

equitas

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



Let's Act Together for Change

**Training of Trainers on Democratic Citizenship for
Youth and Women in the Middle East and North Africa**

Workshop Manual

Lebanon, May 8 to May 12, 2012



Government
of Canada

Gouvernement
du Canada



Equitas – International Centre for Human Rights Education

666, Sherbrooke St. West, Suite 1100

Montréal, Québec

Canada, H3A 1E7

Tel. : (514) 954-0382

Fax. : (514) 954-0659

E-mail : info@equitas.org

Website: www.equitas.org

© 2012 Equitas – International Centre for Human Rights Education

978-2-923696-58-4

All portions of this manual may be reproduced for use in human rights education, provided acknowledgement of the source and notification of such use to Equitas is given.

The opinions expressed in this publication are those of the authors and do not represent the opinions or positions of the funder of this project.

Introduction

Background

This Regional Training of Trainers Workshop is part of the program *Citizenship Education in the Middle East and North Africa: A path to sustainable democracy, Peace and Security*, which aims to enhance democratic development in the Middle East and North Africa through increased citizenship participation and mobilization.

The *Let's Act Together for Change Toolkit* is an integral component of this program and was developed as a joint initiative of Equitas – International Centre for Human Rights Education, the Arab Network for Human Rights and Citizenship Education (ANHRE) and civil society organizations involved in citizenship education. The aim of the Toolkit is to help civil society organizations and other stakeholders advance democratic citizenship and participation among youth aged 16 to 30 and also of women in Egypt, Iraq, Jordan, Morocco and Palestine.

Workshop Goal

The goal of this Regional Training of Trainers (TOT) Workshop is to strengthen the capacity of human rights educators in Iraq, Jordan, Palestine, Egypt, Morocco and Tunisia to promote democratic citizenship and gender equality among the communities they serve using the *Let's Act Together for Change Toolkit*

Workshop Objectives

The objectives of this Regional TOT Workshop are to enable participants to:

- Develop ideas and plans for community-action projects and networking activities on democratic citizenship with groups of youth and women following the process described in the Toolkit;
- Develop an individual plan for applying their learning from the workshop and implementing the *Let's Act Together for Change* program within their organizations and their communities;
- Build the necessary national and regional relationships to develop joint initiatives for the advancement of democratic citizenship in the region.

Participants

The participants attending the workshop are educators and trainers working with organizations or institutions engaged in citizenship education programs with youth and women. They will be implementing community action-projects with youth and women in their communities. Participants will also retransmit the knowledge and skills acquired during this training to other colleagues involved in these types of projects in their communities.

Approach

The workshop was developed using a participatory approach, and as such it will rely strongly on the experiences of the participants as the starting point for the learning process. These experiences are not merely shared, but they will be analyzed so that participants can develop a greater understanding of how they approach their work. Many training skills will be practised, demonstrated and discussed throughout all workshop activities. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. Continued reflection and evaluation are central to the learning process. The emphasis is on practical application and on the development of strategies for action. As such, participants will develop concrete strategies for integrating the Toolkit into their work

and community. 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 among the days' activities. The facilitators are skilled in adult education methods, knowledgeable about human rights and the *Let's Act Together for Change Toolkit*.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education, in collaboration with the Arab Network for Human Rights and Citizenship Education (ANHRE).

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' human rights education programs 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; human rights education with children and youth in non-formal settings; 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 has been working with human rights educators in MENA for several years now and helped develop their capacity in a training of trainers program.

The Arab Network for Human Rights and Citizenship Education (ANHRE) was established in 2008 as an independent non-governmental, non profit regional network representing active organizations/ institutions and academic institutes working in the field of human rights and citizenship education in the Arab region. This network aims, through its activities, to unify efforts and coordinate with different civil society organizations in human rights and citizenship education to influence policies and legislation that ensure the promotion and the protection of human rights and citizenship values and culture, towards a society in which social justice prevails. It aims as well to enhance the capacity building of its members to work more effectively in this field. The network gathers together 50 organizations from over 10 countries in the Arab World, including: Egypt, Lebanon, Algeria, Sudan, Iraq, Palestine, Jordan, Morocco, Yemen, and Tunisia.

Acknowledgements

The following team helped develop this training manual:

- Jean-Sébastien Vallée, Education Specialist, Equitas
- Vincenza Nazzari, Director of Education, Equitas
- Bing Arguelles, Program Officer, Equitas
- Frédéric Hareau, Director of Programs, Equitas
- Fotouh Younes, Executive Director, ANHRE
- Akram Amin, Together Association for Development and Environment (Egypt)
- Majida Salman Mohamed, Middle East Center for Legal Studies and Development (Iraq)
- Rana Aldabbas, Musa Saket Development Organization (Jordan)
- Latifa Zouhal, Association Al-Massar pour l'éducation à la citoyenneté (Morocco)
- Refaat Sabbah, Teacher Creativity Center (Palestine)

This program is made possible with the support of the Government of Canada.

Schedule by Activity



DAY 1 – Tuesday, May 8, 2012

Activity	Description	Time
Registration	Participants register and get their manuals.	8:00 – 9:00
Opening Ceremony	Opening of the Workshop	9:00 – 10:00
Coffee Break		10:00 – 10:30
Activity 1 Welcome, and Introductions	In this activity, participants will introduce themselves by practising a Toolkit icebreaker activity (Icebreaker to be determined). Equitas and ANHRE explain the overall program.	10:30 – 12:00
Activity 2 Workshop Overview, Expectations and Strengths of the Group	In this activity, the facilitators will present the workshop overview, and then participants will share their expectations for the workshop and they will talk about their strengths in terms of knowledge, skills or personal characteristics that will contribute to the success of the 5-day workshop.	12:00 – 1:00
Lunch Break		1:00 – 2:00
Activity 3 A Closer Look at the Toolkit Values	In this activity, participants are divided into 6 groups. Each group is assigned a value and must develop a way to communicate what that value means to them in the context of their work. By the end of this activity, links will be made between the Toolkit values and human rights. We will talk about the focus of the values for all the activities that the groups will undertake in the workshop and the community-action projects.	2:00 – 3:00
Activity 4 Getting to Know the Toolkit	In this activity, the facilitators will go through the different elements of the Toolkit.	3:00 – 4:00
Coffee Break		4:00 – 4:30
Activity 4 Continued	In this activity, the facilitators will go through the different elements of the Toolkit.	4:30 – 5:30
Activity 5 End of the Day Debrief	In this activity, participants will debrief and evaluate the day's activities.	5:30 – 6:00
Preparing for Day 2	Participants are asked to read the following parts of the Toolkit Section 1 – The Toolkit (pages 5-15) Section 2 – Doing a Community-Action Project <ul style="list-style-type: none"> • Overview (page 19) • Project Preparation (pages 21-30) 	During the Evening



DAY 2 – Wednesday, May 9, 2012

Activity	Description	Time
Activity 6 Recap and Icebreaker	Day 1 recap and icebreaker activity from the Toolkit	9:00 – 9:30
Activity 7 Doing a Community-Action Project - What's Involved	In this activity, participants will go over the project development process model that takes groups of youth or women through 6 steps and that includes the project preparation phase undertaken by the facilitators.	9:30 -10:30
Coffee Break		10:30 – 11:00
Activity 8 Helping Each Other Learn About Key Concepts	The “Teaching Each Other About” activities appear 4 times throughout the workshop. During each activity, a small group of participants or facilitators teach the other participants about specific information contained in the Toolkit reference sheets. Reference 1 – Human Rights Reference 4 – Gender Equality	11:00 – 12:00
Activity 9 Resource Person – Gender Equality	In this part, a resource person will present. There will also be a question and answer period.	12:00 – 1:00
Lunch Break		1:00 – 2:00
Activity 9 Continued		2:00 – 3:00
Activity 10 Getting Ready to Plan	In this activity, the participants will look at the plan for their community-action project.	3:00 – 4:00
Coffee Break		4:00 – 4:30
Activity 11 Project Preparation	In this activity, participants go over the first part of a community-action project.	4:30 – 5:30
Activity 12 End of the Day Debrief	In this activity, participants will debrief and evaluate the day's activities	5:30 – 6:00
Preparing for Day 3	Participants are asked to read the following parts of the Toolkit: Section 2 – Doing a Community-Action Project <ul style="list-style-type: none"> • Step 1 – Exploring Your Context (pages 31-36) • Step 2 – Targeting Specific Changes (pages 37-45) 	During the Evening



DAY 3 – Thursday, May 10, 2012

Activity	Description	Time
Activity 13 <i>Recap and Icebreaker</i>	Day 2 recap and icebreaker activity from the Toolkit.	9:00 – 9:30
Activity 14 <i>Helping Each Other Learn About Key Concepts</i>	The “ Helping Each Other Learn About Key Concepts ” activities appear 4 times throughout the workshop. During each activity, a small group of participants or facilitators teach the other participants about specific information contained in the Toolkit reference sheets. Reference 2 – Democracy Reference 3 – Democratic Citizenship	9:30 – 10:30
Coffee Break		10:30 – 11:00
Activity 15 <i>Step 1 – Exploring Your Context</i>	Participants become familiar with Step 1 – Exploring Your Context and practice activities from the step.	11:00 – 1:00
Lunch Break		1:00 – 2:00
Activity 16 <i>Step 2 – Targeting Specific Changes</i>	Participants go over Step 2 – Targeting Specific Changes and practice activities from the step.	2:00 – 4:00
Coffee Break		4:00 – 4:30
Activity 17 <i>Helping Each Other Learn About Key Concepts</i>	The “ Helping Each Other Learn About Key Concepts ” activities appear 4 times throughout the workshop. During each activity, a small group of participants or facilitators teach the other participants about specific information contained in the Toolkit reference sheets. Reference 5 – Civic Participation and Engagement Reference 6 – Non-Discrimination	4:30 – 5:30
Activity 18 <i>End of the Day Debrief</i>	In this activity, participants will debrief and evaluate the day’s activities	5:30 – 6:00
Preparing for Day 4	Participants are asked to read the following parts of the Toolkit: Section 2 – Doing a Community-Action Project <ul style="list-style-type: none"> • <i>Step 3 – Exploring Your Context (pages 47-56)</i> • <i>Step 4 – Taking Action (page 57)</i> • <i>Step 5 – Monitoring the Action and Making Adjustments (pages 59-62)</i> • <i>Step 6 – Final Evaluation and Next Steps</i> 	<i>During the Evening</i>



DAY 4 – Friday, May 11, 2012

Activity	Description	Time
Activity 19 Recap and Icebreaker	Day 3 recap and icebreaker.	9:00 – 9:30
Activity 20 <i>Helping Each Other Learn About Key Concepts</i>	The “ <i>Helping Each Other Learn About Key Concepts</i> ” activities appear 4 times throughout the workshop. During each activity, a small group of participants or facilitators teach the other participants about specific information contained in the Toolkit reference sheets. <i>Reference 9 – Advocacy</i> <i>Reference 10 – Engaging with the Universal Periodic Review (UPR) Mechanism</i>	9:30 – 10:30
Coffee Break		10:30 – 11:00
Activity 21 Step 3 – Preparing An Action Plan	Participants go over Step 3 – Preparing an Action Plan and practice activities from the step	11:00 – 12:30
Activity 22 Practicing an Activity	An opportunity for participants to try out one more activity, related to women’s rights. <i>Activity 7 – Gender Description</i>	12:30 – 1:00
Lunch Break		1:00 – 2:00
Activity 23 Step 4 and Step 5	Participants go over Step 4 Step 4 – Taking Action and Step 5 – Monitoring the Action and Making Adjustments and practice activities from the step.	2:00 – 4:00
Coffee Break		4:00 – 4:30
Activity 24 Step 6 – Final Evaluation and Next Steps	Participants go over Step 6 – Final Evaluation and Next Steps	4:30 – 5:30
Activity 25 <i>End of the Day Debrief</i>	In this activity, participants will debrief and evaluate the day’s activities Activity to be chosen from Section 3.4 Monitoring and Evaluation Activities	5:30 – 6:00
Night out in Beirut		

DAY 5 – Saturday, May 12, 2012



Activity	Description	Time
Activity 26 Recap and Icebreaker	Day 4 recap and icebreaker activity from the Toolkit Icebreaker to be determined.	9:00 – 9:30
Activity 27 What is next?	The facilitators review the next steps of the program.	9:30 – 10:30
Coffee Break		10:30 – 11:00
Activity 28 Individual Plan	Each participant thinks about how they will transfer what they learn to other members of their organization. Presentation of individual plans.	11:00 – 1:00
Lunch Break		1:00 – 2:00
Activity 29 Planning for the Community-Action Project and the national meeting	Each participant plans for the community-action project to implement in their country. As a country team, the participants meet and plan for the national meeting	2:00 – 4:00
Coffee Break		4:00 – 4:30
Activity 29 (continued)	Each participant and county team present their plans	4:30 – 5:30
Activity 30 Final Debrief, Workshop Evaluation	In this activity, participants will debrief and evaluate the day's activities	5:30 – 6:00
Activity 31 Closing of the Workshop	Final words and diploma.	6:00 – 6:30

Day 1 – Tuesday, May 8, 2012

Activities at a glance

Activity	Title	Time
Activity 1	Welcome and Introductions	1 hr 30 min
Activity 2	Workshop Overview, Expectations and Strengths of the group	1 hr
Activity 3	A Closer Look at the Toolkit Values	1 hr
Activity 4	Getting to Know the Toolkit	2 hrs
Activity 5	End of the Day Debrief	30 min



Activity 1 Welcome and Introductions

Objectives

- To welcome participants to the workshop
- To introduce each other

Time

1 hr 30 min

Description

This activity is divided into two parts.

In **Part A**, the workshop organizers will welcome participants.

In **Part B**, the facilitators will lead participants in the icebreaker activity.

In **Part C**, Equitas and ANHRE will explain the overall program.

15 min

Part A Welcome

The workshop organizers welcome participants to the workshop.

30 min

Part B Icebreaker

The facilitators lead participants through an icebreaker activity from the *Let's Act Together for Change Toolkit*.

Suggested activities from *Section 3.1 – Icebreaker Activities*

6 – The Big Wind Blows

9 – My Name, My Story

Debrief the activity based on the questions on page 69 of the Toolkit.

45 min

Part C Discussion

Equitas and ANHRE explain the overall program and participants get the chance to ask questions. First, ANHRE will explain the programming in the region from 2006-2009 and how the Arab Network for Human Rights and Citizenship Education (ANHRE) was created. Second, Equitas will explain how the current programming (2010-2012) on democratic citizenship was initiated and how the Toolkit was developed (needs validation phase, prototype development, pilot phase, finalization of Toolkit). Equitas will also go over the different steps of the current program (TOT, transferring of knowledge through training in the organization, planning a community-action project, national team meeting)

Visuals will be created to present the program.

End of Activity ■

Activity 2 Workshop Overview, Expectations and Strengths of the Group

Objectives

- List the different expectations and expertise participants bring to the workshop
- Describe the goal, objectives and content of the workshop
- Explain the framework of the workshop
- Determine how each member can contribute to the success of the workshop by exploring the strengths of each person

Time

1 hr

Description

This activity is divided into four parts.

In **Part A**, participants will develop group guidelines for working effectively as a group.

In **Part B**, participants will examine your expectations for the workshop and share your expertise with others.

In **Part C**, the facilitators will lead an activity on the strengths of each member of the group.

In **Part D**, the facilitators will review the workshop goal, objectives, and content in relation to expectations and resources expressed

10 min

Part A Group Guidelines

The facilitators invite participants to share with the group their ideas for group guidelines in order to create an effective group dynamic during this workshop. Participants can refer to their own techniques and experiences setting guidelines with adults.

10 min

Part B Expectations

Participants identify and share their expectations (what they expect from the workshop). To do so, the facilitators will do what is done in the Toolkit. See **Step 1 – Exploring Your context, Part A – Introductions and Group Expectations**.

The facilitators also explain the idea of a “parking lot,” where participants can list issues/topics/questions not necessarily addressed during the workshop which are nonetheless of interest to participants. The parking lot issues can be listed on a flipchart posted in the room and discussed informally during coffee breaks and meal breaks.

30 min

Part C Strengths of the Group

The purpose of this activity is to determine how each member of the group can contribute to the success of workshop by exploring the strengths of each person, including the facilitators, in terms of experience, knowledge and skills, etc.

The facilitators lead the activity and the debrief in **Step 1 –Exploring Your Context, Part C – Strengths of the Group.**

10 min

Part D Workshop Overview

The facilitators go over the goal, objectives, and content of the workshop referring to the participants' expectations strengths, highlighting commonalities and differences.

The facilitators mention that there are also certain roles for participants throughout the workshop (for leading activities, participating in debrief sessions, etc.). The facilitators help identify participants willing to volunteer for these roles.

End of Activity ■

Activity 3 A Closer Look at Toolkit Values

Objective

- To explore the meaning of the Toolkit values based on participants' experiences
- To practice effective ways to communicate what these values mean

Time

1 hr

Description

This activity is divided into three parts.

In **Part A**, you will work in small groups to discuss the meaning of the Toolkit values.

In **Part B**, each group will present ways to communicate these values to others.

In **Part C**, the facilitators will lead a large group discussion.

15 min

Part A Understanding the Toolkit Values

The facilitators read through the definitions and examples of the Toolkit values presented in **Reference Sheet 1**.

The facilitators then divide participants into seven groups. Each group is assigned one value from **Reference Sheet 1** and develops an effective way to communicate the value to others. It is useful to consider the following points:

- Who your target audience is (for example, teachers, parents, youth, women's group, etc.)
- Choose a format for presenting that is interesting, lively, and participatory and meaningful for you and your target audience

Each group prepares a 3-minute presentation.

30 min

Part B Communicating the Values

Each group is given 3 minutes to present the value assigned to them and describe their target audience.

15 min

Part C Group Discussion

The facilitators lead a large group discussion on the presentations.

Questions to consider:

- Do the definitions of the Toolkit values reflect our common understanding of what these values mean? If not, how would we define these values, and why is it important to agree on common definitions of these values?
- How are these values understood by different groups: members of NGOs, groups of youth, groups of women, etc.? Are there differences in what these values mean for men and women, and for youth of different ages? If yes, what are these differences?
- From what we know about human rights, how do these values reflect what human rights means?

End of Activity ■

Reference Sheet 1: Toolkit Values

Values	Definitions	Examples
Cooperation	Cooperation is working together to achieve a common goal.	<ul style="list-style-type: none"> Exchanging ideas and pooling our talents to accomplish a group task. Getting together and working together to plan our actions
Respect	Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances.	<ul style="list-style-type: none"> Treating every individual with respect. Treating men and women equally. Respecting other people's opinions.
Equality	Equality is treating everyone the same without distinction, exclusion or preference of any kind, such as race, color, sex, language, religion, political or other opinion, sexual orientation, national or social origin, property, birth or other status.	<ul style="list-style-type: none"> Including people from different religious background in your activities and making sure everyone is respected. Giving men and women equal opportunities to express themselves in mixed groups.
Inclusion	Inclusion is recognizing that each person is a full member of society and of the group.	<ul style="list-style-type: none"> Exploring ways to reach out to members of other communities (Tribal, linguistic or religious minority, etc.) and including them in your initiatives. Including everyone in your activities or community-action projects so that everyone can participate, especially those who are marginalized.
Respect for diversity	Respect for diversity is recognizing and appreciating individual differences.	<ul style="list-style-type: none"> Valuing differences so that everyone can feel proud of who they are, their culture, their origin, their physical appearance, their tastes, how they think.
Responsibility	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	<ul style="list-style-type: none"> Speaking respectfully when we disagree with an idea.
Acceptance	Acceptance ¹ is acting to ensure full participation from everyone, without exception.	<ul style="list-style-type: none"> Encouraging everyone to share ideas or to participate without fear of being judged or rejected, regardless of their age, gender, culture, religion any other personal characteristic.

¹ The value of acceptance in this Toolkit includes the notion of tolerance as defined by UNESCO in its *Declaration of Principles on Tolerance, November 16, 1995*.

Activity 4 Getting to Know the Toolkit

Objectives

- Explain educational approach of the Toolkit
- Identify main components of the Toolkit

Time

2 hrs

Description

This activity is divided into four parts.

In **Part A**, you will practice a Toolkit activity.

In **Part B**, you will practice a Toolkit activity.

In **Part C**, there will be a presentation of the Toolkit.

In **Part D**, facilitators will present the educational approach behind the Toolkit.

In **Part E**, you will practice a Toolkit activity.

30 min

Part A Activity Time!

The facilitators lead participants through **Activity14 – Being an Active Citizen means...** The facilitators also lead the participants through the debrief part after the activity.

15 min

Part B Toolkit Presentation

In order to familiarize participants with the contents of the Toolkit, the facilitators go through the main parts of the Toolkit and lead them through a quiz on its contents (**see Toolkit quiz**).

20 min

Part C Toolkit Presentation

There is a brief presentation of the *Let's Act Together for Change* Toolkit.

The main elements are presented, including:

- Goal and objectives of the Toolkit
- Who the Toolkit is intended for?
- The structure of the Toolkit – The four sections of the Toolkit and their content.
- An overview of each section of the Toolkit.

There is a short question and answer period afterwards.

40 min

Part D Toolkit Educational Approach

The facilitator will lead the group through a brainstorming session on the main elements of a participatory approach (See **Reference Sheet 2**). The facilitator will debrief the brainstorming activity. The facilitator will also lead a discussion around the Participatory Approach and the tools and techniques facilitators will use to implement it, by using the information in **Reference 2**

The facilitator will ask the group to reflect on the following questions:

- How will you ensure that you use a participatory approach in your facilitation with your groups?
- What challenges do you foresee in implementing the participatory approach as a facilitator? What strategies can you adopt to overcome these challenges?

30 min

Part E Activity Time

The facilitators divide participants into small groups and leads **Activity 1 – Complete the Sentences**. The facilitators also lead the participants through the debrief part after the activity.

End of Activity ■

Reference Sheet 2: Participatory Approach

Definition of Participatory Approach

The participatory approach is an educational approach based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options.

A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human rights, and encourages critical reflection on individual beliefs and values. It is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the learners in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other. It encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards.

The Three Pillars of a Participatory Approach

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

- Starting with the participants' experience
- Critically analyzing and reflecting
- Developing strategies for action

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

The Learning Spiral – A Tool for Designing Training According to a Participatory Approach

As human rights educators working with adult learners, we need tools that can help us to put the concepts of a participatory approach into practice. One such tool, the Learning Spiral, illustrates how a participatory approach can work. The Learning Spiral is the instructional design model that guides how the participatory approach is implemented in this program and all other Equitas training programs. It is applied at various levels, from individual activities to the whole training program.

Implementing a Participatory Approach: Techniques and Strategies

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

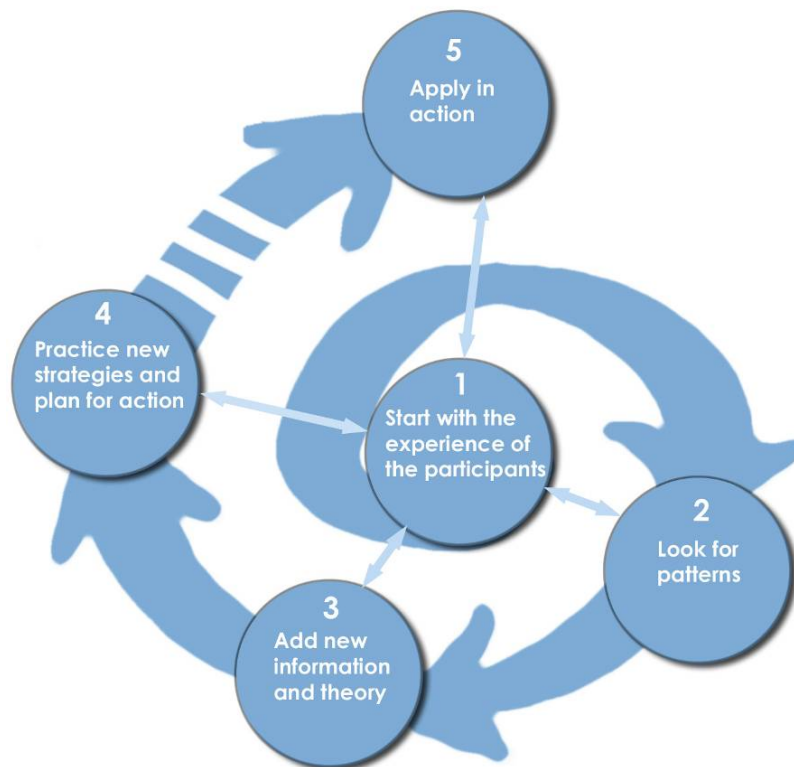
Techniques for implementing a participatory approach refer to the methods used during activities. These techniques include brainstorming, dinamicas, flipcharting, power mapping and countless others. Any one of these techniques can be participatory or non-participatory in nature, depending on the approach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

Strategies refer to cross-cutting actions and behaviors that condition the way a training session is organized and delivered. They help ensure the conditions corresponding to the three pillars are met. Often, activities are designed and delivered in order to introduce these strategies, which are then used throughout the remainder of the training. Because the participatory approach to HRE is implemented in a group context, many of the strategies focus on creating an appropriate learning context and group dynamics. Strategies allow the learners to experience an open, safe and

democratic environment that is grounded in human rights values. Sharing learning needs and expectations and developing group guidelines are examples of strategies that contribute to this. Strategies can also help participants understand the learning process. For example, using diagrams and models, such the Learning Spiral, helps participants reach common ground in understanding the participatory learning process and situate themselves within it.

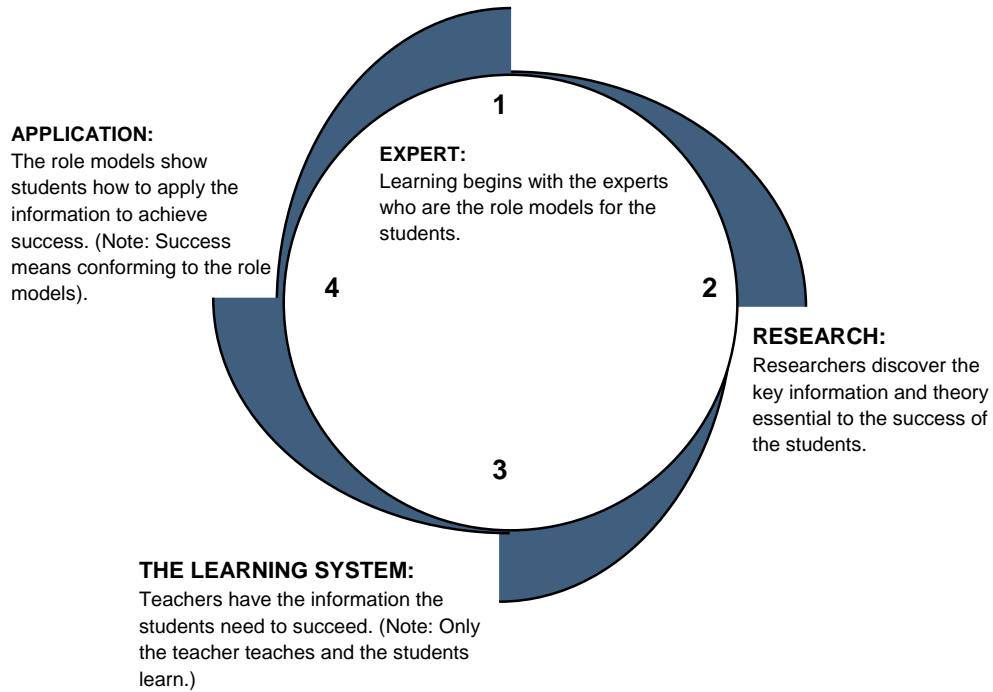
Source: Equitas. (2011). *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Montreal: Equitas – International Centre for Human Rights Education, 11-12.

The Spiral Model



Source: Arnold, R., et al. (1991). *Educating for a Change*. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.

The Expert Model



Source: Arnold, R., et al. (1991). *Educating for a Change*. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.

Ensuring a Technique is Participatory: An Example

Brainstorming is a technique used to generate a large number of ideas. It's a two-stage process. Stage one involves a creative, spontaneous flow of ideas without any intervention, judgment or evaluation of the ideas. Stage two involves more careful analysis to explore the ideas and evaluate their usability.

It is a highly effective tool for group problem solving. It can be used to identify problems, suggest causes for problems, and propose solutions. Brainstorming encourages a high degree of participation and it stimulates those involved to maximum creativity.

Guidelines for successful brainstorming session:

- Have a moderator lead the brainstorming and one or two persons record the ideas.
- Narrow or limit the issue or problem being addressed.
- Encourage “quantity” of ideas. Out of quantity will come quality.
- Each participant gives only ONE idea at a time.
- Quickly and uncritically write down ideas on a board or flipchart.
- Do not organize the words in any particular order.
- Do not change words once they are written down.
- Ideas can be presented through images, feelings, metaphors, events, or people.
- Remember there are no wrong answers!

How can Brainstorming reflect the participatory approach?		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
The open and spontaneous flow of ideas enables the group to get a overall picture of individual experiences.	The process of looking for patterns and organizing ideas allows for critical reflection about the experiences shared.	Once ideas are organized, the group is in a better position to use the newly-articulated knowledge. This information can be used for further planning and action.

Source: Etington, J.E. (1996). *The Winning Trainer*, 3rd Ed. Houston: Texas, Gulf Publishing Company.

Toolkit Quiz

1. What are the steps of a community-action project?

I found the answer on page _____

2. What are the 3 steps you should follow when leading a group discussion after an activity?

- 1.
- 2.
- 3.

I found the answer on page _____

3. What is the definition of the value « Equality »?

I found the answer on page _____

4. What are the 5 main themes addressed in the Toolkit?

- 1.
- 2.
- 3.
- 4.
- 5.

I found the answer on page _____

5. What is “Advocacy”?

I found the answer on page _____

6. Name the 7 parts that you will go through with your group in Step 3 – Preparing an Action Plan?

I found the answer on page _____

7. Suggest 2 icebreaker activities that you can do on the theme of civic participation and engagement?

1.

2.

I found the answer on page _____

8. Suggest 3 activities that you can do on women's rights?

1.

2.

3.

I found the answer on page _____

9. What is "Empowerment"?

I found the answer on page _____

10. What is "Democracy"?

I found the answer on page _____

11. What is "Human Dignity"?

I found the answer on page _____

12. What are the 7 human rights values promoted in the Toolkit?

I found the answer on page _____

Activity 5 End of the Day Debrief

Objectives

- To debrief and evaluate the day's activities.

Time

30 min

Description

As a way to debrief and evaluate the day's activities, the facilitators carry out the following Toolkit activity from **Section 3.4 – Monitoring and Evaluation Activities:**

- **Activity 6 – Questions under the Chair!**

End of Activity ■

Day 2 – Wednesday, May 9, 2012

Activities at a glance

Activity	Title	Time
Activity 6	Recap and Icebreaker	30 min
Activity 7	Doing a Community-Action Project – What is involved?	1 hr
Activity 8	Helping Each Other Learn Key Concepts	1 hr
Activity 9	Gender Equality – Resource Person	2 hrs
Activity 10	Getting Ready to Plan	1 hr
Activity 11	Project Preparation	1 hr
Activity 12	End of the Day Debrief	30 min



Activity 6 Recap and Icebreaker

Objectives

- To recap the previous day's activities.
- To energize the group and create a positive group dynamic.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, a group of participants will do the recap.

In **Part B**, the facilitators or a group of participants will lead an icebreaker activity.

15 min

Part A Recap

A group of participants recap the previous day's activities.

15min

Part B Icebreaker:

The facilitators or a group of participants lead an icebreaker activity from the *Let's Act Together for Change* Toolkit.

Suggested activity from *Section 3.1 – Icebreaker Activities*
4 – Tower

End of Activity ■

Activity 7 Doing a Community-Action Project – What is involved?

Objectives

- To discuss what is involved in a community-action project

Time

1hr

Description

This activity is divided into three parts.

In **Part A**, the facilitators do a brief overview of the project development process.

In **Part B**, the participants prepare a presentation on one of the steps.

In **Part C**, the participants present what the step they were assigned entails.

20 min

Part A Brief Overview of the Process

The facilitators begin by doing a brief overview of the project development process model explained in the Toolkit. See **Reference Sheet 3**. The facilitators will share their own experiences with the process. They will give examples of the pilot projects they implemented.

The facilitators explain that each participant will engage, through the use of the Toolkit, a group of women, girls or youth (16-30) in the development of and implementation of a citizenship initiative focusing on strengthening participation of women in decision making processes, and on addressing barriers to their participation, in particular right to education of women and girls, violence against women and discriminatory laws and practices.

20 min

Part B Small Group Work

The facilitators divide participants into 7 groups. Country groups can be created. Assign a step to each group. Assign project preparation step and role of the project facilitators to one group. Each facilitator works with a group. The facilitators invite the participants to prepare a brief presentation of what the step assigned to them entails, ensuring they make the links to the previous and next steps.

290 min

Part C Presentation

Each group presents its step.

End of Activity ■

Reference Sheet 3: Project Development Process Model

Project Preparation

The facilitator conducts research on potential focus of the action

Step 1: Exploring Your Context

Groups will explore the human rights situation in their community and critically reflect on the human rights issue(s) they will address.

Step 2: Targeting Specific Changes

Groups will determine what they perceive to be the ideal with respect to the specific human rights issue they will address and identify the necessary changes to achieve this ideal.

Step 3: Preparing an Action Plan

Groups will decide on the action(s) they will undertake to promote the desired changes. A plan for monitoring and an evaluation strategy will also be developed.

Step 4: Taking Action

Groups will carry out the action(s) in their communities.

Step 5: Monitoring the Action and Making Adjustments

Groups will monitor the project actions, process and results according to the monitoring and evaluation strategy developed.

Step 6: Final Evaluation and Next Steps

Groups will measure changes, document results and identify the next steps.

Activity 8 Helping Each Other to Learn About Key Concepts

Objective

To explore effective ways to learn about human rights and gender equality.

Time

1 hr

Description

For this “Helping Each Other to Learn About Key Concepts” opportunity, 2 small groups of participants will lead activities from Toolkit that highlight these concepts. They will also lead the debrief.

The groups will also lead discussions on **human rights** and **gender equality** (**Reference 1** and **Reference 4** in the Toolkit). Each group will have 30 minutes to lead their activities, lead the debrief of the activity and lead a discussion using the Reference Sheets.

The format for presenting information from the reference sheets is up to the small group. The facilitators will ask that the small groups who lead the discussions find ways to make the information accessible in a participatory manner, so that the other participants can learn participatory ways to transmit information contained in the Toolkit when they are back in their communities. It is also important to explore how these concepts are understood within their communities.

End of Activity ■

Activity 9 Resource Person – Gender Equality

Objectives

- To think about gender equality.

Time

2 hrs

Description

A resource person will present about gender equality in the MENA region and will answer questions participants might have.

End of Activity ■

Activity 10 Getting Ready to Plan

Objectives

- To prepare the planning of the participants' community-action project

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, the group will discuss their understanding of planning.

In **Part B**, the facilitators review the planning process outlined in the Toolkit.

15 min

Part A The Importance of Planning

The facilitators ask participants why planning is important.

45 min

Part B Planning

The facilitators present the Sample Plan from the Toolkit (See **Reference 4** below).

Participants are invited to ask questions.

The facilitators explain the process participants will follow during this workshop to develop their plan to undertake a project in their community – this will include going over each step and recording the results of their discussion as they go along so that when they get to end of the workshop they will have a fairly good draft of the plan developed and can then focus when they go back to their organization on reviewing and refining the steps and activities.

The participants will use a copy of the Planning Chart provided in **Worksheet 1** (this Planning Chart is available in the Toolkit in Part E of the Project Preparation phase).

End of Activity ■

Why is Planning Important?

Planning is leveraged time

Giving yourself time to plan will pay off in the future. You'll make sure that you are staying on track with your goals and you can ensure that you become more task oriented.

By simply taking 10-20 minutes to go through what your objectives or outcomes are, you will be more likely to achieve them.

Planning provides the framework for informed decision making.

By planning what you are going to do you will be establishing a framework and will be able to tick off items from your "to do" list as you go along. This is an extremely effective way to manage any tasks that you have.

Planning reduces crisis management.

If you plan effectively there is less likelihood of any critical issues coming up. However, it is important to be prepared for unforeseen situations occurring and be prepared to sit back and plan again around any issues.

Planning allows focus and personal energy direction.

By establishing a focus through planning you will be able to channel your energy positively into reaching an outcome. Having a course of direction will assist you in accomplishing your tasks in a more timely and efficient manner.

Planning helps to eliminate:

- A) bad habits;
- B) Fear of failure.

If you stick to a plan you are more likely to break some bad habits you might have (ie surfing around the net without really accomplishing anything). By establishing a plan and sticking to it you are less likely to fail.

Planning allows you to set priorities and focus on what is important.

Even within your plan you can prioritize your tasks so that items you think are more important than others can be actioned accordingly. You need to discover what is important to you and sometimes go through a few boring tasks in order to get to the exciting end result.

Reference Sheet 4: Sample Plan

Sample Plan		
Step	Content	Timing
Project Preparation	<ul style="list-style-type: none"> Preparing for the implementation of the action-oriented project: exploration of potential issues, research and logistical preparation 	A few weeks prior to the project, by the facilitator(s)
Step 1 Exploring Your Context	<ul style="list-style-type: none"> Exploring the issue in relation to community or national context 	1 working session of 4hours 30 minutes
Step 2 Targeting Specific Changes	<ul style="list-style-type: none"> Reflecting on changes the group would like to see in their community. Brainstorming possible actions the group can take to promote these changes 	1 working session of 4 hours.
Step 3 Preparing an Action Plan	<ul style="list-style-type: none"> Planning for specific action(s) the group can conduct to contribute to desired changes 	1 working session of 6 hours.
Step 4 Taking Action	<ul style="list-style-type: none"> Implementing the action(s) with the group in the community 	This will be done by the group
Step 5 Monitoring the Action and and Making Adjustments	<ul style="list-style-type: none"> Making sure the group's actions stay on track and measuring the extent to which their actions contributed to the changes they wanted to see Providing coaching and support throughout the implementation of the action(s) Making adjustments to the action plan Planning for the next step(s) of the action(s) 	1 or more working session(s) of 3 hours.
Step 6 Final Evaluation and next steps	<ul style="list-style-type: none"> Measuring the changes that resulted from the action Identifying good practices and lessons learned Thinking about other actions that would reinforce results accomplished and contribute to the desired changes 	1 working session of 3 hours.

Activity 11 Project Preparation

Objectives

- To review the first part of the community-action project

Time

1 hr

Description

This activity is divided into three parts.

In **Part A**, the facilitators explain the step.

In **Part B**, the facilitators answer questions participants might have

In **Part C**, the participants think about their own project.

30 min

Part A Project Preparation Overview

The facilitators will go through the entire section on Project Preparation.

15min

Part B Questions and Answers

The participants can ask questions about the section.

15 min

Part C Thinking about the Project

Participants take time to think about their project and how they are planning to do the project preparation. They write down their ideas in the Planning Chart (*Worksheet 1*).

End of Activity ■

Activity 12 End of the Day Debrief

Objectives

- To debrief and evaluate the day's activities.

Time

30 min

Description

As a way to debrief and evaluate the day's activities, the facilitators carries out the following Toolkit activity from **Section 3.4 – Monitoring and Evaluation Activities:**

- **Activity 7 – The Ball**

End of Activity ■

Day 3 – Thursday, May 10, 2012

Activities at a glance

Activity	Title	Time
Activity 13	Recap and Icebreaker	30 min
Activity 14	Helping Each Other Learn Key Concepts	1 hr
Activity 15	Step 1 – Exploring Your Context	2 hrs
Activity 16	Step 2 – Targeting Specific Changes	2 hrs
Activity 17	Helping Each Other Learn Key Concepts	1 hr
Activity 18	End of the Day Debrief	30 min



Activity 13 Recap and Icebreaker

Objectives

- To recap the previous day's activities.
- To energize the group and create a positive group dynamic.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, a group of participants will do the recap.

In **Part B**, the facilitators or a group of participants will lead an icebreaker activity.

15 min

Part A Recap

A group of participants recap the previous day's activities.

15min

Part B Icebreaker:

The facilitators or a group of participants lead an icebreaker activity from the *Let's Act Together for Change* Toolkit.

Suggested activity from **Section 3.1 – Icebreaker Activities**

1 – Protect Us

End of Activity ■

Activity 14 Helping Each Other to Learn About Key Concepts

Objective

To explore effective ways to learn about democracy and democratic citizenship

Time

1 hr

Description

For this “Helping Each Other to Learn About Key Concepts” opportunity, 2 small groups of participants will lead activities from Toolkit that highlight these concepts. They will also lead the debrief.

The groups will also lead discussions on **democracy** and **democratic citizenship** (**Reference 1** and **Reference 4** in the Toolkit). Each group will have 30 minutes to lead their activities, lead the debrief of the activity and lead a discussion using the Reference Sheets.

In reviewing the information in the Reference pages on **democracy** and **democratic citizenship** the small groups who lead the discussions should find ways to make the information accessible in a participatory manner, so that the other participants can learn participatory ways to transmit information contained in the Toolkit when they are back in their communities. It is also important to explore how these concepts are understood within their communities.

End of Activity ■

Activity 15 Step 1 – Exploring Your Context

Objectives

- To become familiar with Step 1 of the process.

Time

2 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitators explain the step.

In **Part B**, the facilitators answer questions participants might have.

In **Part C**, the participants will have an opportunity to try out the activities from Step 1.

In **Part D**, the participants think about their own project.

30 min

Part A Overview

The facilitators will go through the entire **Step 1 – Exploring Your Context**.

15 min

Part B Questions and Answers

The participants can ask questions about the step.

1 hr

Part C Trying Out the Activities

The facilitators take time to try out the following activities:

Activity 23 – Community Mapping (used in Part F of Step 1)

Activity 9 – Spheres of Influence (used in Part G of Step 1)

15 min

Part C Thinking about the Project

Participants take time to think about their project and what they are planning to do for Step 1 – Exploring Your context. They write down their ideas in the Planning Chart (**Worksheet 1**).

End of Activity ■

Activity 16 Step 2 – Targeting Specific Changes

Objectives

- To become familiar with Step 2 of the process

Time

2 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitators explain the step.

In **Part B**, the facilitators answer questions participants might have.

In **Part C**, the participants will have an opportunity to try out the activities from Step 2.

In **Part D**, the participants think about their own project.

30 min

Part A Overview

The facilitators will go through the entire **Step 2 – Targeting Specific Changes**

15 min

Part B Questions and Answers

The participants can ask questions about the step.

1 hr

Part C Trying Out the Activities

The facilitators take time to try out the following activities:

Part D – Changes and Possible Actions

15 min

Part C Thinking about the Project

Participants take time to think about their project and what they are planning to do for **Step 2 – Targeting Specific Changes**. They write down their ideas in the Planning Chart (**Worksheet 1**).

End of Activity ■

Activity 17 Helping Each Other to Learn About Key Concepts

Objective

To explore effective ways to learn about civic participation and engagement and non-discrimination.

Time

1 hr

Description

For this “Helping Each Other to Learn About Key Concepts” opportunity, 2 small groups of participants will lead activities from Toolkit that highlight these concepts. They will also lead the debrief.

The groups will also lead discussions on **civic engagement** and **non-discrimination** (*Reference 2* and *Reference 3* in the Toolkit). Each group will have 30 minutes to lead their activities, lead the debrief of the activity and lead a discussion using the Reference Sheets.

In reviewing the information in the Reference pages on **democracy** and **democratic citizenship** the small groups who lead the discussions should find ways to make the information accessible in a participatory manner, so that the other participants can learn participatory ways to transmit information contained in the Toolkit when they are back in their communities. It is also important to explore how these concepts are understood within their communities

End of Activity ■

Activity 18 End of the Day Debrief

Objectives

- To debrief and evaluate the day's activities.

Time

30 min

Description

As a way to debrief and evaluate the day's activities, the facilitators carry out the following Toolkit activity from **Section 3.4 – Monitoring and Evaluation Activities:**

- **Activity 8 – The Postcard**

End of Activity ■

Day 4 – Friday, May 11, 2012

Activities at a glance

Activity	Title	Time
Activity 19	Recap and Icebreaker	30 min
Activity 20	Helping Each Other Learn Key Concepts	1 hr
Activity 21	Step 3 – Preparing an Action Plan	1 hr 30 min
Activity 22	Practicing an Activity	30 min
Activity 23	Step 4 – Taking Action and Step 5 – Monitoring the Action and Making Adjustments	2 hrs
Activity 24	Step 6 – Final Evaluation and Next Steps	1 hr
Activity 25	End of the Day Debrief	30 min



Activity 19 Recap and Icebreaker

Objectives

- To recap the previous day's activities.
- To energize the group and create a positive group dynamic.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, a group of participants will do the recap.

In **Part B**, the facilitators or a group of participants will lead an icebreaker activity.

15 min

Part A Recap

A group of participants recap the previous day's activities.

15min

Part B Icebreaker:

The facilitators or a group of participants lead an icebreaker activity from the *Let's Act Together for Change Toolkit*.

Suggested activity from *Section 3.1 – Icebreaker Activities*
13 – Say Hi

End of Activity ■

Activity 20 Helping Each Other to Learn About Key Concepts

Objective

To explore effective ways to learn about advocacy and the Universal Periodic Review.

Time

1 hr

Description

For this “Helping Each Other to Learn About Key Concepts” opportunity, 2 small groups of participants will lead activities from Toolkit that related to advocacy.

The groups will also lead discussions on **advocacy** and the ***Universal Periodic Review*** (**Reference 9** and **Reference 10** in the Toolkit). Each group will have 30 minutes to lead their activities, lead the debrief of the activity and lead a discussion using the Reference Sheets.

In reviewing the information in the Reference pages on **advocacy** and the ***Universal Periodic Review*** the small groups who lead the discussions should find ways to make the information accessible in a participatory manner, so that the other participants can learn participatory ways to transmit information contained in the Toolkit when they are back in their communities. It is also important to explore how these concepts are understood within their communities.

End of Activity ■

Activity 21 Step 3 – Preparing an Action Plan

Objectives

- To become familiar with Step 3.

Time

1 hr 30 min

Description

This activity is divided into four parts.

In **Part A**, the facilitators explain the step.

In **Part B**, the facilitators answer questions participants might have.

In **Part C**, the participants will have an opportunity to look into more details at Step 3.

In **Part D**, the participants think about their own project.

30 min

Part A Overview

The facilitators will go through the entire **Step 3 – Exploring Your Context**.

15 min

Part B Questions and Answers

The participants can ask questions about the step.

30 hr

Part C Looking at the Plan

The facilitators take time to look at the plan that participants will develop with their group of women, girls or youth.

15 min

Part C Thinking about the Project

Participants take time to think about their project and what they are planning to do for Step 3 – Preparing an Action Plan. They write down their ideas in the Planning Chart (**Worksheet 1**).

End of Activity ■

Activity 22 Practicing an Activity

Objectives

- To reflect on civic participation and engagement

Time

30 min

Description

The facilitators lead the following activity:

Activity 19 – Let the Expert Talk.

End of Activity ■

Activity 23 Step 4 – Taking Action and Step 5 – Monitoring the Action and Making Adjustments

Objectives

- To become familiar with Steps 4 and 5

Time

2 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitators explain the step.

In **Part B**, the facilitators answer questions participants might have.

In **Part C**, the participants will have a opportunity to try out the activities from Steps 4 and 5.

In **Part D**, the participants think about their own project.

30 min

Part A Overview

The facilitators will go through **Step 4 – Taking Action** and **Step 5 – Monitoring the Action and Making Adjustments**

15 min

Part B Questions and Answers

The participants can ask questions about the step.

45 hr

Part C Trying Out the Activities

The facilitators take time to try out the following activities:

Part B – Monitoring our Action in **Step 5 – Monitoring the Action** and **Making adjustments**.

30 min

Part C Thinking about the Project

Participants take time to think about their project and what they are planning to do for Step 4 and Step 5. They write down their ideas in the Planning Chart (**Worksheet 1**).

End of Activity ■

Activity 24 Step 6 – Final Evaluation and Next Steps

Objectives

- To become familiar with Step 6.

Time

1 hr

Description

This activity is divided into three parts.

In **Part A**, the facilitators explain the step.

In **Part B**, the facilitators answer questions participants might have.

In **Part C**, the participants think about their own project.

30 min

Part A Overview

The facilitators will go through **Step 6 – Final Evaluation and Next Step**

15 min

Part B Questions and Answers

The participants can ask questions about the step.

15 min

Part C Thinking about the Project

Participants take time to think about their project and what they are planning to do for Step 4 and Step 5. They write down their ideas in the Planning Chart (**Worksheet 1**).

End of Activity ■

Activity 25 End of the Day Debrief

Objectives

- To debrief and evaluate the day's activities.

Time

30 min

Description

As a way to debrief and evaluate the day's activities, the facilitators carry out the following Toolkit activity from **Section 3.4 – Monitoring and Evaluation Activities:**

- **Activity 9 – Heart, Head and Hands**

End of Activity ■

Day 5 – Saturday, May 12, 2012

Activities at a glance

Activity	Title	Time
Activity 26	Recap and Icebreaker	30 min
Activity 27	What is next?	1 hr
Activity 28	Individual Plan	2 hrs
Activity 29	Planning for the Community-Action Project and the National Meeting	3 hrs
Activity 30	Final Debrief and Workshop Evaluation	30 min
Activity 31	Closing of the Workshop	30 min



Activity 26 Recap and Icebreaker

Objectives

- To recap the previous day's activities.
- To energize the group and create a positive group dynamic.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, a group of participants will do the recap.

In **Part B**, the facilitators or a group of participants will lead an icebreaker activity.

15 min

Part A Recap

A group of participants recap the previous day's activities.

15min

Part B Icebreaker:

The facilitators or a group of participants lead an icebreaker activity from the *Let's Act Together for Change Toolkit*.

Suggested activity from *Section 3.1 – Icebreaker Activities*
5 – Say it without Talking

End of Activity ■

Activity 27 What is next?

Objectives

- To think about what will happen after the TOT.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, the facilitators go through the next steps.

In **Part B**, participants ask questions about the next steps.

30 min

Part A Overview

The facilitators explain what is expected of participants after the TOT. **See Reference Sheet 5: Next Steps.**

15 min

Part B Questions and Answers

The participants can ask questions the next steps.

End of Activity ■

Reference Sheet 5: Next Step

- (a) Based on the specific goals identified during the TOT workshop, each participant will engage, through using the Toolkit, a group of women, girls or youth in the development and implementation of a citizenship initiative focusing on strengthening participation of women in decision making processes, and on addressing barriers to their participation, in particular right to education of women and girls, violence against women and discriminatory laws and practices.
- (b) An evaluation and planning meeting will be organized in each country to share results of local actions and to plan national citizenship actions, which will focus on engaging with government and establishing sustainable consultation mechanisms and on media action (using both traditional and social media).
- (c) Implementation of the joint national citizenship actions (which could involve awareness and mobilization campaign, media campaign, multi-actors workshops, national forum, establishment of a consultative committee, etc.) and sharing of best practices at national and regional levels.
- (d) National evaluation meeting to discuss results of the actions, lessons learned and best practices and identify future strategies

*A forum will be also created on the Equitas community (protected area) to guide, monitor and support project implementation, and to facilitate on-going sharing of plans, resources, best practices at the regional level.

Activity 28 Individual Action Plan

Objectives

- To identify specific ways to ensure successful transfer of learning to participants' organizations.
- To plan the use of the Toolkit in participants' work and organizations.

Time

2 hrs

Description

This activity is divided into two parts.

In **Part A**, the facilitators will lead a brainstorming session on the meaning of transfer.

In **Part B**, participants will work in small groups to discuss how to transfer to their organizations.

In **Part C**, each group will present the results of their discussion and the facilitators will lead a discussion.

In **Part D**, participants will plan the training they will do to integrate the Toolkit in their work.

In **Part E**, participants will share their plans with the larger group.

10 min

Part A Brainstorming on Transfer

The facilitators lead a brainstorming session on the concept of transfer and what it means to participants.

20 min

Part B Small Group Work

The facilitators divide participants into small groups. Each group discusses the questions on transfer listed in **Worksheet # 2**.

Each group prepares to present the results of their discussion to the large group in **Part C**. For question 3, "What should we transfer?" each group develops and presents a short role play illustrating an example of transferring a skill or knowledge to colleagues.

30 min

Part C Presentations

Each group presents the results of its findings and the facilitators lead a large group discussion.

30 min

Part D Individual Action Plans

Participants develop individual plans for integrating the Toolkit in their work. Each participant thinks about how they will transfer what they learn (by doing a training) to other members of their organization.

Participants use the suggested format presented in **Worksheet # 3** to develop their plans.

Participants will either work individually or

30 min

Part E Presentation and Feedback

The facilitators invite participants to share their individual action plans with the larger group in order to get their feedback.

End of Activity ■

Worksheet 2: Transfer

Key Questions	How we will transfer?
<p>How have we changed?</p> <ul style="list-style-type: none"> • How has the learning from this workshop affected us in a personal and professional way? 	
<p>Why should we transfer?</p> <ul style="list-style-type: none"> • How can we explain to our colleagues the added value the Toolkit would bring to our organization? • How can we suggest ways to integrate the Toolkit in our organization's work and not simply to consider it an add-on to everyone's workload? 	
<p>What should we transfer?</p> <ul style="list-style-type: none"> • What are the key learnings from this workshop in terms of knowledge, skills, and attitudes that we should transfer to our colleagues? 	
<p>How should we transfer?</p> <ul style="list-style-type: none"> • Can we identify specific ways to effectively transfer to our colleagues the knowledge and skills we developed in this workshop? • How can we measure the use of the Toolkit by our colleagues? 	

Worksheet 3: Individual Action Plan

What (what is the activity)	Who (who is it for)	When (when will it happen)	How will I know things have been successful?

Activity 29 Planning for the Community-Action Project and the National Meeting

Objectives

- To finalize the plan for the community-action project
- To think about the national meeting

Time

3 hrs

Description

This activity is divided into two parts.

In **Part A**, participants finalize their plans

In **Part B**, participants work in country group and discuss the national meeting.

In **Part C**, participants present their plans.

1 hr

Part A Finalization of plans

The participants use the plan they started to work on using the *Planning Chart* and finalize it.

30 min

Part B Group Work

The participants work in country team and start thinking about the national meeting that will occur after the community-action projects of each participant. They can decide on an approximate date and the kind of actions that will be possible.

1 hr 30 min

Part C Presentations

The participants present their plans.

End of Activity ■

Activity 30 Final Debrief and Workshop Evaluation

Objectives

- To debrief and evaluate the 5-day workshop activities.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, the facilitators lead a debrief activity

In **Part B**, the facilitators hand out an evaluation questionnaire and invites the participants to fill it out.

15 min

Part A Final Debrief

As a way to do a final debrief, the facilitators carry out the following Toolkit activity from **Section 3.4 – Monitoring and Evaluation Activities**:

- **Activity 5 – What’s hot? What’s not? Using a Talking Stick**

15 min

Part B Evaluation Questionnaire

Participants complete the general evaluation questionnaire. See **General Evaluation Questionnaire** provided at the end of this workshop manual.

End of Activity ■

Activity 31 Closing of the Workshop

Objectives

- To end the workshop
- To give participants their diplomas

Time

30 min

Description

Equitas, ANHRE and the facilitators thank the participants for their participations and hand them their diplomas.

End of Activity ■

Worksheet 1: Planning Chart

Planning Chart

Step	Content	Timing
Project Preparation		
Step 1 Exploring your Context		

Step 2 Targeting Specific Changes		
Step 3 Preparing an Action Plan		

Step 4 Taking Action		
Step 5 Monitoring the Action and Making Adjustments		
Step 6 Final Evaluation and next steps		

General Evaluation Questionnaire

Please complete the following evaluation. Your evaluation will help us to revise the program and design subsequent programs to better suit your needs.

Part A – Demographics (Optional)	
Please provide us with some background information about yourself.	
1. Name:	
2. Sex: Female <input type="checkbox"/> Male <input type="checkbox"/>	
3. Country:	

Part B – Content and Process				
1. Did we meet our session objectives?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
<ul style="list-style-type: none"> • Develop ideas and plans for community-action projects and networking activities on democratic citizenship with groups of youth and women following the process described in the Toolkit; <p style="margin-top: 10px;">Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Develop an individual plan for applying their learning from the workshop and implementing the <i>Let's Act Together for Change</i> program within their organizations and their communities; <p style="margin-top: 10px;">Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Build the necessary national and regional relationships to develop joint initiatives for the advancement of democratic citizenship in the region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

2. Session activities	No	Partially	Yes
a. Was the process of the workshop effective? Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you feel ready to facilitate the 5-day workshop? Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Was the amount of time allotted for activities adequate? Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Time	No	Partially	Yes
Was the amount of time allotted for activities throughout the program adequate?			
Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Session schedule				
	Very Poor	Poor	Good	Very Good
General quality of the session schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

5. Facilitators				
	Very Poor	Poor	Good	Very Good
a) Ability to explain clearly and summarize discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Ability to encourage participation of group members during activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ability to show connections among different program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Part D – General Comments				
		No	Partially	Yes
1. Was this session what you expected?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain:				
2. What aspects of the session did you find most useful?				
3. Can you provide one suggestion for improving the process of this workshop?				
4. Any other comments:				

Thank you!