

Human Rights Education:

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



Regional Working Session Manual

Amman, Jordan
16-20 September 2006

equitas

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d'éducation aux droits humains
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Introduction

Background

Civil society organizations in Iraq, the Middle East and North Africa have a crucial role to play in the establishment of democratic societies and good governance, despite existing disparities between countries. This is why Equitas considers it important to strengthen the capacity of these organizations to promote and protect human rights within a framework of internationally recognized human rights standards and principles. This framework will enable organizations participating in this program to play an active role in the societal transformation and positive reforms necessary in the region.

This program originated with the participation of civil society organizations from the region in Equitas' International Human Rights Training Program (IHRTTP) in 2004. The participants founded a regional network of human rights educators and developed a proposal to strengthen their capacity to conduct human rights education. Equitas further developed the proposal and introduced it to the Canadian International Development Agency. Equitas also validated the proposal with IHRTTP participants in 2005 and 2006.

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. Over the next three years, the program will seek to strengthen the capacity of regional and local organizations to undertake HRE as a tool for social transformation.

This Regional Working Session builds upon information gathered by Equitas in discussions with participants attending the IHRTTP since 2004 and during the program's pre-inception and inception missions (held in December 2005 and March 2006, respectively). The purpose of this Regional Working Session is to plan upcoming program activities and to ensure that the program successfully meets the needs of participating organizations.

Regional Working Session Objectives

The objectives of the Regional Working Session are the following:

- **Develop** a common understanding of the regional human rights context and analyze how it relates to participants' HRE work
- **Further define** the program's strategic vision for HRE in terms of its value added, complementarity with other HRE initiatives, and expected impact
- **Validate** the HRE needs for future training activities as part of the program

- **Identify** the steps required for the planning, design, development, and implementation of the upcoming Training of Trainers workshop

Participants

This Regional Working Session will bring together 15-20 participants, including regional alumni of Equitas' International Human Rights Training Program (IH RTP) and other human rights educators, as well as regional and international resource persons with experience in human rights education, democracy and citizenship education, and conflict prevention and transformation. The session will last 4 days.

Workshop 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 modules.

A gender approach is integrated throughout the program in order to recognize the different effects certain policies and practices related to human rights may have on men and women and to examine the need to develop gender-sensitive strategies to address these differences.

The facilitators are skilled in adult education methods, knowledgeable about human rights and experienced in working with diverse groups. Internationally recognized human rights experts will be invited to give presentations throughout the workshop.

Acknowledgements

The following Curriculum Development Team developed this training manual: Vincenza Nazzari, Director of Education, Paul McAdams, Senior Education Specialist, Christine Messier, Senior Program Officer, Middle East and North Africa, and Rob Shropshire, Director of Programs.

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Canadian International
Development Agency

Workshop Schedule

DAY 1: 16 September		
<i>Time</i>	<i>Activity</i>	<i>Title</i>
Module 1		
Where Are We Now?		
16:30 – 17:00	Activity 1	Welcome by Session Organizers (30 min)
17:00 – 18:00	Activity 2	Getting to Know Participants and Their Expectations (1 hr) Participants, facilitators and resource persons are introduced. They learn about each other's expectations for the session as well as the resources everyone has to offer (i.e., the knowledge, skills and experience they can bring to the process).
19:00 – 20:30	Opening Dinner	

DAY 2: 17 September		
<i>Time</i>	<i>Activity</i>	<i>Title</i>
8:30 – 8:45	Recap	
8:45 – 9:30	Activity 3	Overview of the Regional Session (45 min) The facilitator presents the overall framework, objectives and content of the session and makes the links to the expectations and resources expressed by participants during Activity 2.
9:30 – 10:15	Activity 4	Strategic Visioning (45 min) Participants discuss the importance of a strategic vision for human rights in the region. Some of the issues addressed are the following: <ul style="list-style-type: none"> ▪ What is a strategic vision for human rights ▪ Important factors affecting a strategic vision ▪ How strategic and operational plans differ
10:15 – 10:45	Break	(30 min)
10:45 – 12:15	Activity 5	A Culture of Human Rights in the Middle East and North Africa (1hr 30 min) Participants review the activity on a culture of human rights from the IHRTIP, contextualizing it for the region. Participants identify the link between their work in HRE and how it contributes to building a culture of human rights.
12:15 – 14:00	Lunch	(1hr 45 min)

DAY 2 Continued		
<i>Time</i>	<i>Activity</i>	<i>Title</i>
14:00 – 15:45	Activity 6	Taking Stock of Our Current HRE Work (1 hr 45 min) Determining the HRE capacity in the region by conducting a SWOT analysis.
15:45 – 16:15	Break	(30 min)
16:15 – 17:15	Activity 7	Contextual Analysis of the Human Rights Situation in the Region (4 hr 30 min total) Participants examine the current human rights situation in the Middle East and North Africa. A list of current human rights problems gathered from pre-workshop assignments is presented to participants for validation and discussion. Aspects to consider related to human rights issues identified: <ul style="list-style-type: none"> ▪ identification of traditional/longstanding and newer/emerging human rights issues ▪ contributing factors ▪ role and influence of different stakeholders ▪ perceptions, values and attitudes of different stakeholders related to human rights issues identified.
17:30 – 17:45	End of Day Evaluation	(15 min)

DAY 3: 18 September		
<i>Time</i>	<i>Activity</i>	<i>Title</i>
8:30 – 8:45	Recap	
8:45 – 10:45	Activity 7	Continued (2 hrs) <ul style="list-style-type: none"> ▪ Presentation of group work identifying human rights issues raised the previous afternoon. ▪ Presentations by resource persons on particular topics and comments on participants' presentations.
10:45 – 11:15	Break	(30 min)
11:15 – 12:45	Activity 7	Continued (1 hr 30)
12:45 – 14:00	Lunch	(1 hr 15 min)
14:00 – 15:30	Activity 8	The Current State of HRE in the Region (1 hr 30 min) Participants establish the general HRE context in the region.
15:30 – 16:00	Break	(30 min)
16:00 – 16:15	End of Day Evaluation	
16:15 – 19:00	Social Activity	

DAY 4: 19 September		
<i>Time</i>	<i>Activity</i>	<i>Title</i>
8:30 – 8:45	Recap	
Module 2 Where Do We Want to Be?		
8:45 – 10:15	Activity 1	Building a Strategic Vision: A Look to the Future (1 hr 30 min) Participants further define their strategic vision for HRE in the region.
10:15 – 10:45	Break	(30 min)
Module 3 How Will We Know When We Are There?		
10:45 – 11:45	Activity 1	Measuring Change (1 hr) What will be different? A look at change, results.
11:45 – 12:15	Activity 2	Overcoming Challenges (1 hr 30 min) How do we know when we get there? Identifying challenges, risks, assumptions and alternatives.
12:15 – 13:30	Lunch	(1 hr 15 min)
13:30 – 14:30	Activity 2	Continued
Module 4 How Do We Get There?		
14:30 – 15:30	Activity 1	Identifying Our Needs (2 hrs) Needs assessment based on preliminary examination of needs. What HRE content do we need to strengthen with this program? Validation and further exploration of initial ideas from the program proposal.
15:30-16:00	Break	(30 min)
16:00 – 17:00	Activity 1	Continued (1 hr)
17:00 – 17:15	End of Day Evaluation	

DAY 5: 20 September		
<i>Time</i>	<i>Activity</i>	<i>Title</i>
8:30 – 8:45	Recap	
8:45 – 9:45	Activity 2	Preparing for the TOT (1 hr) Participants provide feedback on a sample TOT in order to validate the content of the upcoming TOT planned for the program.
9:45 – 10:00	Break	(15 min)
10:00 – 11:30	Activity 3	Networking (1 hr 30 min) Participants explore advantages and challenges of networking on particular HRE activities related to the program.
11:30 – 12:00	Activity 4	Next Steps (30 min) Discussion on the program's next steps.
12:00 – 13:00	Activity 5	Workshop Evaluation and Closing Ceremony (1 hr)
13:00 – 14:00	Lunch	(1 hr)

Module 1

Where Are We Now?

Activity		Time
Activity 1	Welcome by Session Organizers	30 min
Activity 2	Getting to Know Participants and Their Expectations	1 hr
Activity 3	Overview of the Regional Session	45 min
Activity 4	Strategic Visioning	45 min
Activity 5	A Culture of Human Rights in the Middle East and North Africa	1 hr 30 min
Activity 6	Taking Stock of Our Current Human Rights Education Work	1 hr 45 min
Activity 7	Contextual Analysis of the Human Rights Situation in the Region	4 hrs 30 min
Activity 8	The Current State of Human Rights Education in the Region	1 hr 30 min

Overview

Module 1: Where Are We Now? begins with a welcome by the workshop organizers and an icebreaker to have participants introduce themselves. Participants then share their expectations of the workshop, which are compared with the workshop goal and objectives. The facilitator then presents an overview of the workshop.

Following this, participants examine what is meant by a “strategic visioning” process related to human rights and how it applies to this program. They then examine what elements are necessary for creating a culture of human rights in the region and how their human rights education work contributes to this culture. Participants then undertake a contextual analysis of the human rights situation and the state of human rights education in the region.

Activity 1 Welcome by Session Organizers

Objective

To formally open the workshop.

Time

30 min

Description

Welcome remarks by workshop organizers.

End of Activity ■

Activity 2 Getting to Know Participants and Their Expectations

Objectives

To get to know the participants and to examine individual expectations and available resources in the group.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, you will introduce yourselves to the members of the group.

In **Part B**, you will examine your expectations and resources for the consultation.

30 min

Part A Icebreaker

The facilitator leads the participants through an icebreaker activity. Participants introduce themselves by stating their name, organization, IH RTP year they participated, and their most vivid memory of the IH RTP. Non-IH RTP alumni who are present will be asked to give their impression of the IH RTP.

30 min

Part B Expectations and Resources

1. Participants identify on small metacards one expectation they have of this session and one resource they can offer other participants.
2. Each participant presents their expectation and resource to the group and places their metacards on a flipchart similar to the table on the next page.
3. The facilitator reviews the expectations and resources named by participants and maps any connections between them. The facilitator also highlights expectations which may or may not necessarily be met during this session.

Cont'd ▶ ▶ ▶

Activity 2 cont'd

Table. Expectations and Offers of the Group

Expectations	Resources

End of Activity ■

Activity 3 Overview of the Regional Session

Objectives

To provide an overview of the regional session and to set ground rules for working effectively as a group.

Time

45 min

Description

This activity is divided into two parts.

In **Part A**, the Equitas team will provide an overview of the regional session.

In **Part B**, you will establish ground rules for working effectively as a group during the session.

30 min

Part A Overview of the Session

The Equitas team provides an overview of the Regional Working Session, referring back to participants' expectations and resources expressed in **Activity 2**. The basic framework for the session is presented in **Reference Sheet 1**.

Cont'd ▶ ▶ ▶

Activity 3 cont'd

15 min

Part B Ground Rules

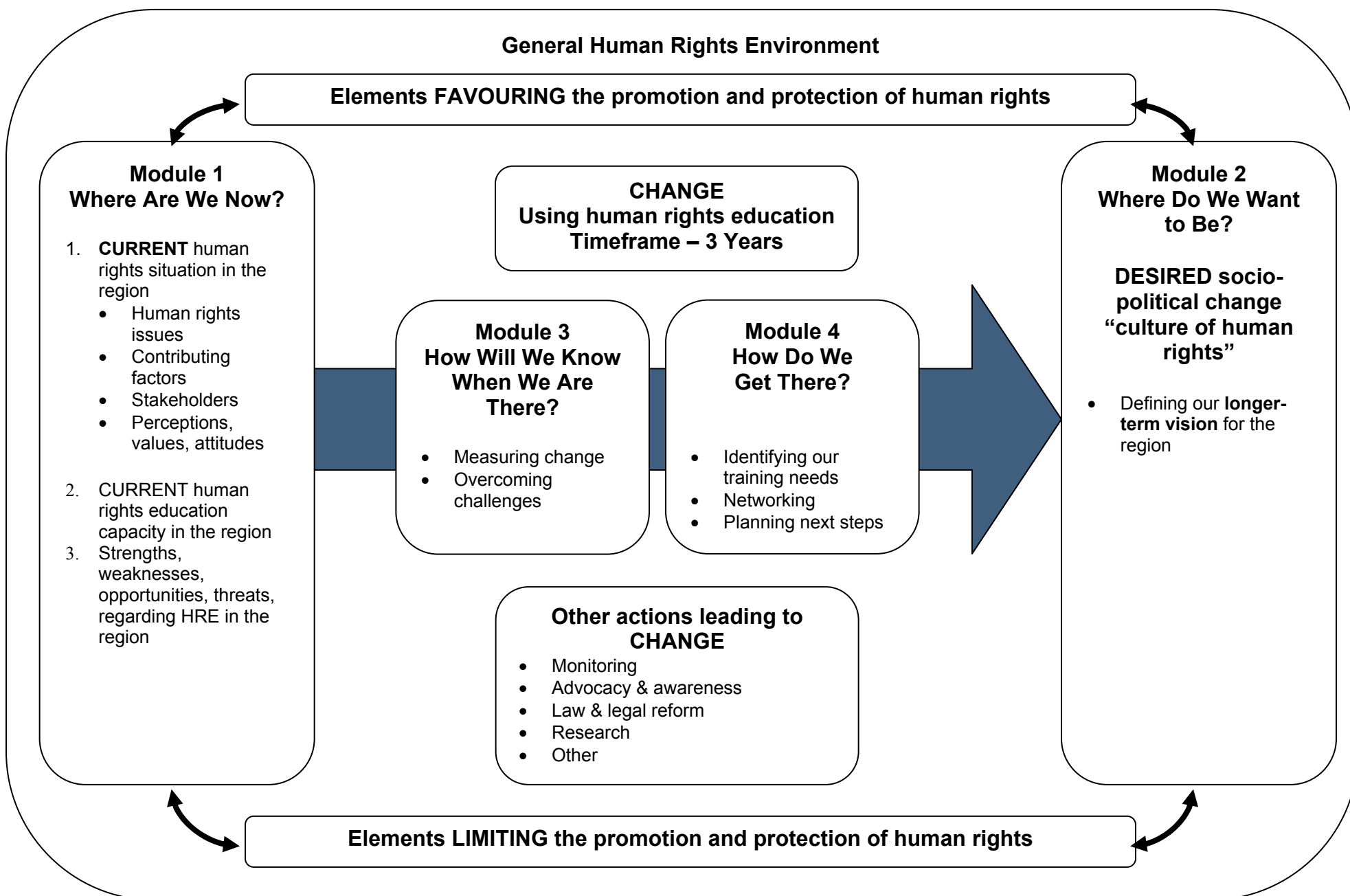
Together with your facilitator, develop a number of ground rules for working as a group.

The facilitator writes them on flipchart and posts them in the room for the remainder of the session. It is important that all members of the group feel comfortable with the rules and commit to respecting them.

Ground rules for our group:

End of Activity ■

Reference Sheet 1: Overview of the Session



Activity 4 Strategic Visioning

Objective

To introduce key terms and steps related to the concept of strategic visioning in the context of human rights work.

Time

45 min

Description

This activity is divided into two parts.

In **Part A**, you will work with a partner to discuss an example of long-term planning.

In **Part B**, the facilitator will lead a large group discussion on strategic visioning in human rights work.

The following story is an example of long-term planning. Read the story:

30 min

Part A Pair Work

1. Work with the participant sitting next to you. Discuss the story and determine whether the master builders had a strategic vision by answering the questions provided. To help you, review the information on strategic planning and strategic visioning in **Reference Sheet 2** and decide whether the master builders had a strategic vision.

Master Builders Plan a Dining Hall

Four hundred years ago, master builders fashioned a remarkable dining hall at a renowned university. One of the features of the hall was the ceiling that had been made from beams of enormous oak trees, the kind that were, sadly, now rare. Four hundred years had taken its toll on this well-loved hall and the modern builders were puzzled as to how to preserve the hall. Until someone pointed out the grove of oak trees that had long stood beside the hall. That's when someone realized that the original master builders had planted that grove of oaks when they built the hall knowing that the oaks would be mature and ready to be harvested to repair the hall four hundred years later.

Source: Chris Cavanaugh, Catalyst Centre, Toronto, Canada.

Cont'd ▶ ▶ ▶

Activity 4 cont'd

Questions to consider:

- Was the master builders' plan a strategic one? Why or why not? What elements were necessary to make their plan strategic?
- What assumptions did the master builders make when they built the dining hall?
- What possible threats existed and how did the master builders plan for these?

2. With respect to human rights work,

- How will a strategic vision help us in our work?
- What questions must we ask and what information do we need in order to develop a strategic vision?

15 min

Part B Large Group Discussion on Strategic Visioning

The facilitator discusses the importance of developing a strategic vision for human rights and how human rights education can contribute to the realization of this vision. Some of the issues he/she addresses are the following:

- Important factors affecting a strategic vision
- How strategic and operational plans differ
- How a strategic vision for human rights aims at building a culture of human rights in the region

End of Activity ■

Reference Sheet 2: Strategic Planning and Strategic Visioning

Strategic Visioning

Strategic visioning is a logical, systematic methodology used to create a vision of your desired future and to develop and implement actions to build that vision into reality. The strategic visioning process requires serious commitment in terms of time and other resources.

Strategic visioning also requires a change in attitude and a different way of thinking. It requires the belief that within what you perceive to be your limited sphere of influence and control, you can bring about significant positive changes for both you and your organization.

Strategic Planning

Strategically planning typically involves a comprehensive analysis of the following elements:

1. past and current competitive environments, trends / imperatives / and assumptions regarding the relevant activity
2. organizational strengths/weaknesses/opportunities/ threats
3. strategic priorities and activities

Sources:

Strategic Visioning Process. Available online: <http://www.nea.gov/resources/lessons/grove.html>.

The Policy Center. Available online:

http://policycenter.sunyit.edu/organization/strategic_vision/strategic.htm.

Activity 5 A Culture of Human Rights in the Middle East and North Africa

Objective

To describe the necessary elements for building a culture of human rights in the Middle East and North Africa.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, the facilitator will briefly review the activities focusing on a “Culture of Human Rights” from the IH RTP and the results of these discussions.

In **Part B**, participants will work in small groups to discuss their ideas about a culture of human rights in the Middle East and North Africa.

In **Part C**, participants will present their findings and the facilitator will synthesize the discussion.

15 min

Part A Presentation and Discussion

The facilitator briefly reviews the activity on a culture of human rights from the IH RTP and summarizes the results of the activity.

Participants comment on their experience with this activity and consider the following question:

- What is the link between human rights violations and the necessity for building a culture of human rights?

30 min

Part B Small Group Work

The facilitator divides participants into small groups. Each group discusses the following question:

- What are some of the necessary elements to build/strengthen a culture of human rights in the Middle East and North Africa?

Create a flipchart version of **Worksheet 1** to identify these elements. Refer to **Reference Sheet 3** for definitions of a culture of human rights.

Cont'd ▶ ▶ ▶

Activity 5 cont'd

45 min

Part C Group Presentations

The large group reconvenes. Each group presents their flipchart version of **Worksheet 1** (5 min each). The facilitator synthesizes the common elements. The resource person(s) comments and adds their analysis.

Questions to consider:

1. Looking at the elements you identified, what can you accomplish as a group to build this culture of human rights? What are your contributions as members of civil society?
2. One definition in **Reference Sheet 3** refers to a culture of human rights as being a way of life that is guided politically, legally, and morally. How does HRE contribute to building this culture (for example, training security personnel in human rights, including human rights in school curricula, etc.)?

End of Activity ■

Reference Sheet 3: Definitions of a Culture of Human Rights

- A. “[...] a major objective of the world campaign is to build up a universal culture of human rights, one that clearly recognizes that human rights are inherent to the human person without any distinction as to race, colour, sex, language, religion, political or other opinion, natural or social origin, property, birth or other status.”

World Public Information Campaign on Human Rights (UN document E/CN.4/1989/21).

- B. “A culture of human rights is active practice and implementation of a shared core set of values regarding a way of life developed over a period of time which is inspired by the HR standards and norms that are translated into practice. In everything we have to look towards dynamism – about new tendencies in the culture of human rights – critical analysis and self-criticism are very important.”

Mario Gomez, Professor of Law, University of Colombo, Sri Lanka.

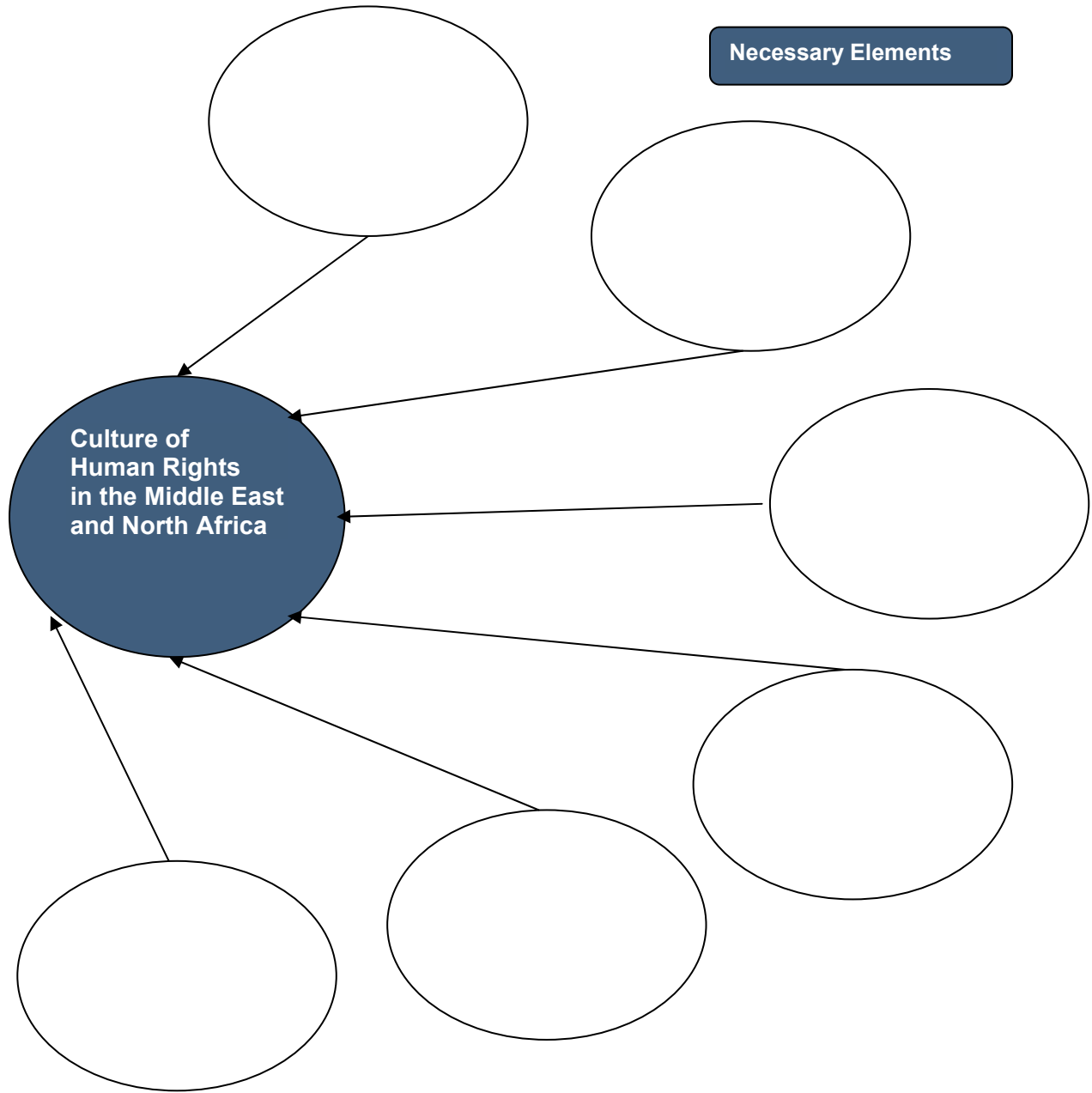
- C. “[A] human rights culture is where we are free from fear and want. These freedoms [are] encoded by very specific and very detailed norms and standards translated into law on the international and national levels.... A human rights culture, as defined by a multitude of norms and standards, is a way of life, politically, morally and legally, a way of life guided by the human rights framework.”

Shulamith Koenig, People's Movement for Human Rights Education (PDHRE) Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights. <http://www.hrea.org>.

- D. Equitas designs its education programs with a view to contributing towards building a global culture of human rights. This includes:
- Ratification by the State of international human rights instruments;
 - Adoption of the international standards into the Constitution as well as the legislative, policy and procedural framework of the state;
 - Creation and strengthening of human rights mechanisms to implement and monitor the fulfillment of a state's obligations;
 - Public awareness of human rights principles, the State's obligations and the available mechanisms; and
 - Active involvement of civil society and the public in the promotion and protection of their own rights and the rights of others.

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Worksheet 1: Elements of a Culture of Human Rights in the Middle East and North Africa



Activity 6 Taking Stock of Our Current HRE Work

Objective

To determine current HRE capacity in the region by analyzing existing strengths, weaknesses, opportunities and threats.

Time

1 hr 45 min

Description

This activity is divided into three parts.

In **Part A**, you will work in groups to examine your human rights education work in terms of its Strengths, Weaknesses, Opportunities and Threats. This will help define the “big picture” of the HRE situation of the region, which will be discussed in **Activity 8**.

In **Part B**, you will present the results of your discussion to the larger group.

In **Part C**, the facilitator will synthesize the discussion and Equitas will present its 3-year program for the region.

25 min

Part A Our Current HRE Work

1. The facilitator divides participants into four groups.
2. In your group, discuss your current HRE work. Using a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), complete **Worksheet 2**. List each Strength, Weakness, Opportunity, and Threat on a different coloured metacard (use up to three metacards for each category). Use the colour scheme below:
 - **Strength:** Blue metacard
 - **Weakness:** Green metacard
 - **Opportunity:** Pink metacard
 - **Threat:** Yellow metacard

Cont'd ▶ ▶ ▶

Activity 6 cont'd

20 min

Part B Group Work

1. The facilitator collects all the metacards and groups them according to Strengths, Weaknesses, Opportunities, and Threats.
2. Each group receives one set of cards and analyzes the results by grouping similar cards together.
3. Once each group has analyzed their set of cards, they place them on a flipchart version of **Worksheet 2** on the wall.

45 min

Part C Synthesis

The facilitator/resource person synthesizes the results of the SWOT analysis. Questions to consider:

- Are there any “priority” or principal threats and weaknesses that can be addressed through HRE? If yes, which ones?
- How can the threats and weaknesses be addressed by HRE??

The facilitator takes note of the principal threats and weaknesses that can be addressed through HRE and notes them on a separate flipchart (use the table below to note them). These will be referred to throughout the session.

A member of the Equitas staff will present a brief overview of the three-year program in the region. Refer to **Reference Sheet 4** for the overall framework of the MENA program.

Participants will be asked for their ideas concerning how the MENA program will contribute to building a culture of human rights in the region.

How HRE can address...	
Threats	Weaknesses

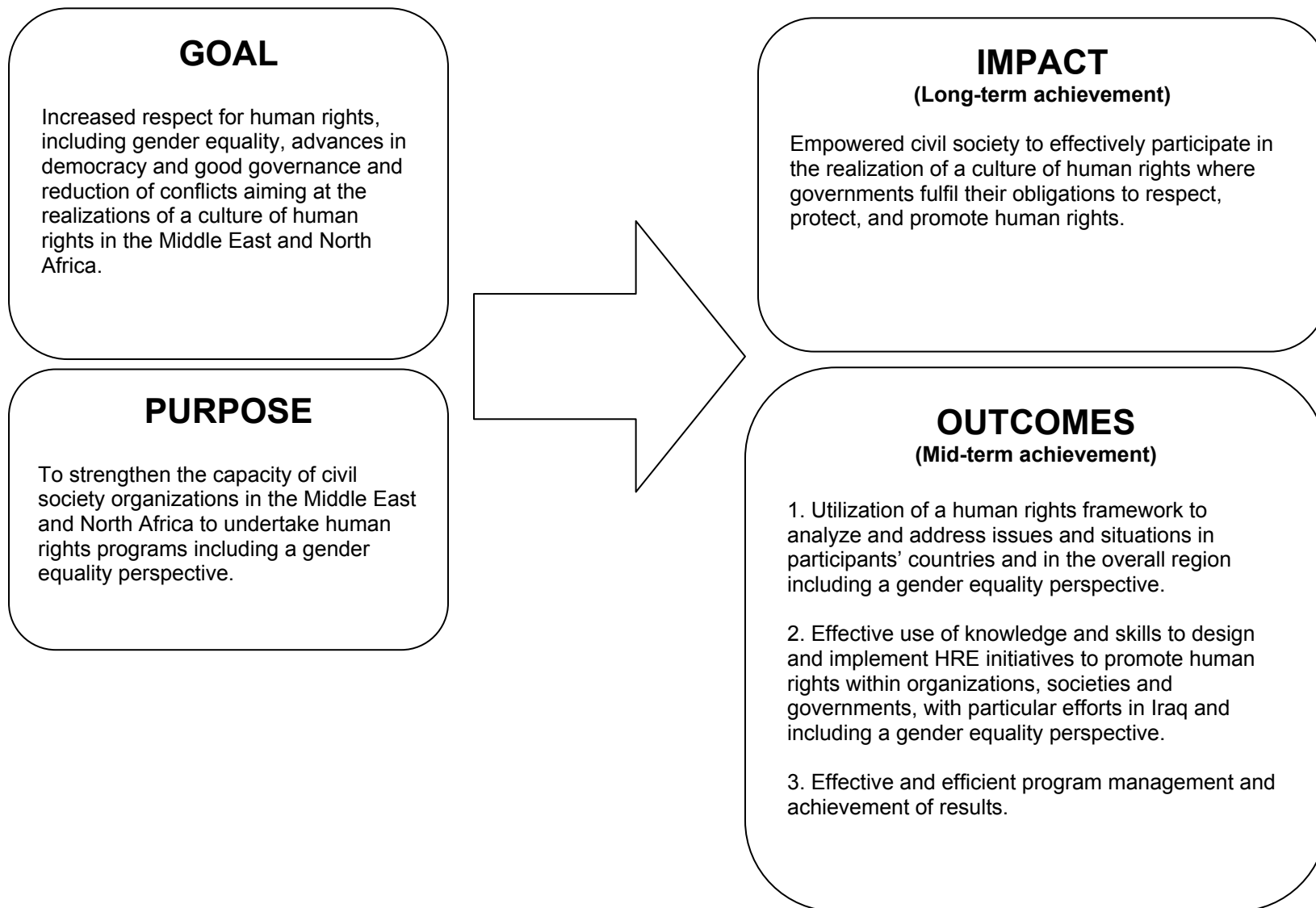
End of Activity ■

Worksheet 2: Our Current Human Rights Education Work

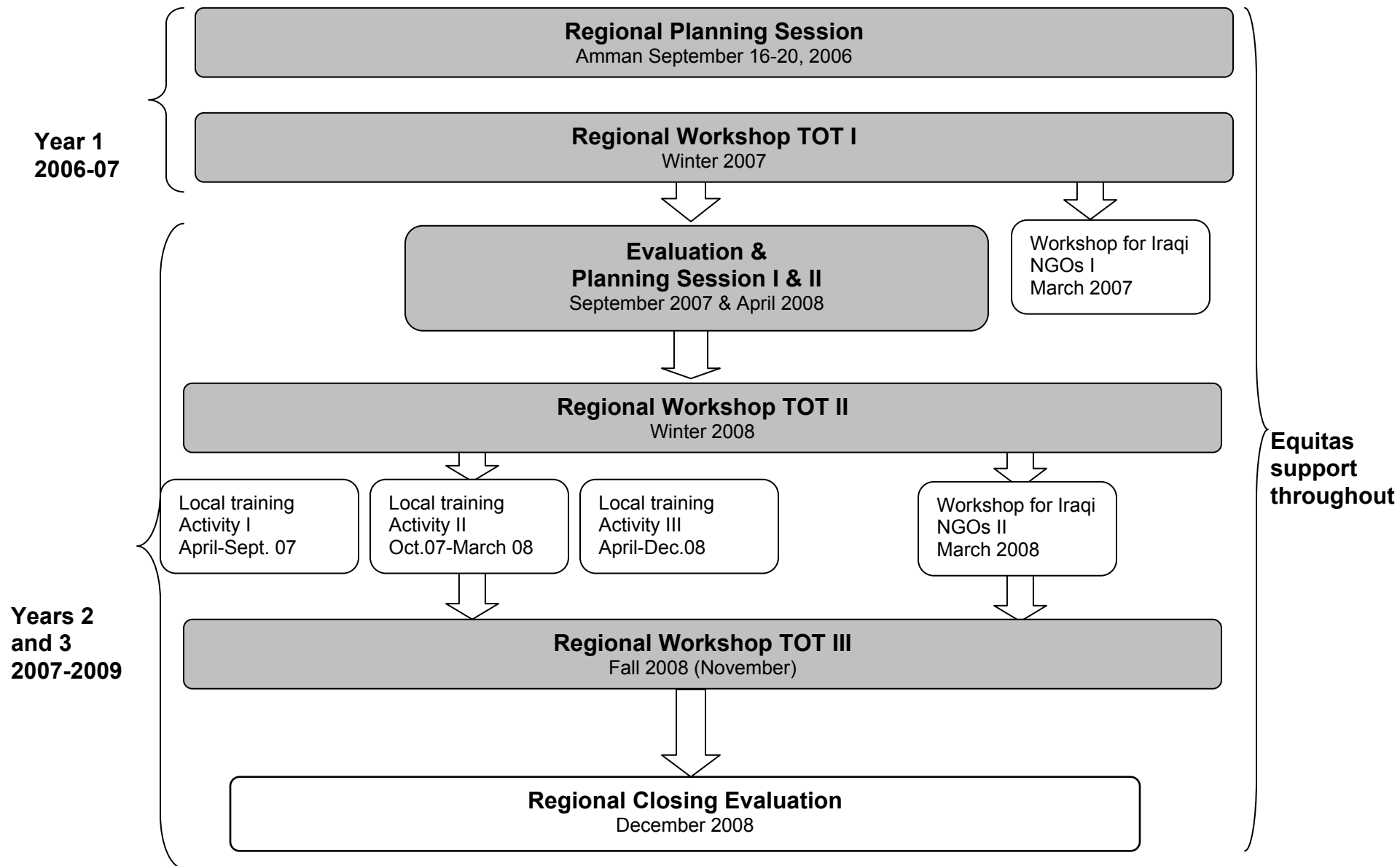
Main Target Group	Main Goal of the Training	Impact

Strengths to build on – internal	Weaknesses to eliminate or cope with– internal
Examples: Good understanding of HRE, work well as a team	Examples: Poor networking, no funding
Opportunities / unexpected results to explore – external	Threats to ease or lower – external
Example: Target other stakeholders	Examples: No support from government authorities, conflict in the society

Reference Sheet 4: Program Framework



Reference Sheet cont'd



Activity 7 Contextual Analysis of the Human Rights Situation in the Region

Objective

To identify and validate current human rights issues in the region and examine how these issues can be addressed through human rights education.

Time

4 hrs 30 min

Description

This activity is divided into four parts.

In **Part A**, you will work in small groups to identify and validate human rights issues that are current to the region.

In **Part B**, the facilitator will lead a large group discussion on the issues identified by the groups and how human rights education can address them.

In **Part D**, resource persons will present an overview of the human rights situation in the region and offer feedback on the human rights issues identified by participants.

In **Part E**, the facilitator will synthesize the discussion.

1 hr

Part A Group Work

1. Participants are divided into small groups.
2. Participants review information on current human rights issues presented in **Reference Sheet 5**.
3. Participants answer the questions in **Worksheet 3**.
4. The facilitator takes up the questions in **Part B**.

Cont'd ▶ ▶ ▶

*Activity 7 cont'd***45 min****Part B Large Group Discussion**

The facilitator takes up the questions on **Worksheet 3** by inviting the different groups to share their answers.

The facilitator synthesizes the salient points from the groups.

Questions to consider:

1. What are some of the main, current human rights issues in the region? Are there some issues that are specific to certain countries?
2. Are there common factors underlying or leading to these human rights issues?
3. What is being done by different actors (for example, civil society, international agencies, government) to address some of these issues? Have they identified any priorities for ensuring the respect of human rights (for example, in good governance, women's participation in politics, conflict prevention/transformation/resolution, or poverty alleviation)?
4. How can human rights education address these issues? What are the desired goals of HRE activities? How will we know we will have succeeded?
5. Who are the beneficiaries of HRE, and what are their perceptions, values and attitudes about human rights?
6. What can human rights educators do to positively contribute to human rights education (for example, through a training of trainers program)?

2 hrs 15 min**Part C Panel Discussion**

Three resource persons react to participants' presentations from **Part C** focusing particularly on those issues which fall within their own area of work. **(30 min)**

Cont'd ►►►

Activity 7 cont'd

The resource persons will then engage in a panel discussion to share their analysis of the current regional human rights context. **(90 min)**

Issues to be addressed include:

1. Different societal structures in the region and their respective perceptions, understanding and application of human rights
2. Gender-related issues
3. Conflict, its prevention and transformation

30 min

Part D Synthesis

The facilitator synthesizes the salient points of the discussions and makes the links with the framework presented in **Reference Sheet 1**.

End of Activity ■

Reference Sheet 5: Current Human Rights Issues in the Region

Information gathered from IHRTP Pre-Training Assignments from the region, 2004-2006. Countries represented: Algeria, Bahrain, Egypt, Iraq, Jordan, Lebanon, Morocco, Syria, Tunisia, and Yemen.

Long-Standing Issues/Problems	Contributing factors
<p>Women's rights</p> <ul style="list-style-type: none"> • Discrimination, violence and harassment against women • Family status laws • Inequity with men (education, economy, politics, work, etc.) <p>Minority rights (religious, ethnic)</p> <ul style="list-style-type: none"> • Violence and harassment • Freedom of religion <p>Civil and political rights</p> <ul style="list-style-type: none"> • Government control, repression and censorship (emergency laws in some countries) • Arbitrary arrests and detentions • Prisoners' rights (torture) • No independence of judiciary <p>ESC rights</p> <ul style="list-style-type: none"> • Lack of access to health, education and work <p>Restrictions to fundamental freedoms</p> <ul style="list-style-type: none"> • Expression and opinion (media, religious minorities, political affiliations, etc.) • Peoples' movement / demonstrations <p>Children's rights</p> <ul style="list-style-type: none"> • Violence against children • Lack of access to education • Inequality between boys and girls 	<ul style="list-style-type: none"> • Patriarchal societal values • Traditional customs and mentalities • Interpretation of Islam: the religious interpretation of HR seen as an obstacle for building a culture of HR • HR seen as a Western concept • Islam as a State rule of law • Religious fundamentalism • Poverty • Lack of awareness of human rights • Lack of democracy / no shift in the balance of power / ruling families • High rate of illiteracy • Lack of experience of NGOs • Sectarian and tribal cultures • Military occupation • Corruption • Obsession with security (excess power of police and intelligence services) • Geo-political interests and pressure (oil, nuclear power, etc.) • West/East antagonism
Emerging Issues/Problems	Contributing factors
<ul style="list-style-type: none"> • Environmental violations (e.g., unsafe food, access to water, pollution, oil overexploitation, etc.) • Children rights: Child labour and street children • Migrant workers • Information technology (lack of access, freedom – surveillance and restriction) • Abductions, disappearances and revenge killings • Anti-terrorism measures 	<ul style="list-style-type: none"> • War on terrorism • Globalization • Growing popularity and power of Islamic movements and parties

Worksheet 3: Examining Current Human Rights Issues

Questions	Notes
<p>Looking at the human rights issues listed in Reference Sheet 5:</p> <ol style="list-style-type: none"> a. Are these the current human rights issues in your region? Which ones should or should not part of the list? b. Do you agree with the ones that are listed as longstanding and those listed as emerging? c. Are there other current human rights issues that are particular to your country that are not listed here? If so, what are they? d. How are these issues experienced differently by men and women? e. Do you agree with the factors underlying or leading to these human rights issues? 	

Activity 8 The Current State of Human Rights Education in the Region

Objective

Describe the “big picture” (macro view) in terms of human rights education work in the region.

Time

1 hr 30 min

Description

This activity is divided into two parts.

In **Part A**, you will work in groups to analyze the macro environment in which you conduct HRE.

In **Part B**, you will present the results of your discussion to the larger group.

45 min

Part A Analyzing the Environment

Based on the discussion in Part C of **Activity 7**, establish the general context of HRE across the region.

The facilitator divides the participants into three small groups. Each group discusses the HRE situation with respect to one of the following categories:

1. Macro environment (**Worksheet 4**)
2. Human rights/NGO environment (**Worksheet 5**)
3. Partners and stakeholders (**Worksheet 6**)

45 min

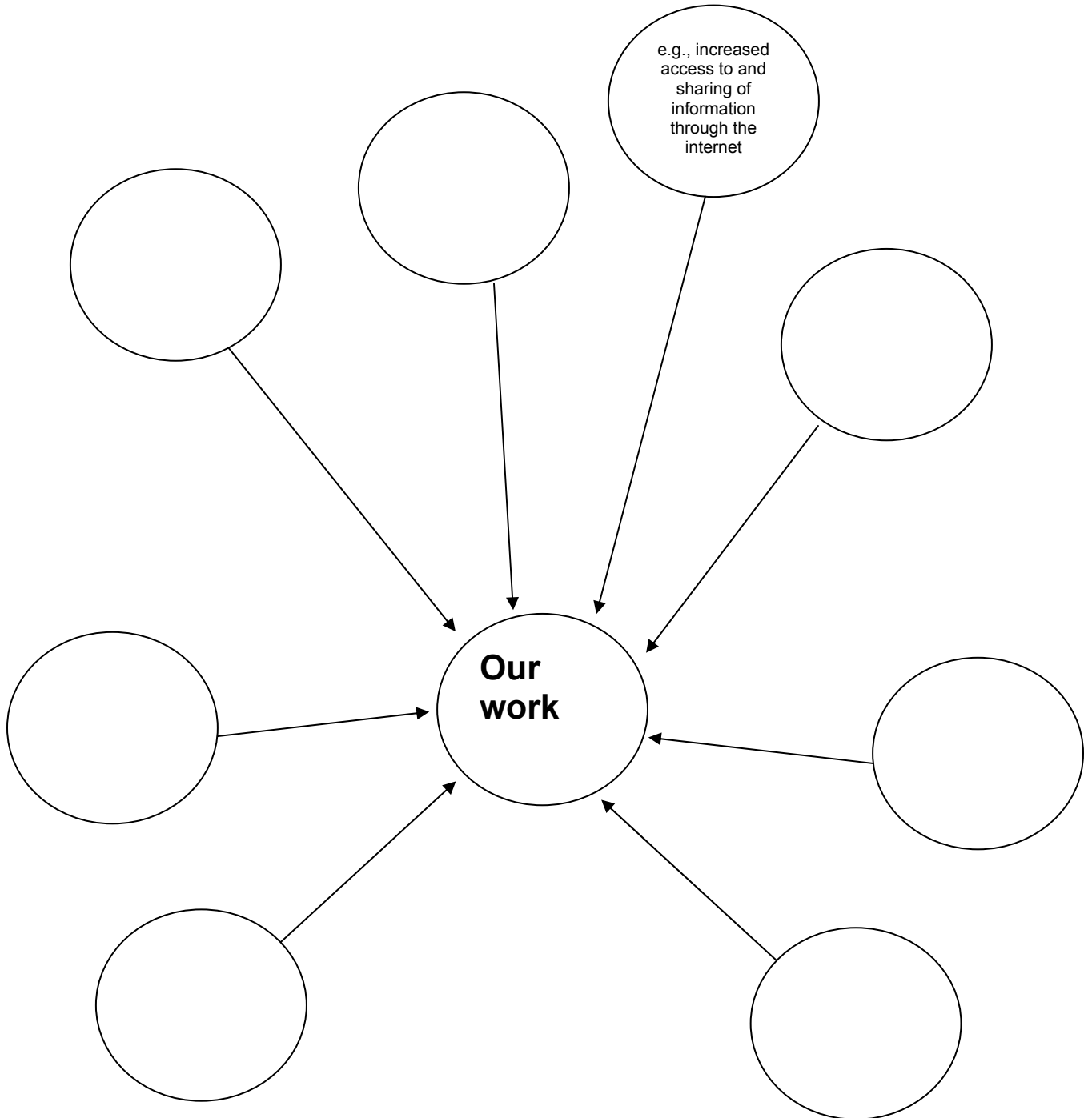
Part B Group Presentations and Discussion

Each group presents the results of their discussion (10 minutes per group). The facilitator synthesizes the discussion.

End of Activity ■

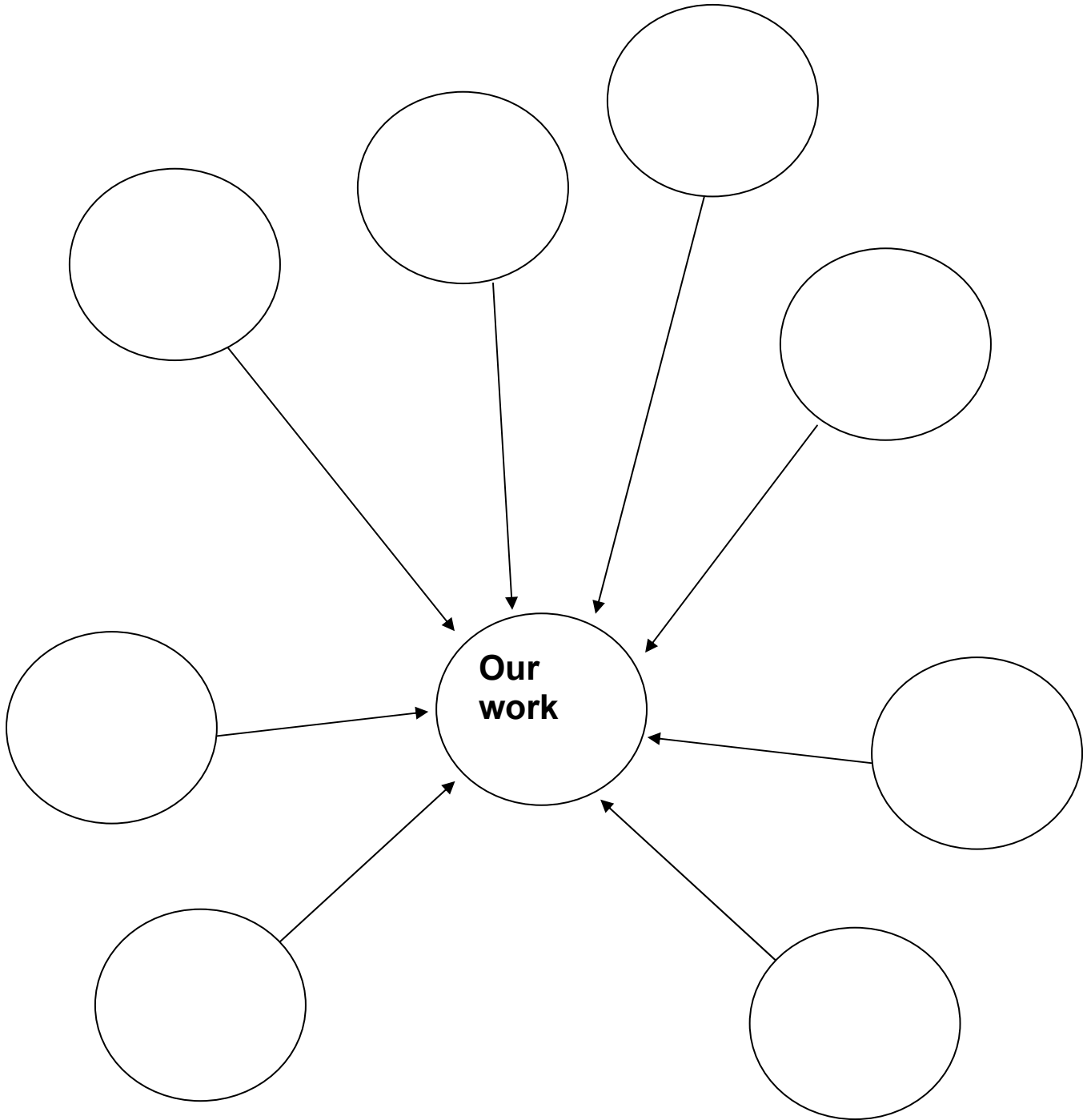
Worksheet 4: The Macro Environment

Which trends and major events outside the human rights field, in the social, technological, economic and political environment will affect your work in the next 3 years? Write a trend or event in each of the circles. You may add circles if you wish.



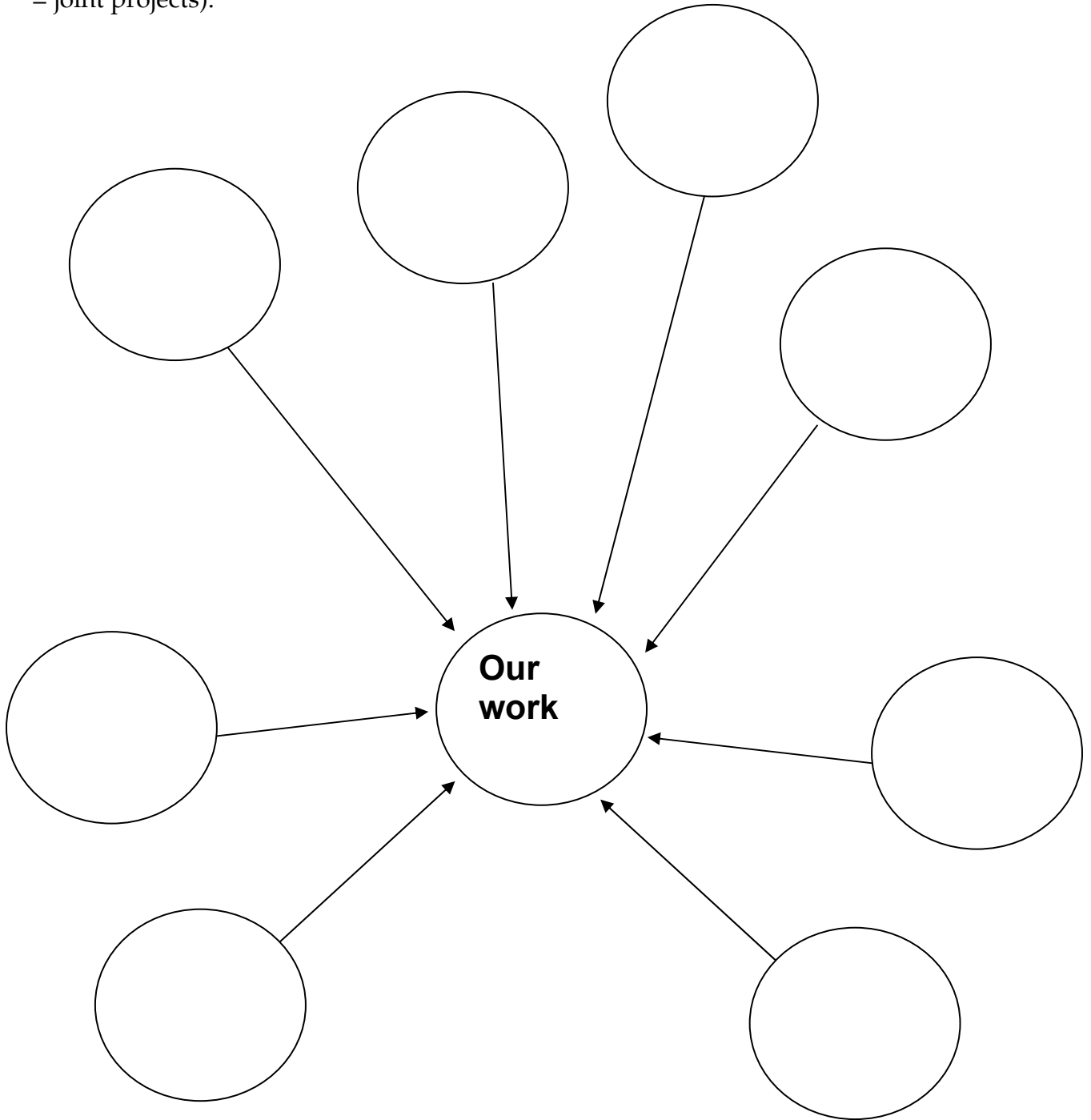
Worksheet 5: The Human Rights/NGO Environment

Which trends and major events in the human rights and NGO environment will affect your work in the next 3 years? Write a trend or event in each of the circles. You may add circles if you wish.



Worksheet 6: Partners and Stakeholders

Who are your main partners and stakeholders? Who will be affected by your work over the next 3 years? Illustrate the nature of your relationship with the partner/stakeholder through the following symbols: \$ = financial, i – sharing of information, r = resources, jp = joint projects).



Module 2

Where Do We Want to Be?

Activity		Time
Activity 1	Building a Strategic Vision: A Look to the Future	1 hr 30 min

Overview

In **Module 2: Where Do We Want to Be?** participants in small groups define what a strategic vision for human rights means to them within the context of the MENA program. The facilitator will then synthesize the common elements from each group.

Activity 1 Building a Strategic Vision: A Look to the Future

Objective

To define a strategic vision for human rights in the region.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, you will work in groups to define a strategic vision for HRE within the context of the MENA program.

In **Part B**, you will present the results of your discussion to the larger group.

In **Part C**, the facilitator will synthesize the common elements from the presentations.

45 min

Part A Small Group Work

The facilitator divides participants into three groups. Each group discusses the questions in **Worksheet 7**. There are many questions. You do not have to answer all of the questions, choose the questions that are of most importance to you. Questions are adapted from The Fifth Discipline Field Book, Senge, Peter, 1994.

Each group writes a summary of their results and prepares a presentation of the summary in **Part B**.

30 min

Part B Group Presentations

The large group reconvenes. Each group presents their flipchart version of **Worksheet 7** (10 min each).

15 min

Part C Synthesis

The facilitator synthesizes the common elements. Questions to consider:

- What are the similarities and differences between the strategic visions presented?

Cont'd ►►►

Activity 1 cont'd

- Are there any distinctions to these visions in national or local contexts? If yes, what are they?
- How does the impact of our work affect women and men differently?

End of Activity ■

Worksheet 7: Defining Our Strategic Vision

Imagine that it is three (3) years from today’s date and this regional group has worked together with Equitas on the human rights education capacity-building training program for the region as well as adapted to the needs of the individual countries represented. Now, it is your job to describe it, as if you were able to see it, around you. Reflect on these questions and describe a shared vision of this group’s future human rights work.

Question	Our Vision
<p>Three years from now,</p> <ol style="list-style-type: none"> 1. Who are the stakeholders of the program we created? 2. How do we work with them? 3. How do we produce value for them? 4. How do they know that our HRE training is good? 	

Worksheet continued

Question	Our Vision
<p>5. How is our work in HRE perceived by our stakeholders (e.g., NGOs, government officials, teachers, community leaders, etc.)? What is their interest in our work?</p> <p>6. What is the impact of our HRE work?</p>	

Worksheet continued

Question	Our Vision
<ul style="list-style-type: none">7. Where does our funding come from?8. How do we handle good times?9. How do we handle bad times?	

Worksheet continued

Question	Our Vision
<p>10. What have we done to ensure the future of our program/our work?</p> <p>11. What have we done to ensure our vision of the future for our grandchildren?</p>	

Module 3

How Will We Know When We Are There?

Activity		Time
Activity 1	Measuring Change	1 hr
Activity 2	Overcoming Challenges	1 hr 30 min

Overview

In **Module 3: How Will We Know When We Are There?** participants review some basic evaluation concepts and validate performance indicators associated with the MENA program. Following this, there is a discussion on the risks and assumptions related to the MENA program to confirm their validity.

Activity 1 Measuring Change

Objective

To review evaluation concepts and validate the performance indicators identified for the MENA program.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, an Equitas staff person will do a short presentation on evaluation concepts.

In **Part B**, you will discuss and comment on the performance indicators identified for the MENA program.

30 min

Part A Evaluation Concepts

An Equitas staff person begins by reviewing some key concepts of program evaluation outlined in **Reference Sheet 6**. He/she then briefly explains the Performance Measurement Framework for the MENA Program. See **Reference Sheet 7**.

30 min

Part B Validating indicators

Together with the Equitas team, participants review and comment on the indicators presented in the Performance Measurement Framework for the MENA program.

End of Activity ■

Reference Sheet 6: Program Evaluation Concepts

The Performance Measurement Framework

The Performance Measurement Framework is a tool used to systematically plan the collection of relevant information for monitoring, learning and reporting. This framework will help to monitor the achievement of results.

The Performance Measurement Framework:

Input



Activities



Results	Performance indicators	Data Sources	Data Collection Methods	Frequency	Responsibility
Impact					
Outcomes					
Outputs					

Essential Elements of a Performance Measurement Framework Include:

Inputs:

The resources required (e.g., organizational, political, administrative, intellectual, human, physical, material, monetary) to produce a result. The inputs are required to carry out activities that will lead to results.

Activities:

Activities refer to the actual work carried out within the MENA program framework. They include work related planning, implementation, monitoring, evaluation, reporting and follow up.

Results:

What will be achieved in the short, medium and long-term?

- **OUTPUTS** - Short-term results: Outputs are the immediate, visible, concrete and tangible consequences of program/project activities.
- **OUTCOMES** - Medium-term results: Outcomes are the consequences of achieving a set of outputs. This is generally the level where the end-users take ownership of the program/project.
- **IMPACT** - Long-term results: An impact is the longer-term result that is the consequence of the achievement of outcomes.

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.

“SMART” Results

- **Specific:** It should specify the nature of the change, the target groups, the target region, etc.
- **Measurable:** It can be measured by using indicators
- **Achievable:** It is realistic
- **Relevant:** It is an answer to the identified need
- **Time bound:** It can be achieved in the time frame of the project

Indicators:

Indicators are evidence that helps you to measure progress toward achieving results.

An indicator is a measure or pointer that helps to measure or describe achievement of results. It helps to demonstrate progress when things go right and provides an early warning signal when things go wrong. Indicators only indicate—they do not tell the whole story.

Data for indicators must be:

- reliable
- consistent over time
- sensitive to progress toward results
- feasible
- affordable to collect and analyze
- useful for decision making

Sources of Information:

Source of information and data can include individuals, organizations, documents or reports.

Data Collection Methods and Techniques:

What methods and techniques will you use to measure your results? Examples include: semi-structured interviewing, testimonials, mapping, trend analysis, focus groups, surveys, participatory rural appraisal (PRA) techniques, monitoring reports etc...

Frequency:

How often will you collect information? It should be noted that projects just beginning will focus more on monitoring activities since it may be too early to monitor for results. As the project progresses, however, greater emphasis should be placed on monitoring the achievement of outputs and/or outcomes. As results at the outcome and impact level take much longer to achieve, it may only be possible to monitor them once a year (or more) after the first year of project implementation.

Responsibility:

Who will actually do the work or be responsible for collecting the information?

References:

Canadian International Development Agency. (2000). RBM Handbook on Developing Results Chain. Results-Based Management Division, CIDA. Available online: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview6/\\$file/guide.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview6/$file/guide.pdf).

UNFPA. (2000). Results-Based Management at UNFPA. Available online: <http://www.unfpa.org/results/docs/rbminfomaterials.doc>.

Reference Sheet 7: Program Performance Framework for the Equitas MENA Program

Expected Results	Performance Indicators	Risks & Assumptions
<p>Impact Empowered civil society to effectively participate in the realization of a culture of human rights where governments fulfil their obligations to respect, protect, and promote human rights.</p>	<p>Enhanced culture of human rights with improved gender equality in the region. E.g.:</p> <ul style="list-style-type: none"> • Ratification of international and regional human rights instruments • Adoption of human rights-friendly constitutions, laws or practices • Revision of existing domestic legislation to ensure it is in conformity with human rights obligations that include gender equality 	<p>Regional and national political context render the human rights situation precarious in many countries in addition to the volatile level of tensions and conflict. May affect at times the implementation of the program in some parts of the region.</p>
<p>Outcomes</p> <ol style="list-style-type: none"> 1. Utilization of a human rights framework to analyze and address issues and situations in participants' countries and in the overall region including a gender equality perspective. 2. Effective use of knowledge and skills to design and implement HRE initiatives to promote human rights within organizations, societies and governments, with particular efforts in Iraq and including a gender equality perspective. 3. Effective and efficient program management and achievement of results. 	<ol style="list-style-type: none"> 1. Change in utilization of human rights instruments and mechanisms, values and principles, as tools for understanding and addressing human rights violations. 2. Use of methods and strategies to teach human rights that include gender equality within participants' organizations, in their societies and with their governments. 3. Examples of networking and planned networking, highlighting exchange of expertise or joint activities towards a common goal. 4. Number of programs implemented and participants' perceptions of improved results of HRE activities undertaken; improved integration of gender issues into activities and programs. 	<p>Limited resources available to NGOs in relation to competing demands may make a sustained commitment to following up on HRE activities difficult.</p>

Reference Sheet cont'd

Expected Results	Performance Indicators	Risks & Assumptions
<p>Outputs</p> <p>110-Increased capacity in HRE for 36 IHRTP participants.</p> <p>210-230-Program rooted in the region by increased buy-in from regional stakeholders.</p> <p>220-Increased capacity of 25-30 participants in the region to develop, implement and evaluate HRE programs and maintain a network for sharing lessons learned.</p> <p>240-Increased knowledge of 25-30 Iraqis of human rights instruments and mechanisms and use of them in the promotion of human rights.</p> <p>250-Increased capacity of ToT participants' organizations to develop, implement and evaluate effective HRE activities and use them as a tool for social change.</p> <p>310-Effective and efficient program management in Canada.</p>	<p>110-1) Change in IHRTP participants' level of skills and knowledge (measured through questionnaires and interviews).</p> <p>210-1) Level of participation of stakeholders (program ownership) and their understanding of the needs and added value of the program in the region including Iraq (measured by session's evaluation).</p> <p>220-1) 25-30 participants from the region are able to design and implement HRE activities (measured by evaluation of workshops, questionnaires and HRE workplans).</p> <p>220-2) Number of participants active in networking by collaborating and sharing lessons learned.</p> <p>240-1) Change in 25-30 Iraqi participants' human rights knowledge and skills; (measured by evaluation and questionnaires).</p> <p>250-1) Evaluation activities reveal that local organizations have changed or improved their capacity to implement HRE activities (measured by questionnaires to participants in local activities).</p> <p>310-1) Information collected during inception mission used to prepare activities for first year of implementation (AWP).</p> <p>320-2) Annual Work Plans and Reports are submitted on time and provide Equitas & CIDA relevant information to monitor progress (measured through CIDA's feedback).</p>	<p>Professional mobility of individuals may undermine the results of the program activities (participants may not necessarily stay with the same organization throughout the course of the MENA program).</p>
<p>320-Effective and efficient program management in the field including support for networking activities.</p>	<p>320-1) Reports submitted on time to Equitas head office; channels of communication in place (measured by regular evaluations).</p> <p>320-2) Satisfaction of participants with program implementation (measured through questionnaires and evaluations).</p>	

Activity 2 Overcoming Challenges

Objectives

To review potential challenges identified with respect to the implementation of the MENA program and determine effective strategies to address the challenges.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, an Equitas staff person will review the risks (challenges) identified in the Program Performance Framework for the Equitas MENA program.

In **Part B**, you will work in small groups to determine some effective strategies to address the challenges.

In **Part C**, the Equitas staff person will lead a large group discussion on the risks and effective strategies to address them.

15 min

Part A Description of MENA Program Risks

An Equitas staff person presents the risks identified for the MENA program as outlined in **Reference Sheet 7**.

45 min

Part B Group Work

The facilitator divides participants into small groups and refers them to the risks identified in Program Performance Framework for the MENA program as outlined in **Reference Sheet 7**. He/she asks participants to discuss the questions below.

- Are the risks and assumptions valid?
- Are there other potential risks that you can identify?
- What are some effective strategies to address the potential risks?

30 min

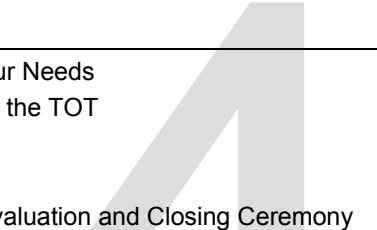
Part C Large Group Discussion

The Equitas staff person leads a large group discussion on potential risks and strategies for addressing them.

End of Activity ■

Module 4

How Do We Get There?



Activity		Time
Activity 1	Identifying Our Needs	2 hrs
Activity 2	Preparing for the TOT	1 hr
Activity 3	Networking	1 hr 30 min
Activity 4	Next Steps	30 min
Activity 5	Workshop Evaluation and Closing Ceremony	1 hr

Overview

In **Module 4: How Do We Get There?** participants begin by identifying their needs for upcoming program activities, including the next TOT. Then there is an examination of some advantages and challenges associated with partnership in HRE activities, and how these can be used to further strengthen our HRE work. Finally, the remaining activities in the module are on identifying next steps in the MENA program and evaluating the workshop.

Activity 1 Identifying Our Needs

Objective

To determine the training needs for future training activities of the MENA program.

Time

2 hrs

Description

This activity serves to validate participants' training needs for upcoming activities as part of the MENA program.

This activity is divided into five parts.

In **Part A**, the facilitator will lead a discussion on the necessity of conducting a needs assessment for a training program.

In **Part B**, you will respond to a questionnaire in order to identify the skills, knowledge, and attitudes you believe should be strengthened by the MENA program.

In **Part C**, you will work in small groups to consolidate the results of the questionnaires.

In **Part D**, you will present your findings to the larger group.

In **Part E**, the facilitator will synthesize the discussion.

10 min

Part A Discussion

The facilitator leads a discussion on needs assessment and relates it to the framework for this regional working session.

15 min

Part B Individual Work

Participants identify their training needs by completing the questionnaire in **Worksheet 8**.

Cont'd ▶ ▶ ▶

*Activity 1 cont'd***30 min****Part C Small Group Work**

1. The facilitator divides participants into three groups.
2. Participants discuss and summarize the results of their questionnaires. Questions to consider:
 - a. Is there general agreement on the areas of human rights content that need to be addressed the most?
 - b. Are there any specific areas of human rights content (knowledge, skills, or attitudes) not listed that you believe should be addressed?
3. Participants prepare a presentation of their discussion to share with the larger group.

30 min**Part D Presentations**

Participants present their findings to the larger group.

35 min**Part E Group Discussion**

The facilitator leads a discussion on participants' findings.

End of Activity ■

Worksheet 8: Training Plan – Your Perception of Your Training Needs

Please complete the following questionnaire in order to help identify your specific training needs in the area of human rights and human rights education knowledge, skills, and attitudes and values.

Key: Level of Familiarity
1 = no experience
2 = minimal experience
3 = experienced
4 = very experienced

Human Rights Content	Level of Familiarity			
Knowledge:	1	2	3	4
▪ Concepts and principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Historical developments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ International human rights instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Regional human rights instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Defining human rights violations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Human rights law and its enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Human rights terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Specific content knowledge on particular issues or themes (list them) - _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other (please specify): ▪				

Skills:	1	2	3	4
<ul style="list-style-type: none"> ▪ Instructional design: <ol style="list-style-type: none"> 1. Determining program goals and objectives 2. Developing training materials 3. Determining program content 4. Increasing transfer of learning in the workplace 5. Assessing participants needs 6. Evaluating training 7. Planning for follow-up initiatives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ HRE training techniques (facilitation skills, creating effective group dynamics, ...) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Participatory methodology and HRE 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Monitoring and evaluation techniques 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Developing strategic action plans 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Analyzing situations at a macro and micro level to determine cause and effect factors 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Adopting methods of peaceful conflict resolution 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Analyzing factors that cause human rights violations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Applying human rights instruments and mechanisms 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Analyzing gender differences and developing strategies to address them 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Other (please specify): 				

Worksheet continued

Attitudes:	1	2	3	4
<ul style="list-style-type: none"> ▪ Developing a sense of empowerment in others 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Appreciating the rights of others 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Developing an acceptance of others 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Understanding the relationship between rights and responsibilities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Recognizing our own biases 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Examining how our actions impact on the rights of others 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Taking responsibility for defending the rights of others 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Showing empathy for those who are denied rights 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Other (please specify): 				

Activity 2 Preparing for the TOT

Objective

To further develop the content areas for the upcoming TOT.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, you will work in small groups to examine sample TOTs and how they respond to your own needs.

In **Part B**, the facilitator will lead a large group discussion based on the results of the group work.

30 min

Part A Work in a Group

The facilitator divides participants into small groups. Each group examines the sample TOTs presented in **Reference Sheet 8** and considers the following questions:

- Do the models outlined respond to your training needs? Should anything be added? Can anything be deleted?
- Does the overall flow of the modules and activities make sense, given the regional context? If not, what should change?
- Are there specific activities where more or less time should be spent than indicated? If so, which ones and why?

30 min

Part B Group Discussion

The facilitator leads a large group discussion on the results of the small group discussion in **Part A**.

End of Activity ■

Reference Sheet 8: Sample TOTs

Sample 1: Workshop Schedule – Training for Human Rights Trainers

Day	Modules	Objectives	Time
1	#1 - Getting Started	<ul style="list-style-type: none"> To get to know the members of your working group and develop a productive group dynamic To examine individual expectations and available resources in the group To review the program objectives in relation to the expectations and needs expressed 	2 hr. 30 min.
	#2 - Participatory Methodology	<ul style="list-style-type: none"> To explore principles of adult learning and participant-centered methodology To examine the application of these principles in the area of human rights education 	2 hr. 45 min.
	#3 - Effective Working Groups	<ul style="list-style-type: none"> To examine some aspects of group dynamics and explore ways to use small groups effectively 	1 hr. 20 min.
2	#4 - Developing a Training Session: The Basics	<ul style="list-style-type: none"> To divide into project groups according to your target training audience To describe the training you do to your project group members To examine the basic steps involved in developing a training session 	1 hr. 10 min.
	#5 - Assessing Your Participants' Needs	<ul style="list-style-type: none"> To evaluate the purpose of conducting a training needs assessment To identify the training needs of your specific target group 	3 hr. 10 min.
	#6 - Determining Program Goal and Objectives	<ul style="list-style-type: none"> To examine the usefulness of setting goals and objectives in the training process To practice writing objectives in measurable, observable terms To write the goal and two objectives for your Training Plan 	1 hr. 25 min.

Reference Sheet cont'd

Day	Modules	Objectives	Time
3	#7 - Determining Program Content	<ul style="list-style-type: none"> To examine how to determine the content of a training program To determine the content for your Training Plan based on needs, goals and objectives identified in Workshops 5 and 6 	2.5 hr.
	#8 - Preparing Training Materials	<ul style="list-style-type: none"> To explore different types of participatory training techniques and activities To develop a training activity for a specific target group to address a specific objective 	3 hr.
4	#8 - Preparing Training Materials (cont'd)	<ul style="list-style-type: none"> To explore different types of participatory training techniques and activities To develop a training activity for a specific target group to address a specific objective 	1.5 hr.
	#9 - More About Effective Working Groups	<ul style="list-style-type: none"> To examine the issues of working with diversity and with problem participants in the context of a training situation To determine strategies for dealing with these two issues 	1.5 hr.
	#10 - Conducting a Training Session	<ul style="list-style-type: none"> To examine the elements of climate setting and their impact on a training situation To describe facilitators' role in climate setting and to identify appropriate techniques to enhance their performance 	1 hr. 45 min.
5	#11 - Creating a Template for Your Training Session	<ul style="list-style-type: none"> To examine the role of logistics in implementing a successful training session To develop a complete model for your training session based on the week's work 	2 hr. 50 min.
	#12 - Transfer, Follow-up and Evaluation	<ul style="list-style-type: none"> To develop a concrete plan of action for incorporating concepts and skills acquired during this training program into your work as a trainer To identify follow-up activities which will enhance the learning process begun during this program To provide feedback about this training program by completing an evaluation questionnaire 	2 hr.

Sample 2: Workshop Schedule – Training for Human Rights Trainers**Schedule Opening Evening**

Sunday 19 March 2006		
Time	Module/Activity	Title
		Opening Evening
		Registration and Workshop Welcome
	Module 1	Getting Started
17:00 – 17:30	Activity 1	Group Introductions
18:10 – 18:30	Activity 2	Setting Ground Rules
18:30 – 19:00	Activity 3	Expectations/Resources and Workshop Content
19:00 – 19:45	Activity 4	Participatory Methodology and Human Rights Education
19:45 – 20:15	Activity 5	About Recaps and Debriefings
20:15		Dinner

Reference Sheet cont'd

Schedule Day 1

Monday 20 March 2006		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 9:30	Activity 6	Profile of a Human Rights Educator: Self-Assessment
9:30 – 10:30	Activity 7	The Current Context of Our HRE Work
10:30 – 11:00	BREAK	
	Module 2	Effective Human Rights Education— A Tool for Social Change
11:00 – 12:00	Activity 1	Our Understanding of Human Rights Education and its Goal
12:00 – 13:00	LUNCH	
13:00 – 14:30	Activity 2	The IHRTP and Transformative Learning
14:30 – 15:00	BREAK	
15:00 – 15:45	Activity 3	The Transformative Potential of HRE
15:45 – 16:15	Activity 4	Measuring Impact
16:15 – 16:30		End of Modules 1 & 2 Evaluation
16:30 – 18:30	Module 3 Activity 1	Designing Human Right Education Developing HRE Programs for Results Assign participants for recap

Reference Sheet cont'd

Schedule Day 2

Tuesday 21 March 2006		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 8:45	Recap	Review of previous day
8:45 – 9:15	Activity 2	Developing a Training Session - The Basics
9:15 – 9:30	Activity 3	Educational Program Development Cycle
9:30 – 9:45		End on Module 3 Evaluation
	Module 4	Developing a Training Plan – Needs and Objectives
9:45 – 10:30	Activity 1	Assessing Learning Needs of Your Target Audience Parts A and B
10:30 – 11:00	BREAK	
11:00 – 12:30	Activity 1	Continued - Parts C & D
12:30 – 13:30	LUNCH	
13:30 – 13:00	Activity 2	Determining Program Goal and Objectives
15:00 – 15:30	BREAK	
15:30 -17:30	Activity 3	Determining Program Content
		Assign participants for recap

Reference Sheet cont'd

Schedule Day 3

Wednesday 22 March 2006		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 11:30	Activity 4	Determining Program Materials and Appropriate Techniques
11:30 – 11:45	BREAK	
11:45 – 12:00		End of Module 4 Evaluation
12:00 – 13:00	LUNCH	
	Module 5	The HR Educator and the Participants
13:00 – 14:00	Activity 1	The Art of Facilitation
14:00 – 15:15	Activity 2	Facilitation Dilemmas
		Assign participants for recap
		Social Activity – 15:30 departure

Schedule Day 4

Thursday 23 March 2006		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
8:45 – 9:30	Activity 3	Handling Conflict in Our HRE and HR Work
9:30 – 10:45	Activity 4	Reflecting on My Role as a HR Educator
10:45 – 11:00	BREAK	
11:00 – 12:30	Activity 5	Sharing HRE Activities
12:30 – 13:45	LUNCH	
13:45 – 14:00		End of Module Evaluation
	Module 6	Program Evaluation, Transfer of Learning and Follow Up
14:00 – 14:45	Activity 1	The Continuous Improvement Cycle
14:45 – 15:45	Activity 2	Evaluation Techniques
15:45 – 16:15	BREAK	
16:15 – 17:15	Activity 3	Transfer of Learning
17:15 – 18:15	Activity 4	Planning for Follow Up to Your Human Rights Training Session
18:15 – 18:30		End of Module 6 Evaluation
		Assign participants for recap

Reference Sheet cont'd

Schedule Day 5

Thursday 24 March 2006		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
8:45 – 11:15	Module 7 Activity 1	Model for Your Training Session Putting Together the Model for Your Training Session
11:15 – 11:30	BREAK	
11:30 – 13:30	Activity 2	Presentation of Participants' Models for Their Training Session
13:30 – 14:30	LUNCH	
14:30 – 15:00	Module 8 Activity 1	Workshop Evaluation and Closing The Plan for Follow Up of the Regional TOT Workshop
15:00 – 15:30	Activity 2	Presentation on the Virtual Equitas Community
15:30 – 16:15	Activity 3	General Evaluation and Closing

Activity 3 Networking

Objectives

- To identify advantages and challenges for effective HRE activities through networking in the region.
- To develop methods to benefit from the advantages and to address the challenges associated with networking.

Time

1 hr 30 min

Description

This activity is divided into two parts.

In **Part A**, you will work in small groups to identify advantages and challenges of networking related to a particular type of HRE activity.

In **Part B**, you will present the results of your discussion to the larger group.

45 min

Part A Work in a Group

The facilitator divides participants into small groups. Each group examines a particular type of HRE activity that is part of the MENA program and lists the advantages and challenges of networking with other stakeholders to develop and implement that HRE activity.

Use the framework in **Worksheet 9** to guide your discussion. Prepare a flipchart version of the table to present to the large group in **Part B**.

45 min

Part B Group Presentations

Each group presents the results of their discussion to the large group. The resource person comments on the presentations and the facilitator synthesizes the salient points.

End of Activity ■

Worksheet 9: Networking

Type of HRE Activity:		
Which stakeholders can we work with and what are their interests?	Advantages of networking with these stakeholders:	How do we capitalize on these advantages?
	<ul style="list-style-type: none"> - - - 	<ul style="list-style-type: none"> - - -
	Challenges of working in partnerships	How do we address these challenges?
	<ul style="list-style-type: none"> - - - 	<ul style="list-style-type: none"> - - -

Activity 4 Next Steps

Objective

To identify the next steps in the MENA program.

Time

30 min

Description

The Equitas team leads a discussion on the next steps in the MENA program.

End of Activity ■

Activity 5 Workshop Evaluation and Closing Ceremony**Objectives**

To evaluate and close the workshop.

Time

1 hr

Description

20 min

Part A Workshop Evaluation

Participants complete a general evaluation questionnaire for the workshop.

40 min

Part B Closing Ceremony

Workshop organizers formally close the workshop.

End of Activity ■