tools.

There is also time in this Module for participants to work on their HRE Workbook.

Module 4 HRE and Social Change

In this Module, participants will have the opportunity to go on a site visit and see concrete examples of good practices in HRE which promote social change. There will be a debrief of the visit once it is completed.

The next activity in the Module is on describing how HRE promotes social change. The activity will focus on identifying baseline data, results, indicators, evaluation and monitoring techniques which help measure social change. The “good practices” learned from this activity will be brought together in Activity 3 – good practices which will be shared with the members of the MENA Network.

There is also time in this Module for participants to complete work on their HRE Workbook. Finally, the Module concludes with an activity outlining the next steps in the MENA Program.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education.

Equitas – International Centre for Human Rights Education was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

Since then, Equitas has become a global leader in human rights education. Equitas' capacity-building programs in Canada and abroad have assisted civil society organizations and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfillment.

Equitas' regional human rights education programs currently focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas' current plans call for the expansion of our programming in Canada, the Middle East and the Americas while continuing to work in Asia, CEE/CIS and Africa.

Acknowledgements

The following Curriculum Development Team developed this training manual:

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Workshop Schedule

Note: There are morning and afternoon breaks each day.

Day 1: Wednesday 12 March 2008

| <i>Time</i> | <i>Module/Activity</i> | <i>Title</i> |
|-------------|------------------------|---|
| | Module 1 | Getting Started |
| 1 hr | Activity 1 | Registration and Welcome |
| 30 min | Activity 2 | Energizer |
| 1 hr | Activity 3 | Overview of the Workshop |
| | LUNCH | |
| 1 hr 30 min | Activity 4 | Let's Make a Network Work |
| 3 hrs | Activity 5 | HRE Marketplace: Highlights of the Local HRE Activities |
| | | Welcome Dinner |

Day 2: Thursday 13 March 2008

| <i>Time</i> | <i>Module/Activity</i> | <i>Title</i> |
|--------------|------------------------|--|
| | Recap | Review of previous day |
| | Module 2 | Evaluating Our Local HRE Activities |
| 2 hrs 30 min | Activity 1 | Local HRE Activities – Identifying the Social Change |
| | LUNCH | |
| 1 hr 30 min | Activity 2 | Local HRE Activities – Evaluating the Process |
| 2 hrs | Activity 3 | Next Local HRE Activities: Introduction of the HRE Workbook (Part 1) |

Day 3: Friday 14 March 2008

| <i>Time</i> | <i>Module/Activity</i> | <i>Title</i> |
|--------------|------------------------|--|
| | Recap | Review of previous day |
| 2 hrs 30 min | Activity 4 | Project Design and Management of HRE Activities |
| | Module 3 | Being an Expert Human Rights Educator |
| 1 hr | Activity 1 | What Defines a Human Rights Educator? |
| | LUNCH | |
| 1 hr | Activity 1 | Continued |
| 2 hrs | Activity 2 | Using the Participatory Approach to Learning: Applying the Learning Spiral |

Day 4: Saturday 15 March 2008

| <i>Time</i> | <i>Module/Activity</i> | <i>Title</i> |
|--------------|------------------------|--|
| | Recap | Review of previous day |
| 2 hrs 30 min | Activity 3 | Tools of the Trade 1: Applying a Human Rights-Based Approach |
| | LUNCH | |
| 2 hrs 30 min | Activity 4 | Tools of the Trade 2: Analyzing the Context |
| 1 hr | Activity 5 | HRE Workbook Part 2 |

Day 5: Sunday 16 March 2008

| <i>Time</i> | <i>Module/Activity</i> | <i>Title</i> |
|-------------|------------------------|---|
| | Recap | Review of previous day |
| 4 hrs | Activity 6 | Tools of the Trade 3: Applying a Gender Perspective |
| | LUNCH | |
| 1 hr | Activity 6 | Cont'd |
| 2 hrs | Activity 7 | Tools of the Trade 4: Advanced Facilitation Skills |

Day 6: Monday 17 March 2008

| <i>Time</i> | <i>Module/Activity</i> | <i>Title</i> |
|-------------|------------------------|---------------------------------------|
| | Recap | Review of previous day |
| | Module 4 | HRE and Social Change |
| 3 hrs | Activity 1 | Site Visit |
| | LUNCH | |
| 1 hr | Activity 1 | Continued (debrief on the site visit) |
| 2 hrs | Activity 2 | How HRE Promotes Social Change |

Day 7: Tuesday 18 March 2008

| <i>Time</i> | <i>Module/Activity</i> | <i>Title</i> |
|-------------|------------------------|-----------------------------------|
| | Recap | Review of previous day |
| 2 hrs | Activity 3 | Identifying Good Practices in HRE |
| 1 hr | Activity 4 | HRE Workbook Part 3 |
| | LUNCH | |
| 2 hrs | Activity 5 | Next Steps |

Preparatory Work

Overview

In preparation of the TOT II, participants discuss the implementation of their local HRE activities on the Equitas Community. The Equitas Community is an online meeting place for participants, facilitators, resources persons and staff of Equitas training programs, which is specifically designed to extend the learning experience beyond workshops.

Online discussions begin three weeks before the TOT II.

Apart from the online activities, participants are given an assignment prior to the TOT II which will allow them to share some highlights of their local HRE activities with the entire group. The assignment is described after the online activities below.

| Online Activity | | Time |
|-----------------|---|-----------------------------------|
| Activity 1 | Expectations for the TOT II | Week 1 |
| Activity 2 | Local HRE Activities: Our Successes and Challenges | Week 2 |
| Activity 3 | Our Roles as Human Rights Educators | Week 3 |
| Assignment | | Time |
| Assignment | Preparing for the HRE Marketplace: Highlights of the Local HRE Activities | To be completed before the TOT II |

Activity 1 Expectations for the TOT II

Objective

To discuss participants' expectations for the TOT II.

Time

Week 1 (February 20-26, 2008)

Description

Online discussions start three weeks before the TOT II and continue until the training takes place. The online discussions will be readable by everyone who has access to the online MENA group. There will be an "open forum" where anyone can post a message, and another forum where everyone can read messages but only participants of the TOT II can post them.

There is an assumption that all participants will engage in the online discussions, but it is also a fact that active online participation depends on many factors, including access to technology.

For the first week of online discussions, participants relate to the group their expectations for the TOT II. The initial question posed to all participants is:

Online discussion question week 1:

What are your expectations for the TOT II?

For example, are there any specific skills you would like to develop or strengthen, such as facilitation, project design and management, gender and human rights, networking, evaluation strategies, etc.?

The question is posted by Equitas staff and participants are encouraged to post their replies during the first week. Apart from indicating their own expectations, participants may also react to what other participants have written.

Continued ▶ ▶ ▶

Activity 1 cont'd

It is worth noting that not all participants will have the same expectations. For example, many participants will expect to discuss in-depth their local HRE activities, whereas some participants have not taken part in any local HRE activities.

Participants fall broadly into four groups, namely:

1. Participants who developed and implemented their own local HRE activity
2. Participants who assisted others who developed a local HRE activity
3. Participants from the TOT I who did not take part in local HRE activities
4. Participants who were not part of the TOT I

End of Activity ■

Activity 2 Local HRE Activities: Our Successes and Challenges

Objective

To identify successes and challenges associated with the implementation of local HRE activities.

Time

Week 2 (February 27 – March 4, 2008)

Description

A number of participants have already posted messages on the Equitas Community discussing successes and challenges around the implementation of their local HRE activities. Furthermore, most participants have already completed their local HRE activities and submitted reports to Equitas. This online discussion enables all participants to share their experiences with each other.

Participants will be analyzing their successes and challenges based on the four stages of the Equitas Program Development Cycle (presented during the TOT I and in **Reference Sheet 1**): Planning, Development, Delivery, and Follow-up.

For the second week of online discussions, the questions are the following:

Online discussion questions week 2:

What were some of the successes and challenges concerning the local HRE activity you were part of? Identify these successes and challenges during each of the following four stages:

1. **Planning** the activity (for example: writing the proposal, creating a budget, identifying team member roles and responsibilities, conducting a contextual analysis)
2. **Development** of the activity (for example, validating learning needs, producing training materials, producing evaluation instruments)
3. **Delivery** of the activity (for example, preparing logistical arrangements, conducting the workshop, working with resource persons, adapting the content accordingly)
4. **Follow-up** of the activity (for example, evaluation techniques, planning strategies, modifying subsequent training based on the results achieved)

Continued ► ► ►

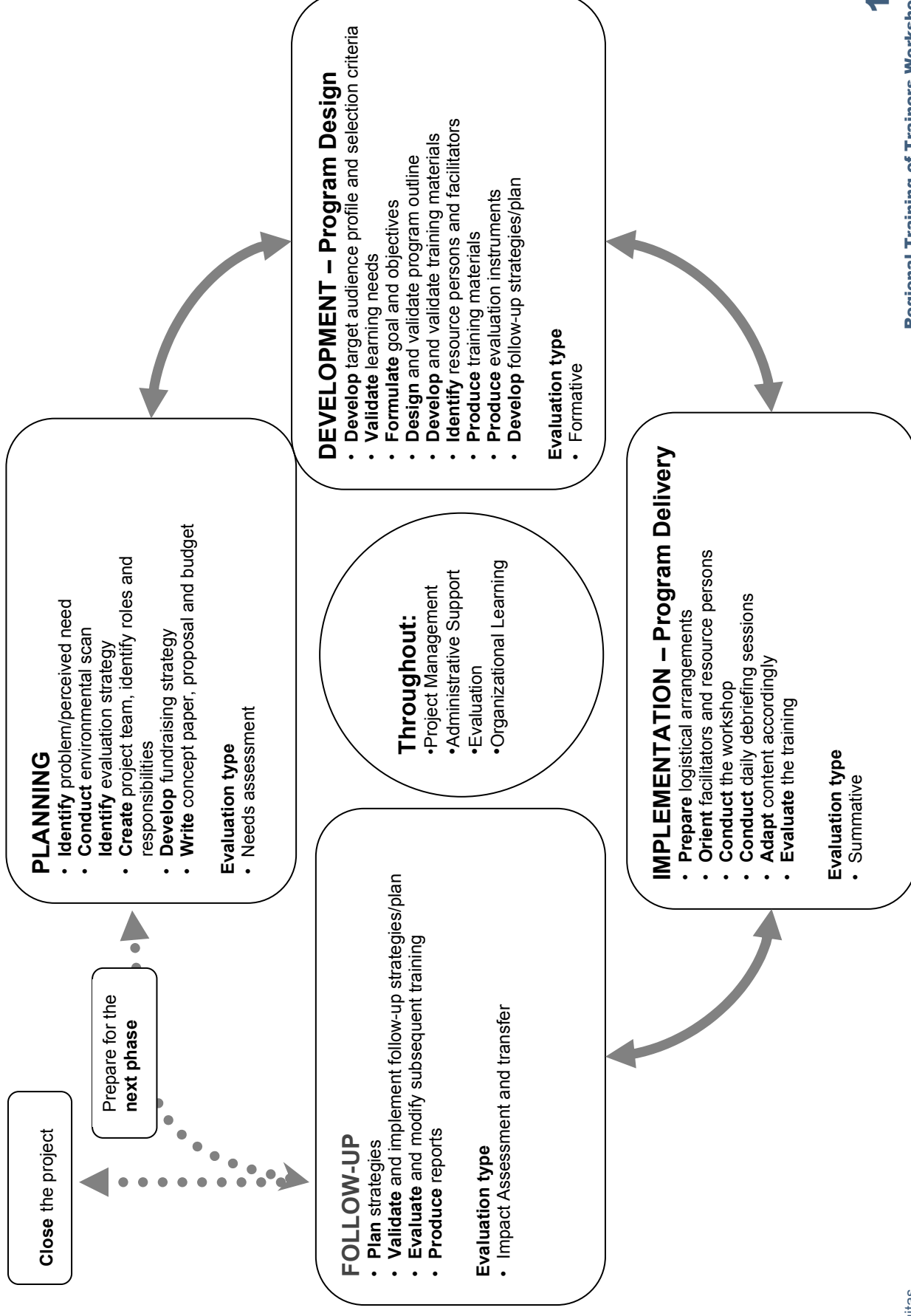
Activity 2 cont'd

Online discussion questions week 2 (continued):

If you were not part of any local HRE activity, do you have any examples of similar HRE activities you have undertaken? In those instances, what were the successes and challenges you faced? Did you follow a similar, four-staged process, or something different?

End of Activity ■

Reference Sheet 1: Educational Program Development Cycle



Activity 3 Our Roles as Human Rights Educators

Objective

To explore participants' roles as human rights educators.

Time

Week 3 (March 5-11, 2008)

Description

The third week's discussion revolves around our perceptions of who we are as human rights educators.

Effective human rights education is empowering and transformative by nature: it enables learners to recognize their rights and to identify ways for these rights to be fulfilled. A participatory approach to learning, where individuals start from their own experiences and reflect upon them, is central to the notions of empowerment and transformation.

Reflection, however, is not limited to the learners, but must also be an integral part of the educator's approach. If there is no reflection on the part of the educator, the learners will not reflect on their situations either.

The work of human rights educators is complex and multi-faceted. We often work with a variety of audiences with different needs and learning styles, environments in which the human rights situation is constantly changing, where there are numerous stakeholders with varying levels of interest and influence in promoting human rights, and where identifying long-term positive social change is complex. The problems faced by human rights educators are rarely straightforward and do not lend themselves to simple, technical solutions. Such complexity in the work of human rights educators makes reflection on their practice an essential characteristic to have.

What do we mean by reflection? Donald Schön (1930-1997) was a leading contributor to an educator's reflective thinking. In particular, he coined the terms "reflection-in-action" and "reflection-on-action."

Continued ▶ ▶ ▶

Activity 3 cont'd

The former is sometimes described as “thinking on our feet.” It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding.

During **reflection-in-action**, the practitioner allows herself/himself to experience surprise, puzzlement, or confusion in a situation which s/he finds uncertain or unique. S/he reflects on the phenomenon before him/her, and on the prior understandings which have been implicit in her/his behaviour. S/he carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.

Reflection-on-action is done later – after the event or experience. For example, this may be done through a journal where the practitioner reflects on the implications of new experiences on their work and their personally-held beliefs. The act of reflecting-on-action enables us to spend time exploring why we acted as we did, what was happening in a group and so on. In so doing we develop sets of questions and ideas about our activities and practice. It is also beneficial for reflection-on-action to be an activity that is shared with another practitioner, in order to further clarify and understand our own experiences.

For the third week of online discussions, participants begin a reflection process that will continue throughout the TOT II. The reflection is specifically on the local HRE activities that have already taken place (which will be a “reflection-on-action” to use the terminology). The reflection process begins with a personal examination of how you may have changed as a human rights educator.

Continued ▶ ▶ ▶

Activity 3 cont'd

The initial question for the third week is:

Online discussion questions week 3:

Now that the local HRE activities are completed, do you feel you have changed as a human rights educator? If yes, how would you describe this change? If no, why not?

Participants who were not part of any local HRE activities can relate their own personal experiences of change as human rights educators following a particular HRE activity they undertook.

During the TOT II, we will also reflect on how the local HRE activities and the TOT I may have contributed to a change at the organizational level, and what transfer of learning may have taken place.

For more information on “reflection-in-action” and “reflection-on-action,” visit <http://www.infed.org/thinkers/et-schon.htm>.

End of Activity ■

Assignment: Preparing for the HRE Marketplace: Highlights of the Local HRE Activities

Objective

To prepare the materials to be presented during the HRE Marketplace (Module 1, Activity 5).

Time

To be completed before the TOT II

Description

Apart from the online discussions revolving around the local HRE activities, participants will begin preparations to present some of the main highlights from their local HRE activities.

The format for presenting these highlights is an “HRE Marketplace” taking place during the first day of the workshop (March 12, Module 1 Activity 5). The complete description of the HRE Marketplace is written in **Reference Sheet 2**.

In preparation for the Marketplace, each individual or group that conducted a local HRE activity has an assignment: to prepare materials to present during the Marketplace.

For the Marketplace, participants will be grouped according to their local HRE activities. There were a total of 12 local HRE activities (some undertaken by individual participants, others by groups of participants). During the Marketplace, the 12 individuals/groups that undertook local HRE activities will demonstrate their most innovative activities to the larger group.

Continued ▶ ▶ ▶

Assignment cont'd

The assignment for each individual or group that conducted a local HRE activity is the following:

Assignment:

- 1. Identify an innovative activity you undertook during your local HRE activity and prepare to demonstrate it during the Marketplace.**
- 2. Prepare to bring any supporting educational materials developed (manual, CD-ROM, video, photos, etc.).**
- 3. Prepare a short description of the activity. This can be summarized on metacards, handouts, or flipchart.**

Everyone who was part of a local HRE activity has the chance to present their work, whether they worked individually or with other participants. For those who were part of a group, it is suggested that all members contact each other prior to the TOT II in order to prepare for the Marketplace.

End of Assignment ■

Reference Sheet 2: HRE Marketplace

1. What is the HRE Marketplace?

The "Marketplace" is designed as an opportunity for all of us to share some of the best ideas and activities from our own work, from our experience and from our creativity.

2. Why call this activity a "Marketplace"?

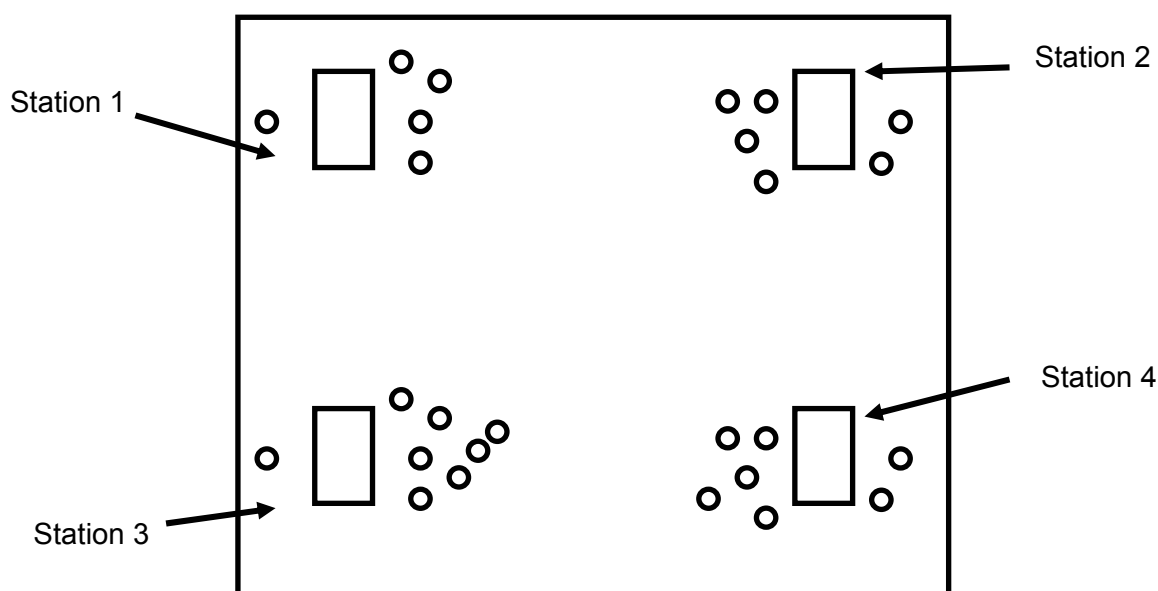
The "Marketplace" is an appropriate metaphor for this activity for two reasons:

- It will be a place for exchange, in this case an exchange of ideas, instead of the usual goods and services associated with a marketplace.
- The HRE Marketplace will be like a real marketplace because many activities will be happening simultaneously.

3. Setting up the Marketplace

For the Marketplace, we will use the workshop room and set up the space to allow up to four different activities to take place at the same time. At each corner of a room, a group will present or facilitate an activity at a "stall" in the Marketplace. The activities from each group take place at the same time. Participants who are not part of a group demonstrating can visit any station they wish.

Illustration of the Marketplace Set Up



HRE Marketplace continued

4. The Presenters' Task

The total time for the Marketplace is 3 hours. Each group presenting should plan on repeating same activity two or three times. The aim is to have participants see a number of quick activities that other trainers have found effective in their training work.

Selecting an activity

Try to choose an activity that can be demonstrated in 10 to 20 minutes.

If the activity you select requires more time, then have a poster or some photographs of people taking part in this activity during your local HRE activity.

Materials required

You should have with you copies of materials needed by the participants to take home for their use or modification. Describe the activity in such a way that others may be able to use it or adapt it in the future. Make sure to include information on the target group, human rights content, objectives, training techniques, and logistical concerns.

During the Marketplace

The emphasis in the Marketplace should be on demonstrating the activity or getting the idea across. Participants and presenters can connect later for more detailed questions about logistics and how to implement certain activities.

5. The Participant's Task

Evaluate each activity you observe in the Marketplace. You should be able to record information related to:

- activity name
- intended audience
- the content (e.g., women's rights)
- the objectives of the activity
- techniques - write information about how the activity works
- logistics - write any notes about special concerns regarding the length of the activity, special resources needed, etc. These notes should help you remember how to lead the activity later

Note: Some of this information may be included in handouts from the presenters.

Module 1

Getting Started

Overview

This Module serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. After a welcome by the organizers and an energizer, participants are briefed on the overview of the workshop, which includes an explanation of the different roles participants will play as both participants and facilitators. Following this, there is a networking activity and the opportunity for participants to present some of the highlights from their local HRE activities.

| Activity | | Time |
|------------|---|-------------|
| Activity 1 | Registration and Welcome | 1 hour |
| Activity 2 | Energizer | 30 min |
| Activity 3 | Overview of the Workshop | 1 hour |
| Activity 4 | Let's Make a Network Work | 1 hr 30 min |
| Activity 5 | HRE Marketplace: Highlights of the Local HRE Activities | 3 hours |

Activity 1 Registration and Welcome

Objective

To welcome participants to the TOT II.

Time

1 hour

Description

This activity is divided into two parts.

In **Part A**, the participants will register for the TOT II.

In **Part B**, there will be words of welcome by the Equitas team.

30 min

Part A Registration

Participants register for the TOT II with the Equitas team.

30 min

Part B Welcome

The Equitas team welcomes participants to the TOT II.

End of Activity ■

Activity 2 Energizer

Objective

To create a positive working environment among participants, facilitators, and the Equitas team during the TOT II.

Time

30 min

Description

Most participants already know each other, but it is important to set the tone for creating and sustaining a positive, energetic working environment. The facilitator leads participants through the energizer.

End of Activity ■

Activity 3 Overview of the Workshop

Objective

To provide an overview of the workshop methodology and to assign different roles to participants.

Time

1 hour

Description

This activity is divided into three parts.

In **Part A**, the Equitas team presents a brief update on the MENA program.

In **Part B**, the facilitator describes the workshop overview.

In **Part C**, you will identify elements that will help create a positive workshop environment.

20 min

Part A Update on the MENA Program

The Equitas team provides a brief update on the latest developments of the MENA program, namely:

1. the Regional Working Session 2
2. the local HRE activities, including site visits by Equitas
3. the development of the TOT II
4. the networking strategy (to be discussed in the next activity)

Other aspects of the MENA program will be discussed throughout the program and in particular on the final day.

30 min

Part B Workshop Overview

The facilitator goes over the goal, objectives, and content of the workshop making reference to the participants' expectations discussed on the Equitas Community.

The facilitator then presents the different types of teams that will be part of the TOT II.

Continued ▶ ▶ ▶

Activity 3 cont'd

Since this is a TOT, emphasis is placed on participants practicing their skills as human rights educators. As a result, there are a number of teams which will be set up at this point in order for everyone to experience and practice different elements of being a human rights educator. The teams are:

1. **Facilitation Teams:**

For this TOT II, there are **one** main facilitator and **four** co-facilitators, all of whom have been participants in Equitas MENA workshops. These five facilitators form the **Core Facilitation Team (CFT)** along with the Equitas team. They will participate in the facilitators' orientation before the TOT II and in each daily debriefing.

In order to have as many participants as possible benefit from experiencing the facilitation process of a training such as the TOT II, each of the four co-facilitators will lead a **Facilitation Team**. Facilitation Teams will have up to **two** participants aside from the co-facilitator leading the team. Each Facilitation Team will be responsible, along with the Core Facilitation Team, to prepare and deliver one day of training during the TOT II. In order to do this, a Facilitation Team leading a specific day will have to participate in the previous day's debriefing. The tentative schedule for the Facilitation Teams is as follows:

| Day | Date | Facilitation | Debrief/ Preparation for next day |
|-----|---------------------|------------------------------|--------------------------------------|
| 1 | Wednesday, March 12 | Core Facilitation Team (CFT) | Facilitation Team 1 |
| 2 | Thursday, March 13 | CFT and Facilitation Team 1 | Facilitation Teams 1 and 2 |
| 3 | Friday, March 14 | CFT and Facilitation Team 2 | Facilitation Teams 2 and 3 |
| 4 | Saturday, March 15 | CFT and Facilitation Team 3 | Facilitation Team 3 |
| 5 | Sunday, March 16 | CFT | Facilitation Team 4 |
| 6 | Monday, March 17 | CFT and Facilitation Team 4 | Facilitation Team 4 |
| 7 | Tuesday, March 18 | CFT | |

Continued ▶ ▶ ▶

Activity 3 cont'd

2. **Networking Team**

Networking is a strong component of the MENA program, and considerable thought has been put in developing a networking strategy (presented and discussed during the RWS 2). A **Networking Team** will be created which will address, throughout the TOT II, how the MENA network can continue to develop. The Networking Team can have up to five participants and it will work together with the Equitas team. Time to discuss ideas on networking with all participants will be determined with the Networking Team once the TOT II begins.

3. **Gender Team**

As was the case with the TOT I, there will be a group specifically tasked to address participants' questions relating to the inclusion of gender in their human rights work – the **Gender Team**. The Gender Team will have up to five participants and will work closely with the gender resource person throughout the TOT II.

4. **Site Visit Coordinating Team**

There is a site visit scheduled for the sixth day of the TOT II. The **Site Visit Coordinating Team** will assist the Equitas Team in any logistical preparations and in briefing participants before the visit (on what to observe, questions to ask, etc.) and in debriefing with participants once the visit is finished.

The facilitator assists participants in dividing themselves among the different teams, ensuring that at every participant, as much as possible, is part of a team.

10 min

Part C Setting the Climate

The facilitator leads a brainstorm with participants on elements that help create a climate conducive to learning and writes them on a flipchart. The list generated will serve as a “workshop agreement” among all participants, facilitators, and the Equitas team.

End of Activity ■

Activity 4 Let's Make a Network Work

Objectives

To provide an update on the latest MENA Network developments and to identify the value of the MENA Network for its members.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, the Equitas team will provide an update on the latest MENA Network developments.

In **Part B**, you will work in small groups to identify the value of the MENA Network for its members.

In **Part C**, you will share the results of your small group discussion with the larger group.

30 min

Part A Update on the MENA Network

The Equitas team leads a discussion on the latest developments on the MENA Network, based on the outcome of the RWS 2 and consultations with the committee made up after the RWS 2.

In particular, the group addresses the following:

1. Modalities for membership
2. Mandate and composition (number of members, representation by country, gender, experience and background) of the Coordination Committee (CoCo)
3. Roles of Equitas and the Regional Coordinator
4. Tools to develop and potential activities to launch the first year of activities
5. Fixing a date for a virtual general assembly to hold election for the CoCo

Continued ▶ ▶ ▶

Activity 4 cont'd

30 min

Part B Identifying the Value of the Network

The proposed expected output of the MENA Network is one in which there is:

“increased capacity of human rights **activists/workers** and **organizations** of the region to promote and undertake human rights education activities in partnership and to build solidarity linkages.” (emphasis added)

The output specifies capacity building at the individual (activist/worker) and organizational levels. So far in the development of the MENA Network, we have answered, in part, the following key questions:

- **Why** do we need a network?
- **Who** should be part of the network?
- **What** should the structure of the network be?

We now focus our attention on answering questions specifically related to the expected outcome of the MENA Network; that is, related to “increased capacity.” Key questions to address are:

- **How** do we define capacity building?
- **How** will the MENA Network promote capacity building of individuals and organizations?

The facilitator divides participants into small groups to reflect on the **first** question written above (the second question will be addressed later in the TOT II). Refer to **Worksheet 1** for a framework for answering the question and prepare to present the main points of your discussion to the entire group in **Part C**.

30 min

Part C Report on Group Work

The large group reconvenes. Each group reports on the results of their discussion (5 min each). The facilitator synthesizes the discussion.

End of Activity ■

Reference Sheet 3: MENA Network Strategy

Working Paper presented during the RWS 2 – October 20-25, 2007, Aqaba, Jordan. Amendments from participants highlighted in boxes.

1. Background Information

A first network of Middle East human rights activists attached to Equitas activities was initiated by the IH RTP alumni of the region in 2004 following the Annual IH RTP. The exchanges of the 2004 alumni network resulted in the establishment of the current MENA Program launched in March 2006.

While designing the MENA Program, it was logical to integrate a networking component in its objectives and activities. However, at this stage, the component was not developed leaving it to the MENA Program participants and stakeholders to further define its framework and content.

During the first year of implementation (2006-2007), while starting up Program activities, discussions and consultations took place at different moments on the establishment of a MENA Program network but never in depth. Informal network mechanisms were initiated following each of the activities held: Inception Mission (March 2006), RWS 1 (September 2006), TOT Workshop 1 (February 2007), Iraq Workshop 1 (March 2007). The most significant step of all was the set up of a MENA Forum within the on-line Equitas Community in June 2007 during the IH RTP. All IH RTP alumni from the region (dating back as far as 1996) and MENA Program participants who kept in touch with Equitas in a way or another have been included to this on-line MENA Forum. The experience has proved to be very successful as the preparation of the RWS 2 has shown.

The content of this paper is notably inspired by the consultations, discussions and recommendations collected so far including individual meetings held by Equitas MENA Program staff. It is worth noting that a brief Internet research was made to look at existing networks in the field of human rights and human rights education by Equitas MENA staff.

2. Equitas MENA Program (Purpose, Outcome and Objective)

Purpose: The MENA Program Purpose (as defined also in the Logical Framework Analysis - LFA) is: *To strengthen the capacity of civil society organizations in Iraq and other countries of the Middle East and North Africa to undertake human rights education programs including a gender equality perspective aimed at building a culture of human rights for all.*

Outcome: One of the Expected Outcomes of the MENA Program as defined again in its LFA and Chart of Activities is: *Effective and efficient engagement of participants in networking to advance the realization of human rights with governments and societies.*

Objective: Therefore, the MENA Program aims specifically in terms of networking activities: *To network and build partnerships for mutual support and for increased effectiveness through sharing of information, strategies and resources (including those made available through this program) to effect social change.*

3. Context and Challenges

The context of the MENA region must of course be considered when defining, setting up and operating our regional network. Bearing in mind the contextual analysis described in the Program Annual Work Plan and the work undertaken in the RWS2 around the three themes (gender equality, relationship between civil society and governments, and conflict), we must ask ourselves: What are the challenges ahead for our Regional Network?

The following items could be considered:

- Members' participation and ownership
- Keep focus on expected outcomes, outputs and objectives of the MENA Program
- Management, coordination and communication
- Diversity of needs, interests and backgrounds
- Partnerships
- Financial support
- Etc.

How could we address these challenges?

4. Our Network...Let's Define It!

4.1 What Is a Network?

We would like you to reflect on the following description based on a web search:

Within the human rights communities, the term "network" can be understood as an act of social organization characterized by voluntary, reciprocal, and horizontal patterns of communication and exchange, which promotes causes, principles, ideas and/or norms. Networks are essentially communicative structures within which individuals or groups share values and advocate policy changes. Activists or organizations may engage in exchanging information, providing mutual support to each other, generating information quickly and accurately, and using such information to pursue their goals.

4.2 Mission and Expected Output of the MENA Network (specific result – Where to go?)

Based on the MENA Program Purpose, Outcomes and aims as well as previous consultations and discussions through the MENA Program activities and informal networks held in 2006-2007, we are submitting to you the following Mission and Expected Output:

Mission: [Note: “Vision” was changed to “Mission” as a result of discussions during the RWS 2.]

To develop a regional forum (within the MENA Program framework) of human rights activists, workers and organizations that will play a significant role as a source of expertise in the field of human rights education and a tool for social change in the region. [Note: “and a tool for social change in the region” was added as a result of consultations with the networking committee.]

Expected Output:

Increased capacity of human rights activists and workers and organizations of the region to promote and undertake human rights education activities in partnership and to build solidarity linkages.

4.3 Objectives of the MENA Network (Why?)

Same as above, we are submitting to you the following objectives for the MENA Program Regional Network:

- To strengthen, assist and coordinate the efforts of its members to promote human rights amongst the countries in the region;
- To share information, lessons learned, strategies and resources to effect social change;
- To make available Middle East and North African human rights organizations’ reports, statements, researches and other relevant documents to Arabic human rights educators;
- To provide resources about human rights issues to human rights educators;
- To increase access to information about specific human rights issues or abuses;
- To create a space that encourages and supports partnership initiatives.

4.4 Key Values for Our MENA Network (What?)

What spirit should prompt (or animate) the MENA Program Regional Network?

We are proposing these key values to which each member of the Regional Network would be expected to adhere:

- The fundamental indivisibility and universality of human rights;
- The fundamental value of freedom of expression, assembly and association;
- The importance of civil society in the promotion and protection of human rights;
- Gender equality and the importance of promoting and advancing the rights of women;
- The right to popular participation and ownership in shaping human rights agendas throughout the region.

5. Structure and Content of the MENA Network (Who? How? When?)

5.1 Membership

[Note: The following are initial questions asked during the RWS 2.]

- Who do we seek as members?
- How do they become members?

Results from the consultations:

1. Participants of Equitas MENA Program would become automatically members:

- IHRTP Alumni
- TOT participants
- Iraq Workshops participants
- Resource persons

2. Additional members

There is an agreement within the working committee set up following the RWS2 that the MENA Program Network's membership must include more members than the above list, organizations as well as individuals. What is more difficult to define is who would be these additional members and how they will be selected (or accepted). Some suggestions were put forward, for instance:

- Participants (and/or) their organizations of the local human rights education activities (from the TOT workshops);
- Chairpersons of organizations represented in the TOT workshops (through TOT participants);
- Representatives of and/or organizations working in the field of HR and HRE in the region (could be local, national or international).

5.2 Coordinating Body

[Note: The following are initial questions asked during the RWS 2.]

What kind of Coordinating Body could we envisage for the Regional Network (working in cooperation with Equitas MENA Program Management team)?

- Mandate?
- Number of people?
- Elections?
- Criteria?
- Roles?
- Etc.

Results from the consultations:

The option that is the most favored regarding the selection of the Coordination Committee (CoCo) members is that they would be elected through a general assembly of all members of the network. It was suggested that the members of the CoCo should represent different parts of the region and possess knowledge and experience in different fields or themes of human rights (but without being necessary experts in a specific field).

Regarding the mandate of the CoCo, it is proposed in three-fold:

1. Supporting role to Equitas for the management of the network
2. Elaboration of a yearly working plan to submit to the General Assembly
3. Development of policies and procedures (memberships, etc.)

The role of Equitas is to manage the activities of the network since it is at this stage one of the activities of Equitas MENA Program. It is proposed that the role of the Regional Coordinator in regards of the network would be as follows:

1. Managing and mobilizing thematic discussions
2. Collecting and encouraging data collection/information to be posted online
3. Synthesizing discussions
4. Follow up of relevant events, information or solidarity issues.

Pending question: The number of persons making up the CoCo. Some proposed a limited number such as 4-5. Others suggested a representation per country of the region (this means about 10 or 11). Some added to that the idea of having a networking committee in each country and the representative of each committee would be member of the CoCo. See as a model, the formula adopted by the Network e-joussour, the Maghreb/Machrek Civil Society Portal (www.e-joussour.net).

Conclusion: We must determine the number of persons forming the CoCo and on what basis they are selected (or elected).

5.3 Regulations

- General Assembly?
- Members' vote?
- Working languages (Arabic, English and French)
- Etc.

Results from the consultations:

For members' vote: online voting was proposed through the on line MENA Forum.

For working languages: Main language of communication Arabic – translation in English and French in the form of summaries.

Question: Should the main content of the network tools (such as website and newsletters) be written equally in the three languages?

5.4 Communication Tools

- On-line Equitas Community
- Electronic newsletter
- Virtual conferences
- Actual meetings
- Calendar of events

5.5 Potential Activities and Resources

- Working groups on specific human rights issues of particular importance in the region and the MENA Program
- Electronic library
- Database of Equitas MENA human rights educators
- Researches
- Contests (for instance, finding a name for the network)
- Etc.

Results from the consultations:

There seems to have a significant need around the following tools and activities (these could be the first to start with):

- Website
- Newsletter
- Calendar of events
- Working groups

6. Next Steps

- General Assembly – Election of Coordinating Committee members = April 2008
- 1st Meeting of the Coordination Body Committee = May 2008
- 1st Annual Work Plan for the Network (for 2008-2009) = Proposition by Equitas during the General Assembly in April 2008

Worksheet 1: Defining Capacity Building

We now focus our attention on answering questions specifically related to the expected outcome of the MENA Network; that is, related to “increased capacity.” A key question to address is: **How** do we define capacity building?

The proposed capacity building framework is based on four targets:

1. Resources (who has what)
2. Skills and knowledge (who knows what)
3. Organization (who can manage what)
4. Power (who can get what)

For each target, review the list of possible areas to focus on and add to that list. Each one of us as individuals and as part of organizations will have our own interests for joining the MENA Network, and this exercise helps identify what those interests are.

| Possible capacity building targets | What is important for our Network? Possible areas of focus for the Network |
|--|---|
| 1. Resources (who has what) | <ul style="list-style-type: none">- Material and equipment- Funding- List others: |

| Possible capacity building targets | What is important for our Network? Possible areas of focus for the Network |
|--|---|
| <p>2. Skills and knowledge (who knows what)</p> | <ul style="list-style-type: none"> - Knowledge sharing in specific content areas of human rights education, such as: <ul style="list-style-type: none"> o Participatory methodology o Instructional design o Facilitation o Evaluation o Conflict transformation o Gender o ... - Exchange programs - Technical assistance - Development of online communication skills (such as the Equitas Community) - List others: |

| Possible capacity building targets | What is important for our Network? Possible areas of focus for the Network |
|---|--|
| <p>3. Organization (who can manage what)</p> | <ul style="list-style-type: none"> - Management systems and practices - Project design and management - Financial management - Monitoring and evaluation - Teamwork - Governance - List others: |

| Possible capacity building targets | What is important for our Network? Possible areas of focus for the Network |
|--|---|
| 4. Power (who can get what) | <ul style="list-style-type: none">- Community empowerment- Legislative strengthening- Dialogue between civil society and governments- List others: |

Activity 5 HRE Marketplace: Highlights of the Local HRE Activities

Objective

To demonstrate the most innovative activities from the local HRE activities.

Time

3 hours

Description

As mentioned in **Reference Sheet 2**, the HRE Marketplace is an opportunity for participants to demonstrate some of the innovative activities they developed as part of their local HRE activities. There are a total of 12 local HRE activities that took place, therefore there will be up to 12 groups presenting. The Marketplace is set up in order for four groups to present at a time to the remaining participants. Over the three-hour period for this activity, the groups will follow the schedule below:

| Time | Groups Presenting |
|--|-------------------|
| HOOR 1: 15 minutes preparation 45 minutes demonstration | Groups 1 to 4 |
| HOOR 2: 15 minutes preparation 45 minutes demonstration | Groups 5 to 8 |
| HOOR 3: 15 minutes preparation 45 minutes demonstration | Groups 9 to 12 |

For the groups to demonstrate their activities, the remaining participants participate in any of the activities and “role play” the target audience the activity was designed for. Once the activity is completed, the participants can evaluate it using a copy of **Worksheet 2**. Copies of **Worksheet 2** will be provided to all participants.

A debrief of the Marketplace takes place at the beginning of the following Module.

End of Activity ■

Worksheet 2: HRE Marketplace Activity Evaluation Sheet

Group: _____

Name of Activity: _____ Target Audience: _____

| Areas to Evaluate | Feedback |
|---|----------|
| 1. The GOAL of the activity was: Clear <input type="checkbox"/> Somewhat clear <input type="checkbox"/> Not very clear <input type="checkbox"/> | |
| 2. The CONTENT LEVEL of the activity was: Appropriate for the target audience <input type="checkbox"/> Too easy for the target audience <input type="checkbox"/> Too difficult for the target audience <input type="checkbox"/> | |
| 3. The METHOD or TECHNIQUE used was: Appropriate for the target group <input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Not appropriate for the target group <input type="checkbox"/> | |
| 4. The MATERIALS used for the activity were: Clear <input type="checkbox"/> Somewhat clear <input type="checkbox"/> Not very clear <input type="checkbox"/> Appropriate <input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Not at all appropriate <input type="checkbox"/> | |
| 5. The TIME to complete the activity was: Just enough time <input type="checkbox"/> Too much time <input type="checkbox"/> Too little time <input type="checkbox"/> | |
| 6. FACILITATION of the activity was: Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Not effective <input type="checkbox"/> | |

Module 2

Evaluating Our Local HRE Activities

Overview

In this Module, participants will reflect on the results of their local HRE activities from two different perspectives. The first is concerning social change – what positive social change resulted from the local HRE activities, and how have the target audiences changed? The second perspective is related to process – how do we evaluate the way in which we undertook the local HRE activities?

This Module also presents the HRE Workbook, which provides participants with the framework for the next round of local HRE activities. There are specific times allocated throughout the TOT II for participants to work on their HRE Workbook.

Finally, the Module concludes with the sharing of experiences in HRE project design and management from the Equitas team.

| Activity | | Time |
|------------|--|--------------|
| Activity 1 | Local HRE Activities – Identifying the Social Change | 2 hrs 30 min |
| Activity 2 | Local HRE Activities – Evaluating the Process | 1 hr 30 min |
| Activity 3 | Next Local HRE Activities: Introduction of the HRE Workbook (Part 1) | 2 hrs |
| Activity 4 | Project Design & Management of HRE Activities – The Equitas Model | 2 hrs 30 min |

Activity 1 Local HRE Activities – Identifying the Social Change

Objective

To identify the social change resulting from the local HRE activities.

Time

2 hours 30 min

Description

This activity is divided into three parts.

In **Part A**, the facilitator will lead a debrief on the HRE Marketplace from the previous day.

In **Part B**, you will work in small groups to identify the social change resulting from the local HRE activities.

In **Part C**, you will share the results of your small group discussion with the larger group.

45 min

Part A Debrief on the HRE Marketplace

The facilitator leads a large group discussion on the activities demonstrated during the HRE Marketplace.

Questions to consider:

- What did we learn from 1) demonstrating our own activities and 2) seeing activities other participants developed?
- What constructive feedback can we provide each other concerning these activities?
- Are there activities which could be adapted to different target audiences? If yes, how?
- Referring back to a question asked on the Equitas Community, have these activities changed you as a human rights educator? If yes, how?
- During the TOT I, we examined how an HRE event, such as the local HRE activities, can be considered as an element of a wider systems approach to HRE (refer to **Reference Sheet 4** for the systems approach diagram). How do the local HRE activities fit within the systems approach to HRE?

Continued ► ► ►

Activity 1 cont'd

45 min

Part B Social Change: From Awareness to Action

HRE through a systems approach implies that HRE events such as the local HRE activities can lead to a positive social change. This social change can be identified at different levels (such as individual, community/group, and societal) and to different degrees. When we refer to degrees of social change, we will examine two ends of a continuum: **awareness** and **action**. The terms are explained in Equitas' definition of HRE (presented during the TOT I):

Definition of human rights education (Equitas):

Human rights education is a process of social transformation that begins with the individual and branches out to encompass society at large.

The goal of human rights education is empowerment. The result is social change. Human rights education involves the exploration of human rights principles and instruments and the promotion of critical reflection and inquiry.

The role of human rights educators is to foster within each person an awareness of human rights and a sense of the individual's capacity to effect change. It is the responsibility of human rights educators to provide a supportive environment where people are free to define which issues are at the heart of their own human rights struggles.

The practice of human rights education is founded on mutual respect, reciprocal learning and action. Participatory methods that promote the sharing of personal knowledge and experience are fundamental. The modes of communication are numerous (from brain- storming and discussion to street theatre and festivals), but the challenge lies in discovering how to truly communicate across different cultures, values and perceptions.

Ultimately, human rights education raises peoples' **AWARENESS** of human rights and inspires them to take control of their lives and the decisions that affect their lives through their own **ACTION**.

To analyze the social change of the local HRE activities, participants will work in small groups according to target audiences.

Together with the members of your group, determine what you consider to be results of your local HRE activities (actual ones you have observed or potential ones). Try to identify these results at three different levels:

- Individual (e.g., child, teacher, human rights worker)
- Community/ Group (e.g., the class/ school; the NGO and its network)
- Society (e.g., groups of larger communities)

Continued ► ► ►

Activity 1 cont'd

Use **Worksheet 3** to record the results of your discussion. Tips: 1) refer back to your narrative report you submitted to Equitas, 2) try to identify your results in terms of specific **knowledge, skills, and attitudes** gained/strengthened/changed as a result of your local HRE activity.

Prepare to present the results of your discussion to the larger group in Part C.

1 hour

Part C Presentation and Discussion

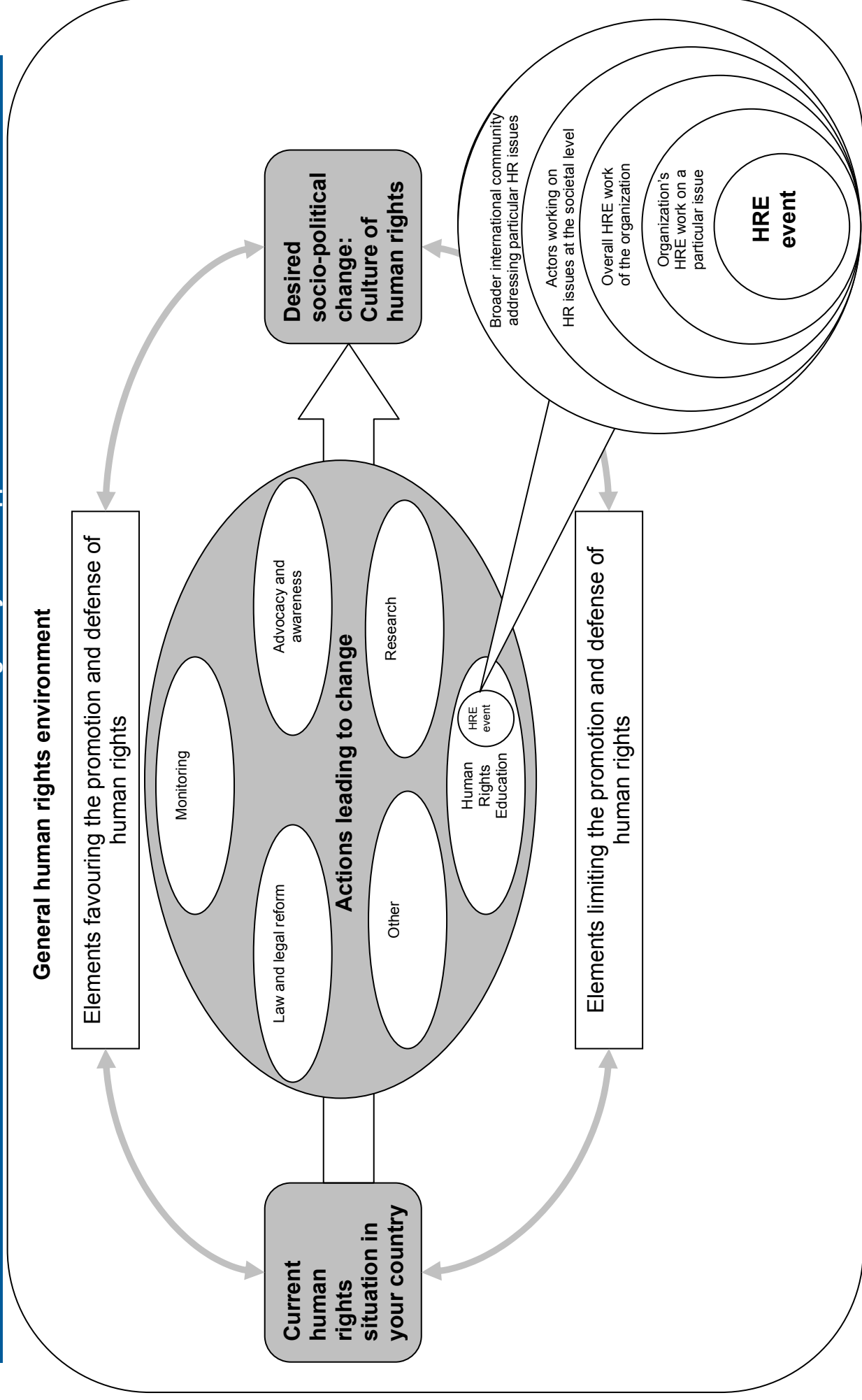
The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Looking back at results you identified in your proposal and what actually happened, would you do anything differently next time?
- How effective were the indicators you developed to measure the results? What kind of indicators did you develop to measure awareness?
- Were there any unexpected results? If yes, what were they?
- How did you evaluate your results? In other words, how do you know there has been a change with your target audience or other stakeholders? How did they change from your initial learning needs assessment?
- Have the local HRE activities enabled a greater awareness of gender roles in your communities/societies? If yes, how has this happened? Has this awareness led to any attitudinal changes or any changes in power relations between men and women?


End of Activity ■

Reference Sheet 4: HRE Through a Systems Approach



Worksheet 3: Identifying Social Change

Target Audience: _____

| Levels of Change | RESULTS of Our Local HRE Activities: What are the changes in knowledge, skills and attitudes? | |
|------------------|---|--|
| | AWARENESS What kind of awareness has your activity created? How have people changed? |  ACTION What types of actions (such as practices or policies) are resulting from your activity? |
| Individual Level | | |
| Community Level | | |
| Societal Level | | |

Activity 2 Local HRE Activities – Evaluating the Process

Objective

To evaluate the process for conducting the local HRE activities.

Time

1 hour 30 min

Description

This activity is divided into two parts.

In **Part A**, you will work in small groups to evaluate the local HRE activities using the Program Development Cycle.

In **Part B**, you will share the results of your small group discussion with the larger group.

45 min

Part A Evaluating the Four Stages

During the discussion on the Equitas Community, you were asked to identify the successes and challenges of the local HRE activities along four stages: planning, development, delivery, and evaluation/follow-up.

The facilitator divides participants into four groups. Each group is assigned to discuss one specific stage. Each group is provided a summary of online discussions related to that stage.

Use **Worksheet 4** to record the results of your discussion. Prepare to present the results of your discussion to the larger group in Part B.

Continued ▶ ▶ ▶

Activity 2 cont'd

Reminder: Online discussion questions week 2:

What were some of the successes and challenges concerning the local HRE activity you were part of? Identify these successes and challenges during each of the following four stages:

1. **Planning** the activity (for example: writing the proposal, creating a budget, identifying team member roles and responsibilities, conducting a contextual analysis)
2. **Development** of the activity (for example, validating learning needs, producing training materials, producing evaluation instruments)
3. **Delivery** of the activity (for example, preparing logistical arrangements, conducting the workshop, working with resource persons, adapting the content accordingly)
4. **Follow-up** of the activity (for example, evaluation techniques, planning strategies, modifying subsequent training based on the results achieved)

45 min

Part B Presentation and Discussion

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- How have the local HRE activities promoted collaboration between MENA participants?
- Did any transfer of learning take place within your organization? If yes, what was transferred – ideas, methodologies, techniques?

End of Activity ■

Worksheet 4: What Did We Learn?

| | | |
|--------|----------------------|--------------------------|
| Stage: | Planning | <input type="checkbox"/> |
| | Development | <input type="checkbox"/> |
| | Delivery | <input type="checkbox"/> |
| | Evaluation/Follow-up | <input type="checkbox"/> |

What did we learn? What are our “lessons learned”?

How will these lessons help us prepare the next round of local HRE activities?

How can we bring these lessons back to the MENA Network?

Activity 3 Next Local HRE Activities: Introduction of the HRE Workbook (Part 1)

Objectives

To introduce the HRE Workbook to participants and for participants to begin using the Workbook to plan for the next round of local HRE activities.

Time

2 hours

Description

There will be a second series of local HRE activities to be funded as part of the MENA program once the TOT II is completed. As was the case with the first series of activities, participants are asked to write a proposal for a local HRE activity they would like to undertake. A proposal can be submitted by an individual participating in the TOT II, or it can be a joint proposal from more than one participant.

The HRE Workbook is designed to assist you in the process of formulating ideas for your local HRE activity. There are specific times allocated during the TOT II for you to work on your Workbook. The pace is self-directed.

Here are some things to keep in mind when completing the Workbook:

- Identify areas of collaboration: will you submit a proposal on your own, or with other participants? Will you work with participants you have worked with in the past, or identify new participants to work with?
- Share your ideas with others and get feedback from them
- Regularly review and revise your ideas for your local HRE activity
- Try to incorporate the lessons learned and the experiences you have heard from others

End of Activity ■

Activity 4 Project Design and Management of HRE Activities

Objective

To develop a stronger capacity to design and manage HRE activities.

Time

2 hours 30 min

Description

This activity is divided into three parts.

In **Part A**, you will work in “buzz groups” to identify questions the group has related to project design and management.

In **Part B**, you will answer another group’s questions and share your answers with the large group.

In **Part C**, the Equitas team provides additional examples of project design and management from their experiences.

40 min

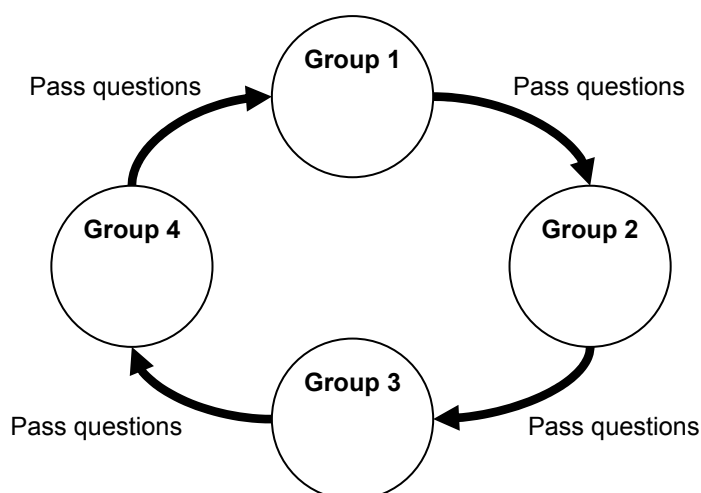
Part A Buzz Groups

You may have very specific questions related to project design and management. The creation of “buzz groups” enables everyone to bring forward their questions and provide them the opportunity to obtain answers to them.

1. The facilitator divides participants into four small groups.
2. Each group takes 10 minutes to write on metacards “burning questions” they have about project design and management (one question per metacard). Write down as many questions as you like. Use:
 - **Blue** metacards for questions on project design
 - **Yellow** metacards for questions on project management
3. Once each group has written their questions, they pass their questions to another group (see diagram on the next page).

Continued ▶ ▶ ▶

Activity 4 cont'd



Each group takes 30 minutes to discuss the questions they have received and prepares to answer them in Part B. Use **Worksheet 5** to record the questions you received and your group's answers.

40 min

Part B Answering the Burning Questions

Each group takes 10 minutes to present to the large group their answers to the questions they received.

1 hr 10 min

Part C The Equitas Model

The Equitas team provides further examples of project design and management based on the Equitas model. Some of the aspects to discuss include:

Design

- Instructional design models (including needs assessment of target audiences, writing goals and objectives)
- Development of educational materials
- Empowering participants through action: what they do after the HRE activity
- Empowering the facilitators: creativity through collaboration

Continued ► ► ►

Activity 4 cont'd

Management

- Roles and responsibilities within the team
- Project planning
- Budgeting
- Project delivery
- Managing risks and assumptions
- Monitoring and follow up the project
- Relations with participants, resources persons, funders, other key players
- Evaluation
- Closing a project
- Sustainability of project

End of Activity ■

Worksheet 5: Burning Questions on Project Design and Management

| Questions received | Our answers |
|---------------------------|-------------|
| Project Design | |
| Project Management | |

Module 3

Being an Expert Human Rights Educator

Overview

In this Module, participants will reflect on what it means to be a human rights educator by first examining their approach to human rights education along with their personal motivations for being a human rights educator. Following this, participants will review the Learning Spiral by applying it to specific case studies.

The next activities in the Module revolve around “Tools of the Trade” – using a rights-based approach, analytical tools, gender, and facilitation skills of a human rights educator. Each one of these “tools” is addressed in a similar way though each activity: 1) sharing and learning from our own experiences, 2) learning new information, and 3) practicing with these tools.

There is also time in this Module for participants to work on their HRE Workbook.

| Activity | | Time |
|------------|--|--------------|
| Activity 1 | What Defines a Human Rights Educator? | 2 hrs |
| Activity 2 | Using the Participatory Approach to Learning: Applying the Learning Spiral | 2 hrs |
| Activity 3 | Tools of the Trade 1: Applying a Human Rights-Based Approach | 2 hrs 30 min |
| Activity 4 | Tools of the Trade 2: Analyzing the Context | 2 hrs 30 min |
| Activity 5 | HRE Workbook Part 2 | 1 hr |
| Activity 6 | Tools of the Trade 3: Applying a Gender Perspective | 4 hrs |
| Activity 7 | Tools of the Trade 4: Advanced Facilitation Skills | 2 hrs |

Activity 1 What Defines a Human Rights Educator?

Objective

To explore personal notions of and approaches to being a human rights educator.

Time

2 hours

Description

This activity is divided into three parts.

In **Part A**, you will take a few minutes to answer questions which help define you as a human rights educator.

In **Part B**, you will work in groups of three to discuss different approaches to HRE.

In **Part C**, you will share the results of your small group discussion with the larger group.

15 min

Part A Personal Reflection

Take a few minutes to personally reflect on the questions listed in **Worksheet 6** about your role as a human rights educator. You will discuss your responses in Part B in small groups.

45 min

Part B Small Group Discussion

The facilitator divides participants into groups of three. Participants in each group share their answers from Part A with each other.

Once everyone has had the chance to share their answers with each other, read **Reference Sheet 5**. The **Reference Sheet** presents three different emerging models for human rights education: 1) a values and awareness model, 2) an accountability model, and 3) a transformational model.

Consider the following questions:

- What type of model presented best reflects your approach to human rights education?
- Do you have a different approach from the ones presented? If yes, how would you define your approach?

Prepare to discuss the main points of your discussion to the large group in Part C.

Continued ▶ ▶ ▶

Activity 1 cont'd

1 hour

Part C Presentation and Discussion

The large group reconvenes. Some small groups report on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Is your approach to HRE shared by others in your organization?
- Do you ever explain your approach to the target audiences or stakeholders you work with? If yes, how?
- How do you address gender within your approach?
- During the online discussion on the Equitas Community, you were asked whether or not you had changed as a human rights educator as a result of the local HRE activity. What are examples of “critical incidents” in your work as a human rights educator that have prompted you to change or reflect upon your approach?
- How do you reflect on your practice as a human rights educator? How do you enable your target audiences to reflect on their learning?

End of Activity ■

Worksheet 6: What Defines Me

| Question | |
|--|---|
| Why are you a human rights educator? | I am a human rights educator because... |
| What motivates you to be a human rights educator? | I am motivated because... |
| What are your strongest personal values which define you as a human rights educator? | My strongest personal values which define me are... |
| What are you passionate about as a human rights educator? | I am passionate about... |
| What frustrates you as a human rights educator? | I am frustrated by... |
| What are you afraid of as a human rights educator? | I am afraid of... |

Reference Sheet 5: Emerging Models for Human Rights Education

By Felisa Tibbitts, 2002

<http://usinfo.state.gov/journals/itdhr/0302/ijde/tibbitts.htm>

Model 1 – Values and Awareness

In the "values and awareness model," the main focus of human rights education is to transmit basic knowledge of human rights issues and to foster its integration into public values. Public education awareness campaigns and school-based curriculum typically fall within this realm. It is not unusual for school curricula that include human rights to link up with fundamental democratic values and practice.

The goal is to pave the way for a world that respects human rights through an awareness of and commitment to the normative goals laid out in the Universal Declaration and other key documents. Human rights topics that would apply to this model include a history of human rights, information about key human rights instruments and mechanisms of protection, and international human rights concerns (e.g., child labor, trafficking and genocide). The key pedagogical strategy is engagement: to attract the interest of the participant. These methods can be quite creative (for example, when using media campaigns or popular streetside education) but can also devolve into a lecture-oriented approach. However, this model places relatively little emphasis on the development of skills, such as those related to communication, conflict resolution and activism.

The implicit strategy is that mass support for human rights will continue to bear pressure upon authorities to protect human rights. This approach typically also fosters critical thinking and the ability to apply a human rights framework when analyzing policy issues. Thus, students are made to be "critical consumers" of human rights.

It is unclear if the knowledge and awareness approach does build to a "critical human rights consciousness" although this would presumably be a goal of such a program. Critical human rights consciousness might have the following criteria, as outlined in Garth Meintjes' article "Human Rights Education as Empowerment: Reflections on Pedagogy" in *Human Rights Education for the Twenty-First Century*:

- the ability of students to recognize the human rights dimensions of, and their relationship to, a given conflict- or problem-oriented exercise;
- an expression of awareness and concern about their role in the protection or promotion of these rights;
- a critical evaluation of the potential responses that may be offered;
- an attempt to identify or create new responses;
- a judgment or decision about which choice is most appropriate; and
- an expression of confidence and a recognition of responsibility and influence in both the decision and its impact.

Some examples of the values and awareness model include human rights-related lessons within citizenship, history, social science and law-related education classes in schools, and infusion of human rights-related themes into both formal and informal youth programming (e.g., the arts, Human Rights Day, debate clubs). Public awareness campaigns involving public art and advertising, media coverage and community events may also be classified under this model.

Model 2 – Accountability

Under the "accountability model," participants are already expected to be directly or indirectly associated with the guarantee of human rights through their professional roles. In this group, HRE focuses on the ways in which professional responsibilities involve either directly monitoring human rights violations and advocating with the necessary authorities or taking special care to protect the rights of people (especially vulnerable populations) for whom they have some responsibility.

Within this model, the assumption of all educational programming is that participants will be directly involved in the protection of individual and group rights. The threat of the violation of rights, therefore, is seen as inherent to their work. For advocates, the challenge is to understand human rights law, mechanisms of protection, and lobbying and advocacy skills. For other professional groups, educational programs sensitize them about the nature of human rights violations and potentials within their professional role, not only to prevent abuses but to promote respect for human dignity. Human rights training and topics are geared towards these specialized areas, and outcomes are geared towards content as well as skill-development.

Examples of programs falling under the accountability model are the training of human rights and community activists on techniques for monitoring and documenting human rights abuses and procedures for registering grievances with appropriate national and international bodies. Also falling within this classification are pre-service and in-service trainings for lawyers, prosecutors, judges, police officers and the military, which may include information about relevant constitutional and international law, professional codes of conduct, supervisory and grievance mechanisms, and consequences of violations. Professional groups, such as health and social service workers, journalists and other members of the media, are the recipients of HRE programming aimed at accountability.

Within the accountability model, personal change is not an explicit goal, since it assumes that professional responsibility is sufficient for the individual having an interest in applying a human rights framework. The model does, however, have the goal of structurally based and legally guaranteed norms and practices related to human rights. It is a given within this model, that social change is necessary, and that community-based, national and regional targets for reform can be identified.

Model 3 – Transformational

In the "transformational model," HRE programming is geared towards empowering the individual to both recognize human rights abuses and to commit to their prevention. In some cases, whole communities -- not just the individual -- are treated as the target audience. This model involves techniques (based partly on developmental psychology) that involve self-reflection and support within the community. A formal focus on human rights is only one component of this model, however. The complete program may also include leadership development, conflict resolution training, vocational training, work and informal fellowship.

The transformational model assumes that students have had personal experiences that can be seen as human rights violations (the program may assist in this recognition) and that they are therefore predisposed to become promoters of human rights. It treats individuals more holistically, but it is therefore more challenging in its design and application.

This model can be found in programs operating in refugee camps, in post-conflict societies, with victims of domestic abuse and with groups serving the poor. There are examples of "human rights communities," where governing bodies, local groups and citizens "examine traditional beliefs, collective memory and aspirations as related to the Universal Declaration of Human Rights," such as those supported by the People's Decade for Human Rights Education, as part of the United Nations Decade for Human Rights Education, which was officially proclaimed from 1995 to 2004.

In some cases, this model can be found in school settings, where an in-depth case study on a human rights violation (such as the Holocaust and genocide) can serve as an effective catalyst for examining human rights violations. In some sophisticated programs, students are asked to consider the ways in which they and others have both been victims and perpetrators of human rights abuses, thus using psychological techniques to overcome the "we" versus "they" mentality and to increase a sense of personal responsibility. Graduates of such programs are positioned to recognize and protect their own rights and those of others they come in contact with.

Should schools choose to do so, the HRE curricula could address participation in family decision-making; respect for parents but rejection of family violence; and equality of parents within the home.

Activity 2 Using the Participatory Approach to Learning: Applying the Learning Spiral

Objective

To practice the application of the Learning Spiral to different case studies.

Time

2 hours

Description

This activity is divided into three parts.

In **Part A**, the facilitator will lead a large group discussion on the use of the Learning Spiral among participants.

In **Part B**, you will work in small groups to apply the Learning Spiral to a case study.

In **Part C**, you will share the results of your small group discussion with the larger group.

30 min

Part A Reviewing the Spiral

The previous activity had you reflect on the type of approach you have as a human rights educator. The **participatory methodology** is often used by human rights educators. Equitas uses the Learning Spiral (**Reference Sheet 6**) to design and implement its workshops. In this activity, you will examine in more detail the Learning Spiral and the types of critical questions you can ask participants throughout the learning process.

The facilitator leads participants through a review of the Learning Spiral.

Questions to consider:

- Do you use the Learning Spiral when designing your HRE work?
- What have you learned from using the Learning Spiral? What are some of its strengths and weaknesses?

The facilitator then briefly discusses the content of **Reference Sheet 7** on the Learning Spiral.

Continued ▶ ▶ ▶

Activity 2 cont'd

30 min

Part B Applying the Spiral – Case Studies

The facilitator divides participants into four small groups. Each group reads through the case studies presented in **Worksheet 7** and selects one to analyze. Each group prepares to present the results of their discussion to the larger group in Part C.

1 hour

Part C Presentation and Discussion

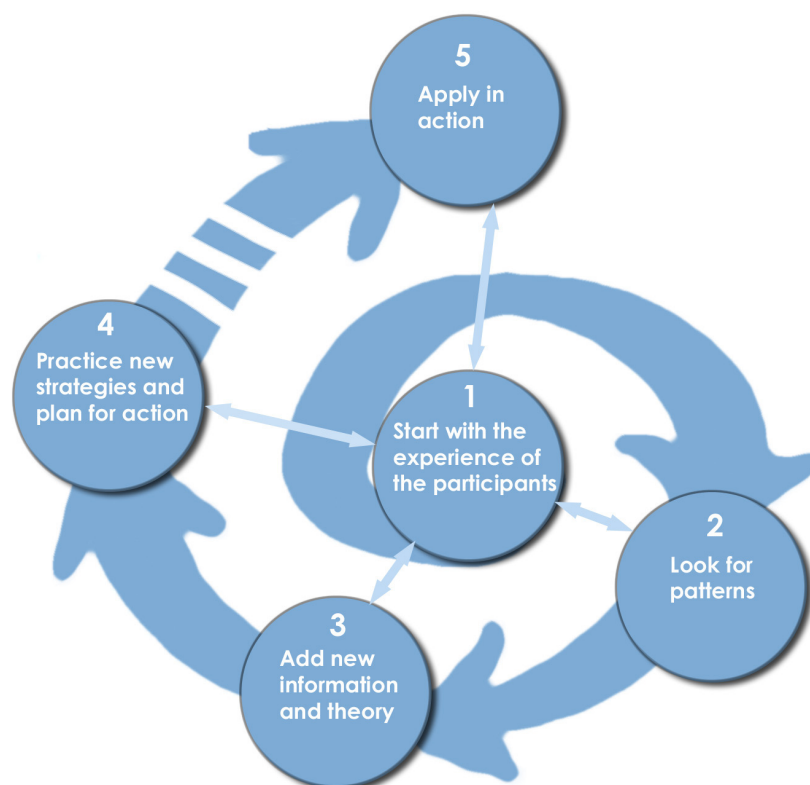
The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Has this activity made you rethink how you would use the Learning Spiral? If yes, how?
- In many Equitas workshops, participants frequently begin with an analysis of the human rights issues or the general human rights context. How were human rights issues addressed in the case studies? How did the language of human rights differ between the cases?
- In each of the cases, how would you measure success of your HRE activities with the target audiences?

End of Activity ■

Reference Sheet 6: The Learning Spiral



Reference Sheet 7: Step by Step Using the Learning Spiral

Adapted from Educating for Changing Unions (2002).



Step 1: Start with the experience of the participants

Learning from our successes – Questions to keep in mind

- What do people know about the issue?
- What diversity of experience do the participants have, and how will we take this diversity into account?
- What experience will get shared here and why?
- What questions will we ask?
- What do we want to discuss with the entire group?
- How will we organize the information that is presented?
- Will the discussion have an emotional impact?

Learning from our mistakes – Things to avoid

- Getting too much data
- Plenty of messy flipcharts
- Unfocused, general discussion



Step 2: Look for patterns

Learning from our successes – Questions to keep in mind

- How can patterns be organized visually so that people can see them?
- What insights/patterns will people observe?
- What questions bring out the patterns? For example:
 - What patterns/themes do you see?
 - What does this suggest about...?
 - Who else had the same experience? Who reacted differently?
- What process will we use to make sure everyone has a voice?

Learning from our mistakes – Things to avoid

- Suppressing differences as we focus on patterns
- Trying to pursue everything in depth
- Putting someone on the spot
- Repeating small group discussions in plenary



Step 3: Add new information and theory

Learning from our successes – Questions to keep in mind

- When is the best time to add new information?
- How can we link new information to what people already know?
- How can we add new information in a creative way?
- How can we show key points visually?
- How can we focus attention on one point at a time?
- How can we make presentations interactive – get the participants involved?
- Are there examples of visuals that will help people remember?
- How do you deepen what participants have already developed at this stage?
- Does the method of presentation fit the context?

Learning from our mistakes – Things to avoid

- Giving people too much information
- Reading from notes
- Arguing with people during a presentation
- Handing out too much paper/handouts
- Long complicated sentences with big words



Step 4: Practice new strategies and plan for action

Learning from our successes – Questions to keep in mind

- How do the strategies fit with the mandates of the organizations?
- Which key actors will help in implementing the strategies?
- How can people apply what they have learned?
- What actions are doable and which ones will people support?
- What are the obstacles to participation in the action?

Learning from our mistakes – Things to avoid

- Trying to plan something in too short a time
- Insufficient time to reflect on what was learned and to practice new skills
- Replicating training that others have done without modifying and contextualizing it to specific needs



Step 5: Apply in action

This step relates to what the participants or learners do once your HRE activity with them is completed. These points below reflect what the human rights educator can do in terms of follow-up and evaluation.

Learning from our successes – Questions to keep in mind

- How will we know the participants put their learning into practice?
- What will change as a result of their actions? Can we describe the changes at the individual, community, organizational, and broader societal levels?
- What capacity do we have to provide support? What kind of support will this be?
- What is our evaluation strategy, and have the participants been made aware of it since the beginning?
- How will our evaluation affect our future programs?

Learning from our mistakes – Things to avoid

- Not planning any follow-up or evaluation
- Evaluating more than is necessary

Worksheet 7: Using the Learning Spiral – Case Studies

Read the following four short case studies. Choose one of them and **describe in the space provided how you would design an HRE activity for the group** depicted in the case study. Since these are short case studies, there are many aspects of the target audience or the environment which are not described. But keep in mind that this exercise is meant to generate your ideas on how to apply the Learning Spiral.

In other words,

1. How would you bring out the experience of the participants?
2. How would you help them identify patterns?
3. What kind of new information would you bring to them, and how would you present it to them?
4. What kind of actions or strategies would result?
5. How would you know participants have applied in action what they said they would?

Case Study 1

You are a member of an NGO. You go to a small community to talk to people about human rights. Most adults are illiterate and do not send their children to school. You were invited by some community members to talk to them about the importance of educating their children.

What would you do?

Case Study 2

You are a member of an NGO. You are invited by the government to talk to staff from the Ministry of Housing about housing rights. It is widely mentioned in the media that the Ministry of Housing is inefficient and corrupt. You will be conducting a one day workshop with senior and junior Ministry officials.

What would you do?

Case Study 3

You are a member of an NGO. You are invited by the police to talk to them about human rights. Public perception of the police is that it is abusive and authoritarian and its officers routinely violate human rights with total impunity. You will be conducting a one-day workshop on human rights for police officers.

What would you do?

Case Study 4

You are a member of an NGO. A new human rights club at the university in town is asking you to help them with promoting the right to vote among its students.

What would you do?

Activity 3 Tools of the Trade 1: Applying a Human Rights-Based Approach

Objective

To apply a rights-based approach to a specific right or human rights issue.

Time

2 hours 30 min

Description

This activity is divided into three parts.

In **Part A**, the facilitator will lead a large group discussion on participants' experience on using a rights-based approach in HRE.

In **Part B**, you will work in small groups to apply a rights-based approach to a right or a human rights issue.

In **Part C**, you will share the results of your small group discussion with the larger group.

30 min

Part A Reflecting on Our Experiences with Rights-Based Approaches

The facilitator leads a large group discussion on identifying what participants know of rights-based approaches and how they have applied such approaches to their HRE work.

Questions to consider:

- Do you use a rights-based approach to your work? If yes, how?
- Does your organization regularly use a rights-based approach to its HRE work?
- What are the common elements to the approaches? What are the differences?
- What are the strengths of using a rights-based approach to HRE work?
- What are the challenges or shortcomings of using a rights-based approach to HRE work?

Additional information on using a rights-based approach is described in **Reference Sheet 8**.

Continued ▶ ▶ ▶

Activity 3 cont'd

1 hr

Part B Applying a Rights-Based Approach

The facilitator divides participants into the same four groups as the previous activity. Using **Worksheet 8**, each group identifies a right or an issue to examine using a rights-based approach. Some examples are provided in **Reference Sheet 8**.

Each group prepares to present the results of their discussion to the larger group in Part C.

1 hr

Part C Presentation and Discussion

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Has this activity made you rethink your use of the rights-based approach? If yes, how?
- The Equitas definition of HRE refers to empowerment leading to social change. How do the activities/strategies you described reflect this empowerment and social change? How can this empowerment and social change be measured?

End of Activity ■

Reference Sheet 8: Rights-Based Approach

In human rights language, we often talk of using a rights-based approach. A rights-based approach is founded on the conviction that every human being, by virtue of being human, is a holder of rights. The elements of a rights-based approach guide the content and practice of human rights education. These elements include:

Principles of a Rights-Based Approach

1. PARTICIPATION

- Aims for a high degree of participation, from communities, civil society, minorities, indigenous peoples, women, children and others.

2. Increased levels of ACCOUNTABILITY

- Identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations).
- Identifies the positive obligations of duty-bearers (to protect, promote and provide) and their negative obligations (to abstain from violations).

3. NON-DISCRIMINATION

- Gives particular attention to discrimination, equality, equity and marginalized groups. These groups may include women, minorities, indigenous peoples and prisoners.

4. Move from dependency to EMPOWERMENT

- Focuses on beneficiaries as the owners of rights and the directors of development instead of the objects of programs and actions to address their needs.
- Gives people the power, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies.

5. Direct LINKS to rights

- Establishes direct links to human rights instruments.
- Considers the full range of indivisible, interdependent and interrelated rights.

Rights-Based Approach throughout the Program Development Cycle

A rights-based approach is a conceptual framework that 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 to **rights-holders** to claim their rights.

There is no single rights-based approach to use when working in human rights education. As a conceptual framework, it is important to consider the five principles that form a rights-based approach at every part of the program development cycle (Equitas' program development cycle was presented in **Reference Sheet 1**). That is, the principles must be reflected in all stages of:

1. Planning
2. Development
3. Implementation
4. Follow-up

The table below illustrates critical questions to ask at the different stages of the program development cycle.

| Component of the Program Development Cycle | Critical questions |
|--|---|
| PLANNING | <ul style="list-style-type: none"> • What rights are at issue? • How are the rights related to each other? • How are the rights perceived by the rights-holders and the duty-bearers? • How are the rights not being realized? • What is the legal and policy framework related to these rights (international instruments, constitution, laws, policies)? • What are the state's obligations to fulfilling these rights? What capacity (in terms of authority, commitment, resources) does the state have to realize these rights? • What capacity do the rights-holders have to realize their rights? • Is your HRE program oriented towards the protection, promotion, or fulfillment of a right or set of rights? |
| DEVELOPMENT | <p>A rights-based approach should identify strategies/activities/actions that involve rights-holders and duty-bearers.</p> <ul style="list-style-type: none"> • How do the goal, objectives and activities of your HRE program address the principles of a rights-based approach: <ul style="list-style-type: none"> ○ Participation: how are you involving the rights-holders and duty-bearers in the formulation of your goal and objectives? ○ Accountability: how do you ensure accountability of duty-holders? ○ Non-discrimination: How do take into account the rights of marginalized or discriminated groups within your program? ○ Empowerment: How will you empower the rights-holders to know their rights and to realize them through action? ○ Link to rights: Does your program identify specific human rights? |

| Component of the Program Development Cycle | Critical questions |
|--|--|
| IMPLEMENTATION | <ul style="list-style-type: none"> • How does the implementation of the program respect the principles of a rights-based approach? • How are your activities enabling participants to know about their rights and participate in the realization of their rights? • How do your activities enable participants to analyze the roles, power relations, and interests of all stakeholders, including the rights-holders and duty-bearers? |
| FOLLOW-UP | <ul style="list-style-type: none"> • Were there indicators developed to measure: <ul style="list-style-type: none"> ○ Level and quality of participation among rights-holders (including marginalized groups) and duty-bearers ○ Changes in decision-making (who decides what) • Do the methods of evaluating provide gender disaggregated data? • Do your sources of information for evaluating the program come from a range of sources (rights-holders, duty-bearers, NGOs, government, international organizations, etc.)? |

Examples of Applying a Rights-Based Approach to HRE Programming

A rights-based approach begins with the identification of the rights involved and who the rights-holders and duty-bearers are. It is sometimes useful to specify a rights-based approach to a specific right or issue.

As mentioned earlier, the rights-based approach should reflect all five principles (participation, accountability, non-discrimination, empowerment, and a link to rights). The examples below illustrate the use of a rights-based approach to a specific issue or right and highlights how one of the principles can be addressed.

- **A rights-based approach to education.** If you are working on a program to raise awareness of the value of educating children, support your work by **LINKING IT TO THE RIGHT** to education. The UN Committee on Economic, Social, and Cultural Rights has identified essential characteristics that primary schools should exhibit, including the accessibility of schools and the adaptability of the curriculum in order to make it meaningful for children. These characteristics are explained in the Committee's General Comment 13 on the right to education. Each of these characteristics can be examined through the principles of a rights-based approach. For example, how is the

development of the curriculum participatory? How is the curriculum empowering? Does the curriculum discriminate marginalized groups?

- **A rights-based approach to women's health.** Using a rights-based approach in this case would entail examining specific health needs as they pertain to women, such as sexual and reproductive health rights. By using a rights-based approach, it would be important to ensure **NON-DISCRIMINATION** by identifying marginalized groups of women (including adolescents and young women, older women, women with disabilities, migrant workers, and refugees) and the sexual and reproductive health services they are offered and are aware of. CEDAW's General Recommendation 24 on women and health describe specific measures states must undertake to fulfill women's specific needs related to health.
- **A rights-based approach to budget analysis.** At the national level, a budget analysis can be undertaken that compares the government's international obligations related to a specific right with the commitments it has identified in its state report to a particular UN monitoring body. The state's **ACCOUNTABILITY** to fulfill this right can be monitored. *A Rights-Based Approach towards Budget Analysis* (<http://www.iie.org/Website/CustomPages/ACFE8.pdf>) presents further information.
- **A rights-based approach to the prevention of torture.** A program aimed at improving the conditions of prisoners who are tortured would include several interlinked components, including interviewing prisoners and informing them of their rights, and providing workshops for prison officials, judges, and prosecutors on international standards. Assuring an active **PARTICIPATION** of rights-holders (prisoners) and all several hierarchical levels of duty-bearers will ensure a greater respect of prisoners' rights.

Worksheet 8: Applying a Rights-Based Approach

For this activity, your group identifies a specific human right or issue to examine through a rights-based approach. For example, a rights-based approach to:

- Water and sanitation in a community
- Treatment of persons living with HIV/AIDS
- Good governance for district officials
- Gender equality in politics
- Refugees and/or internally displaced people

You may also choose from your own experience, your local HRE activities, the case studies you analyzed in the previous activity, or the examples from **Reference Sheet 8**.

A reminder of the principles of a rights-based approach:

1. Participation
2. Accountability
3. Non-discrimination
4. Empowerment
5. Link to rights

| | |
|---|--|
| Specific human right or human rights issue to address: | |
|---|--|

| Component of the Program Development Cycle | Applying a rights-based approach |
|--|--|
| <p>PLANNING</p> | <p>How do you put into practice the principles of a rights-based approach?</p> |
| <p>DEVELOPMENT</p> | <p>How do you put into practice the principles of a rights-based approach?</p> |

| Component of the Program Development Cycle | Applying a rights-based approach |
|--|---|
| IMPLEMENTATION | How do you put into practice the principles of a rights-based approach? |
| FOLLOW-UP | How do you put into practice the principles of a rights-based approach? |

Activity 4 Tools of the Trade 2: Analyzing the Context

Objective

To share tools for analyzing the human rights context.

Time

2 hrs 30 min

Description

This activity is divided into three parts.

In **Part A**, you will identify some of your own tools for analyzing the human rights context.

In **Part B**, you will work in small groups to share examples of tools for analyzing human rights issues.

In **Part C**, the facilitator will lead a large group discussion on the tools used and provide additional tools.

30 min

Part A Our Own Tools

There is a wealth of experience among the participants concerning tools for analyzing specific human rights contexts.

Participants take a few minutes to individually reflect on the types of analytical tools they use in their work. The tools should be specifically **aimed towards developing a greater understanding the human rights context**. For a reminder on the human rights context and how to identify HRE work within a systems approach, refer back to **Reference Sheet 4**.

Use **Worksheet 9** to record as many tools as you want.

The tools should help analyze some of the following elements:

- Current human rights situation in your country, region, district, or community
- Elements favouring the promotion and defense of human rights
- Elements limiting the promotion and defense of human rights
- Desired socio-political change

Continued ▶ ▶ ▶

Activity 4 cont'd

1 hr 30 min

Part B Sharing the Tools

The facilitator divides participants into four groups. Participants in each group share at least one of their tools with the other members of the group.

Once each tool has been presented, the group reflects on the use of the tool, considering the following questions:

- What are the strengths and limitations to using this tool?
- Do you use the tool with stakeholders or target audiences, so they can analyze the situation? Or is the tool for your own purposes?
- How does the tool reflect the principles of a rights-based approach?
- How does the tool reflect a participatory way of learning?
- How can the tool be adapted for different target audiences or different contexts?

30 min

Part C Discussion

The large group reconvenes and the facilitator synthesizes the results of the group work and presents additional tools.

End of Activity ■

Worksheet 9: Tools for Analyzing the Human Rights Context

Use the space below to describe one or more useful tools you use to analyze the human rights context.

| Tool | Description / How to Use It |
|------|-----------------------------|
| | |

Activity 5 HRE Workbook Part 2

Time

1 hour

Description

Participants continue to work in their HRE Workbook.

End of Activity ■

Activity 6 Tools of the Trade 3: Applying a Gender Perspective

Objectives

- To review gender concepts and how they apply to HRE.
- To examine how a gender perspective can be applied to HRE.

Time

4 hours

Description

This activity is divided into three parts.

In **Part A**, the resource person and the Gender Team will review gender concepts.

In **Part B**, you will work in small groups to apply a gender perspective to HRE work.

In **Part C**, you will share the results of your small group discussion with the larger group and the resource person will provide feedback.

1 hr 30 min

Part B Presentation on Gender

The resource person gives a presentation on gender and HRE. In particular, the resource person addresses the following points:

- Gender roles, relations, policies, and division of labour
- Practical and strategic gender needs
- Current context of gender in the Middle East and North Africa
- Gender analysis tools
- Tools to apply a gender perspective in HRE

The presentation time includes the opportunity for participants to ask questions.

The **Gender Team** also addresses questions and comments from participants.

Continued ▶ ▶ ▶

Activity 6 cont'd

1 hr

Part B Small Group Work

The resource person leads participants through an exercise on applying a gender perspective to HRE using the tools presented in Part A. Prepare to present the results of your discussion to the larger group in Part C.

1 hr 30 min

Part C Report on Group Work

The large group reconvenes. Each group reports on the results of their discussion (10 min each). The resource person responds to the results of the presentations and provides additional information.

Refer to **Reference Sheet 9** for more information on applying a gender perspective to the program development cycle.

End of Activity ■

Reference Sheet 9: Applying a Gender Perspective

Applying a Gender Perspective

Applying a gender perspective means assessing the differing implications for women and men in actions such as policies, legislation, or programs. It integrates the different experiences of women and men into the design, implementation, monitoring and evaluation of policies and programs to ensure that women and men are treated equally and benefit equally.

Gender Perspective and the Program Development Cycle

As was the case with a rights-based approach, applying a gender perspective to HRE can be achieved by examining different stages of the program development cycle (Equitas' program development cycle was presented in **Reference Sheet 1**). That is, a gender perspective must be reflected in all stages of:

1. Planning
2. Development
3. Implementation
4. Follow-up

The table on the next page illustrates critical questions to ask at the different stages of the program development cycle.

| Component of the Program Development Cycle | What critical elements must we consider in order to ensure a gender perspective? |
|--|--|
| PLANNING | <p>For example:</p> <p>Meetings with representatives of the community (young, adults, elders both men and women) in order to find out:</p> <ul style="list-style-type: none"> • Existing gender roles • Gender division of labour (who does what within the home and the community) • Access to and control over resources • Decision making mechanisms • Opportunities to access services • Education level |
| DEVELOPMENT | <p>For example:</p> <ul style="list-style-type: none"> • Identify clearly the beneficiaries of the project (only women, only men, both, local association and institutions, specific groups) • Design a strategy that takes care of both contributions that men and women can give as well as the specific need they have to satisfy • Remember to use gender sensitive language in writing the project |
| IMPLEMENTATION | <p>For example:</p> <ul style="list-style-type: none"> • Have participants relate their personal attitudes and perceptions towards gender in a safe, non-confrontational manner • Compare personal attitudes and perceptions to gender with commonly-accepted gender roles within society and human rights principles • Make a distinction among participants that “women’s issues” are not the same as “gender issues” • Have participants reflect/analyze the gendered implications of their actions |
| FOLLOW-UP | <p>For example:</p> <ul style="list-style-type: none"> • Develop gender-specific indicators when necessary • Analyze gender-disaggregated data • Measure the improvement and/or decline of both male and female condition • Verify the results of the HRE work through interviews to both women and men • Analyze the unexpected results (positive and negative) |

Activity 7 Tools of the Trade 4: Advanced Facilitation Skills

Objective

To provide participants with techniques for improving their facilitation skills.

Time

2 hours

Description

This presentation is a follow-up to the presentation on facilitation skills during the TOT I. The Equitas Senior Education Specialist gives a presentation addressing the following aspects of facilitation:

- Synthesizing discussions and establishing connections between workshop activities
- Working with a diverse group of participants
- Icebreakers and energizers
- Handling difficult situations
- Use of technology as part of the learning process
- Use of reflection
- Evaluation techniques

End of Activity ■

Module 4

HRE and Social Change

Overview

In this Module, participants will have the opportunity to go on a site visit and see concrete examples of good practices in HRE which promote social change. There will be a debrief of the visit once it is completed.

The next activity in the Module is on describing how HRE promotes social change. The activity will focus on identifying baseline data, results, indicators, evaluation and monitoring techniques which help measure social change. The “good practices” learned from this activity will be brought together in Activity 3 – good practices which will be shared with the members of the MENA Network.

There is also time in this Module for participants to complete work on their HRE Workbook. Finally, the Module concludes with an activity outlining the next steps in the MENA Program.

| Activity | | Time |
|------------|-----------------------------------|-------|
| Activity 1 | Site Visit | 4 hrs |
| Activity 2 | How HRE Promotes Social Change | 2 hrs |
| Activity 3 | Identifying Good Practices in HRE | 2 hrs |
| Activity 4 | HRE Workbook Part 3 | 1 hr |
| Activity 5 | Next Steps | 2 hrs |

Activity 1 Site Visit

Objective

To observe good practices of HRE which promotes social change.

Time

4 hours

Description

The site visit is an opportunity for participants to observe good practices of HRE in the Moroccan context. During the visit, try to keep in mind some of the following points:

- How the HRE activities contribute to positive social change
- How HRE activities are designed, managed and evaluated
- The innovative practices/ techniques used
- How the activities incorporate a rights-based approach
- How gender is addressed

The **Site Visit Coordinating Team** will provide more details on the visit. After the visit, the **Site Visit Coordinating Team** will lead a debrief on what was learned.

End of Activity ■

Activity 2 How HRE Promotes Social Change

Objective

To practice the development of results and indicators as a means to evaluate social change.

Time

2 hours

Description

This activity is divided into three parts.

In **Part A**, the facilitator will give a presentation on results in HRE evaluation.

In **Part B**, you will work in small groups to practice writing results and indicators.

In **Part C**, you will share the results of your small group discussion with the larger group.

45 min

Part A Presentation on Results

The facilitator presents the information described in **Reference Sheet 10** on results:

1. Challenges to HRE evaluation
2. Individual, community, and societal changes: what they mean and how to evaluate them
3. Results
4. Indicators

30 min

Part B Small Group Work

The facilitator divides participants into small groups. Each group practices writing outputs and indicators by completing **Worksheet 10**. The examples provided are similar to actual outputs and indicators written in proposals for the local HRE activities.

Each group prepares to present the results of their discussion to the larger group in Part C.

Continued ▶ ▶ ▶

*Activity 2 cont'd***45 min****Part C Presentation and Discussion**

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Do the indicators you developed satisfy the criteria for good indicators listed in **Reference Sheet 10** (validity, reliability, sensitivity, simplicity, utility, affordability)?
- Looking at the outputs and indicators you developed, do they reflect the principles of a rights-based approach? If yes, how?
- Do the outputs and indicators take gender into consideration? If yes, how?
- Could all the indicators you developed be validated against baseline data?
- The small group work focused primarily on outputs, or short-term results. What would be some examples of medium-term or long-term results related to these outputs? Think back to the systems approach to HRE (**Reference Sheet 4**) and how specific activities are part of a wider, more complex system for addressing human rights.

End of Activity ■

Reference Sheet 10: Taking a Fresh Look at Results

Challenges to HRE Evaluation

Results of human rights education activities, whether they are measured in the short-, medium- or long-term, are about *change*. For an HRE activity to be successful, we have to be in a position to identify some positive change that came about as a result of the activity.

Results are identifiable, measurable indications which demonstrate that the goal and objectives of an HRE event have been achieved.

There are inherent challenges to evaluating HRE. As was indicated by Felisa Tibbitts during the 2007 International HRE Evaluation Symposium organized by Equitas and the United Nations Office of the High Commissioner for Human Rights (OHCHR), two aspects of evaluation of HRE are clear. The first is that HRE is for a diverse range of target audiences – from children to prisoners to government officials to marginalized women, to name a few. Subsequently, HRE programs have to be distinctly developed for these specific target audiences. Second, *evaluation design* cannot be separate from *HRE program design*. Effective evaluation of HRE requires the creation of an evaluation strategy from the beginning of an HRE program.

Individual, Community, and Societal Changes: What They Mean and How to Evaluate Them

Despite these elements to consider, evaluation of HRE programs remains largely an afterthought for many human rights organizations. As mentioned at the beginning of the TOT II, a suggested framework for examining social change within the local HRE activities was to look at changes at three distinct levels of increasing scope, namely individual, community/ group, and society. Within each of these levels, the type of change can be identified, and in so doing, we can further define *what* we are hoping to evaluate and *how* we will evaluate it. The table on the next page illustrates a select number of different types of change to identify at the three levels:

| Level | What to evaluate: What social change are we hoping for? A change in... | How to evaluate: Techniques to use... |
|----------------------|--|--|
| Individual | <ul style="list-style-type: none"> • Awareness • Desire • Knowledge • Skills • Attitudes, behaviour | <ul style="list-style-type: none"> • Observation • Self-assessment (for example, through journals) • Semi-structured or open interviews • Focus group discussions • Questionnaires (pre- and post-activity) |
| Community (or Group) | <ul style="list-style-type: none"> • Participation • Power relations (interest and influence) • Family relations • Access to resources • Access to information • Fulfilment of specific rights: education, health housing, etc. • Reported human rights violations | <ul style="list-style-type: none"> • Observation • Semi-structured or open interviews • Focus group discussions • Questionnaires • Surveys • Mapping exercises • Existing data (police reports, employment statistics, enrolment and retention rates at school, access to affordable health care, etc.) • Data/information from subject matter experts |
| Societal | <ul style="list-style-type: none"> • Laws, policies, legislation which reflect principles of human rights • Government services • Reported human rights violations • Citizen and civil society participation and collaboration with government • Socio-economic progress • Cultural norms and practices that impact on human rights (for example, changing gender roles) | <ul style="list-style-type: none"> • Data/information from subject matter experts • Survey • Policy analysis (of change in policies over time and monitoring of policy implementation) • Budget analysis of government spending on its obligations • State compliance to international or national human rights obligations |

An important point to note in the table is that changes progress from the individual to the community to society. Remember that the Equitas definition of HRE was a “process of social transformation that begins with the **individual** and branches out to encompass **society** at large.”

Results

These three levels – individual, community, and societal – are sometimes mapped against the standard results-based management language. This standard language was also adopted for the proposals of the local HRE activities (the first round and the second round). Results are identified as follows:

| Level | Type of result |
|--|--------------------------------|
| Individual | Short-term results = OUTPUTS |
| Community (or group) | Medium-term results = OUTCOMES |
| Societal | Long-term results = IMPACTS |
| While it is useful to examine results this way, it should be noted that some changes at the individual level are not only short-term. For example, a change in an individual's attitude is not likely to occur unless the person has an awareness of the human rights issue or problem and a desire to change it. This awareness and desire to change does not happen immediately (and often not after a workshop). Similarly, a change at the community level is not only medium-term. There are changes at the community level which may be more immediate and short-term, or long-term. | |

The key to identifying results is not to focus on *what will be done*, but on *how the situation will be different*. The “what will be done” represent the activities that lead to results. Results tell us how the situation will be different.

Indicators

For each of these types of results, performance indicators (or sometimes simply “indicators”) are identified. These indicators can be either qualitative (descriptive) or quantitative (quantifiable).

The diversity of HRE programming necessitates an equally diverse range of evaluation tools, and careful development of results and performance indicators. In its guide to rights-based management, CIDA indicates six criteria that should be used when selecting performance indicators (<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218132656-PPK>):

- Validity: Does it measure the result?
- Reliability: Is it a consistent measure over time?
- Sensitivity: When the result changes, will the indicator be sensitive to those changes?
- Simplicity: Will it be easy to collect and analyze the information?
- Utility: Will the information be useful for decision-making and learning?
- Affordability: Can the program/project afford to collect the information?

Developing indicators for HRE requires the use of a rights-based approach. That is to say, the principles of participation, accountability, non-discrimination,

empowerment, and a link to rights should be considered when formulating indicators. Indicators must be specifically related to the particular right or set of rights they are meant to measure. For example, Channel Research (www.channelresearch.com) developed human rights indicators for a range of specific rights. Two examples, the promotion of the rights of women and voter education, are illustrated below.

| Result | Indicators |
|--|---|
| Enhancement of women's human rights | <ul style="list-style-type: none"> • Increase in accession/ratification of main international human rights treaties as regards women • Increase in human rights reporting by the state to treaty bodies (for example Human Rights Committee reports) • Increase in civil society mobilization around the state reporting to international treaty bodies, especially the production of NGO alternative report to the treaty bodies, and advocacy campaigns around it • Integration of respect for human rights, and particularly women's human rights, in the national curricula at primary and secondary levels • Percentage of reported crimes against women that are successfully prosecuted • Number of women / children / refugees who report having suffered from torture, cruel, inhuman or degrading treatment or punishment • National indicators of women who have effective access to health care; who are homeless; displaced; entitled to inherit on equal basis with men; entitled to and exercising the vote • Percentage of members of parliament/ political parties/ local authority officials/civil servants/trades unions etc who are women |
| Greater participation of citizens in elections | <ul style="list-style-type: none"> • Consistency of answers among voters interviewed who respond "very well" to the question "Do you feel sufficiently informed about where to vote and how?" • Evidence of awareness among opinion leaders and journalists about how the political system functions • Number of public meetings held by the leadership of the parties and that involve dialogue with party members and citizens • Number of NGOs and other civil society stakeholders / representatives participating in public debates • Consistency of response of political actors and citizens who respond "Yes, very well" to the question "How well do you think you understand the way the political system works?" |

When developing results and indicators, there is a tendency to rewrite them as completed activities. For example, if a workshop was conducted for 30 police officers on gender sensitization, the result would not be “Workshop took place” nor would the indicators be “30 police officers trained” or “Manual produced.” Remember that a result is a measure of a *change*. Possible results and indicators from this type of workshop are illustrated in the table below:

| Activity | Result | Indicators |
|--|---|--|
| Workshop for police officers on gender sensitization | <ul style="list-style-type: none"> Police officers integrate gender sensitize policies and practices into their work | <ul style="list-style-type: none"> Increase in gender-sensitive language among colleagues and in relation with the public Inclusion of gender-sensitize practices in their work Decrease in the number of complaints against police officers of violating women’s rights Increase in the number of female police officers treating cases such as rape or domestic violence |

Worksheet 10: Revising Results – Focus on Outputs

Below are some sample outputs and associated indicators. For each example given, reformulate the output and indicators in order to improve them.

| No. | Activity | Results: OUTPUTS | Performance Indicators |
|-----|--|--------------------------------|--|
| 1 | Workshop for 30 NGO officials working in human rights. | Original Output and Indicators | Changes in skills and knowledge of the participants in the workshop (measured through questionnaires and interviews). Participation level of the target groups and their realization of their needs and the added value of the workshop (measured through workshop evaluation). |
| | | Revised Output and Indicators | |

| No. | Activity | | Results: OUTPUTS | Performance Indicators |
|-----|---|--------------------------------|---|---|
| 2 | Workshop for 30 NGO activists working on children's rights. | Original Output and Indicators | Thirty participants will acquire knowledge on the children's rights in the country. | <ul style="list-style-type: none"> List of participants List of trainers Evaluation questionnaires |
| | | Revised Output and Indicators | | |

| No. | Activity | | Results: OUTPUTS | Performance Indicators |
|-----|--|--------------------------------|--|--|
| 3 | Workshop for 20 members of the district administration council on human rights and gender. | Original Output and Indicators | <ul style="list-style-type: none"> 25 qualified members from district administrative councils trained in human rights and gender issues. Training manual. Councils responsible for organizing social activities related to gender and human rights issues. Creation of action plans related to human rights and gender issues. | <ul style="list-style-type: none"> 90% of participants were totally committed during the training course. 90% of participants submitted clear plans. |
| | | Revised Output and Indicators | | |

Activity 3 Identifying Good Practices in HRE

Objective

To identify good practices for developing HRE in the region.

Time

2 hours

Description

This activity is divided into three parts.

In **Part A**, the facilitator will give a presentation on good practices in HRE.

In **Part B**, you will work in small groups to identify good practices in HRE.

In **Part C**, you will share the results of your small group discussion with the larger group.

15 min

Part A Presentation on Good Practices

The facilitator presents an overview of the concept of good practices.

During the during the 2007 International HRE Evaluation Symposium organized by Equitas and the United Nations Office of the High Commissioner for Human Rights (OHCHR), a resource person identified some criteria that can be used to define good practices:

- Innovation in outcome and process
- Impact and effectiveness with regard to objectives set
- Relevance for audience
- Sustainable impact
- Replication level of efficiency in terms of time and cost
- Integration of human rights principles such as non-discrimination, participation, accountability, and empowerment, in the process and content

Continued ▶ ▶ ▶

*Activity 3 cont'd***45 min****Part B Small Group Work**

The facilitator divides participants into small groups. Using **Worksheet 11**, develop recommendations and ideas for good practices to share with other members of the MENA Network.

The good practices identified can be from a range of aspects related to HRE that we have examined throughout the workshop. Some possible aspects to examine are the following:

1. Project management
2. Project planning
3. Project design/development
4. Project delivery/implementation
5. Project evaluation and follow-up
6. Applying a rights-based approach to HRE
7. Applying a gender perspective to HRE

1 hr**Part C Presentation and Discussion**

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- How will these good practices be shared with the MENA Network?
- How will members of the Network continue to exchange good practices?

End of Activity ■

Worksheet 11: Good Practices in HRE

In your small group, identify a good practice in HRE worth sharing with other members of the MENA Network.

Example of a good practice in: _____

| Criteria for good practice | For this good practice, this means: |
|---|-------------------------------------|
| Innovation in outcome and process | |
| Impact and effectiveness with regard to objectives set | |
| Relevance for audience | |
| Sustainable impact | |
| Replication level of efficiency in terms of time and cost | |
| Integration of human rights principles | |

Activity 4 HRE Workbook Part 3

Time

1 hour

Description

Participants continue to work in their HRE Workbook.

End of Activity ■

Activity 5 Next Steps

Objective

To discuss next steps in the MENA Program.

Time

2 hours

Description

The Equitas team discusses the next steps in the MENA Program. Participants also complete a general evaluation questionnaire on the TOT II.

End of Activity ■