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THE SWEDISH FOUNDATION FOR HUMAN RIGHTS

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OBJECTIVE

This guide was compiled and conceived as a facilitation material for workshops and aims to make participants familiar with the human rights based approach (HRBA) and its principles of participation, non-discrimination, transparency and accountability.



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INSTRUCTIONS

This material is divided into two parts. Firstly, we begin to think about and discuss the following questions: What is the human rights based approach? Why is it relevant? How do we implement HRBA and its principles of participation, non-discrimination, transparency and accountability? The first part is comprised of eleven participatory exercises, four extra exercises and some discussion questions. It is estimated that this first part will take approximately 10-14 hours depending on the number of exercises completed and the group discussions, but this time frame can be adjusted depending on how much time the group has available.

The second part is centred on the analysis of organisation/project activities and their structure, based on the principles of participation, non-discrimination, transparency and accountability (the HRBA). It presents how organisation/project activities can be improved through this approach. It is comprised of five participatory exercises and various discussion questions. It is estimated that this second part will take approximately five hours depending on the group discussions.

For some exercises, it is necessary to have access to the Constitution (or equivalent) of the present country. The Constitution makes it possible to analyse how human rights are present and how they are expressed.

It is not necessary to complete all of the exercises in the guide – this can be adjusted according to the needs of each group and the time available. The important thing to remember is that the rights come as a set – they are indivisible and mutually interdependent. The same is true of the HRBA with its four interdependent principles. With this in mind, the facilitator or the group can choose those exercises that they consider relevant. If the decision is to do an abbreviated version of the guide, it is recommended to complete the entire first part.

METHODOLOGY

This guide is inspired by the pedagogy of popular education, with education as an exercise of liberty, centred on persons, their subjectivity, their needs, their experiences and their innate role as actors of social change. This pedagogy/methodology is recommended because it stems from the vision that everyone has important experiences and opinions to share and that one learns better through participation.

It is advisable that the facilitator becomes familiar with the material, the concepts and the goals to be achieved before the start of the workshop. The facilitator assumes the commitment to facilitate the discussions and the exercises, and to ensure that the whole group is active and participates as much as possible. In order for the workshop to be more constructive, it is necessary that the participation is voluntary and that the participants are active in all of the exercises and discussions. At the same time, it is important that no one feels compelled or pressured to participate or to speak.

This material should be used to assist the facilitators and the workshop, and as such it should be perceived as support and never as a strict or closed script. The exercises, their time interval, questions, roles, etc., will always have to be adapted to the reality of the participants. The estimated length of each exercise is an approximation and depends on the specific needs of each group.

It is recommended that the group is limited to 15-20 persons so that all have the opportunity to participate and discuss. It is important that the group is stable, ensuring that the participants are present throughout the entire workshop (and that no entries or exits of participants take place) in order to maintain trust and group dynamics. It is also recommended that the group and the facilitator agree on where, when, how much time and how often they will meet so that the workshop corresponds to the reality of life for all participants.

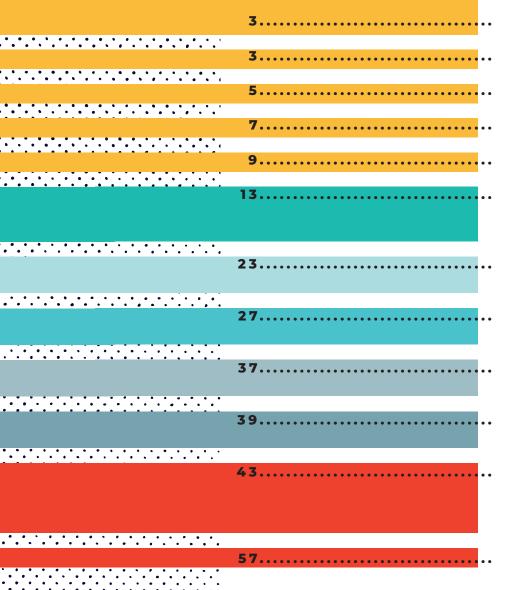
Advice to the facilitator guiding the workshop:

- » Remember that the participants are the experts.
- » Share information transparently and make sure that everyone can participate on equal terms.
- »Be aware that all participants, simultaneously, are students and teachers who share their experience and learn in a horizontal and non-hierarchical manner.
- »Bear in mind that we learn by talking, analysing different situations or problems and by working together.
- »There are no right or wrong answers to the issues that will be raised during the workshop.
- It is advisable that the facilitator:
- »Aims to always be a step ahead and initiate the exercises, conversations and discussions.
- »Generates security, commitment and trust within the group and promotes that all persons are heard attentively and respectfully.
- »Addresses and redirects the group if focus on the topic at hand is lost.

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THE PRINCIPLE OF ACCOUNTABILITY

PART II:

ANALYSIS OF AN ORGANISATION/ PROJECT WITH A HUMAN RIGHTS BASED APPROACH

EVALUATION EXERCISE

INTRODUCTION - PRESENTATION

» Exercise to introduce the participants (if they do not know each other). Tell the group to form a circle in the room and talk among each other, beginning with their names and why they are participating in the workshop.

» All participants repeat their names before starting the presentation exercise below (Dracula).

» If they know each other you can skip this exercise and begin the introductory discussion below: My expectations and concerns about the structure of the workshop.



DRACULA

PRESENTATION EXERCISE

OBJECTIVE

To establish contact among the participants, have them all learn each other's name and begin to know each other.

DURATION

Approximately 10-20 minutes

DYNAMIC

- 1. All of the participants stand in a circle.
- 2. Each person, in turn, introduces her-/himself, saying her/his name and makes a gesture that, somehow, has to do with her-/ himself. The others imitate the gesture.
- **3.** One person is chosen to represent Dracula and stands in the middle of the circle. Dracula walks slowly with her/his hands extended toward someone in the circle as if she/he is going to strangle them.
- **4.** In order to save her-/himself, the first target makes visual contact with another participant in the circle, who must quickly say the name of the first target.
- **5.** If the person succeeds before Dracula reaches her/him, she/he is rescued and Dracula needs to go after another participant.
- **6.** If the person who established eye contact does not remember the name before Dracula approaches and touches her/him or says the wrong name, Dracula wins.
- 7. Then, Dracula replaces the person who lost in the circle and that person becomes the new Dracula the game continues.

This continues until everyone in the group has participated or until the facilitator considers it enough. 9

MY EXPECTATIONS AND CONCERNS ABOUT THE WORKSHOP

Discuss the expectations and concerns about the workshop. If there is time and interest, each participant can write down their expectations and concerns on a sheet of paper and attach it to the wall in the room. The participants can then form pairs and discuss their expectations and concerns. Afterwards, the whole group reconvenes and discusses the written down statements and questions together. The facilitator, who is familiar with the content of the workshop, can clarify any doubts or issues that will not be discussed during the workshop. The sheets should remain on the wall until the end of the workshop.

RULES For the workshop

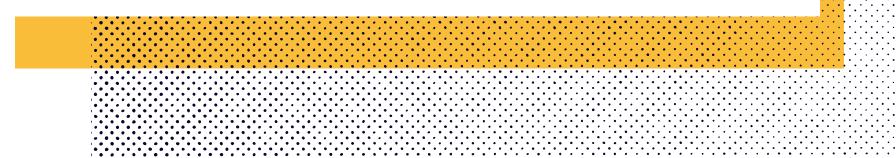
It is constructive for the group to develop the rules of the workshop together, thinking about how they should behave to ensure that all participants feel at ease and free to participate. This should be defined together and, if possible, the rules should be written down and attached to the wall of the meeting room. Keep the rules on the wall until the end of the workshop. It is important that everyone agrees with the rules.

It is also possible to follow up on the compliance of the rules. After a few hours of the workshop the facilitator can ask the group: How do you think we are complying with the rules of the workshop?

EXAMPLES OF RULES FOR THE WORKSHOP ARE:

» Everyone should be able to speak without being interrupted and the group should avoid speaking all at the same time. 11

- » The participants have to feel that they are in a safe and respectful environment. All participants must be respected and should feel safe to express their opinions freely.
- » The participants should respect punctuality and arrive on time to the workshop.
- » The group takes a break between x and z.
- » Cell phones should be turned off or put into silent mode during the workshop



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// INTRODUCTION TO THE HUMAN RIGHTS BASED APPROACH

WHAT ARE HUMAN RIGHTS FOR YOU?

EXERCISE 1

OBJECTIVE

To show that there are always political challenges to the concept of human rights, depending on different points of view and the context of the country.

DURATION

Approximately 30 minutes

OPTIONAL MATERIAL

Paper, markers, pens. If there is no material, do the exercise without it.

DYNAMIC

1. List 2-3 thoughts on:

a) What are human rights for you?

First, each person considers the questions below individually. Afterwards, the thoughts are discussed in pairs and are later added to the wall and discussed with the whole group.

a) What are human rights for you?

b) What is good about human rights?

c) What is problematic about human rights?

If the facilitator feels comfortable with the concept of human rights and capable of clarifying any doubts, the following question can also be raised:

d) What is confusing about human rights?

INSIGHTS HOPEFULLY REACHED

The concept of human rights has been made less dramatic and the participants have started to reflect upon the concept in order to adopt it better.



THE PLAYING CHILD ON THE ROAD

EXERCISE 2

OBJECTIVE

DYNAMIC

To establish a starting point of common values and reflect upon the common rules of society.

DURATION

Approximately 45 minutes

MATERIAL

The Constitution or the articles that establish the right to health and the right to life of a child. 1. The facilitator describes the following scenario:

You are driving a car in a residential area, a child is playing in the middle of the street and is completely absorbed in his game. As you approach the child, what do you do? Ask the participants how they would handle the situation and why. Discuss in the group.

2. Summarise the debate: the fact that we are protecting the child is a behaviour based on values. Few of us think about traffic regulations in this situation; they are important, but not decisive in this case. Something else guides us.

Are human rights an equally obvious point of departure as the value of not wanting to hurt the child playing in the road? If so, how does this influence us in this situation? Are the rights to life and health for children established in the Constitution (or equivalent)? Almost like an instinct? Discuss. Values are noticeable in the way we act; they are like an internal compass that guides us in unforeseen situations. The action comes from within, it is inherent. We do not need laws or regulations for this behaviour.

INSIGHTS HOPEFULLY REACHED

That human rights refer both to values and to rules for living together in a society. They are not provisions that come from a political power or from courts; they are rights inherent in human beings for the simple fact that they are human.

Human rights are about what we can do and not do in order to live together in peace.

If necessary, go back to this parable: the need for an internal conviction and common rules for the good of all.

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THE TRAIN OF REFLECTION

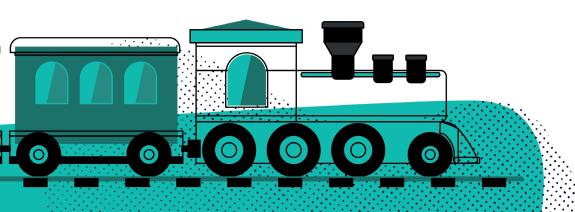
EXERCISE 3

OBJECTIVE

To highlight existing connections between our everyday work and human rights. We seldom describe our day to day work in various groups, projects and activities through the rights that we are unconsciously promoting, as this connection can be difficult to distinguish. This exercise has the objective of clarifying such links.

DURATION

Approximately 45-60 minutes



MATERIAL

Simplified human rights list from the Constitution or equivalent.

DYNAMIC

1. All participants receive a sheet (or share one) with the simplified human rights list from the Constitution.

2. Thereafter, the participants consider individually which rights they wish to promote directly or indirectly in their work.

EXAMPLES:

» A psychologist maybe thinks about how her/his client feels in their personal development and not that she/he is promoting their right to health, to dignity, to freedom of thought, conscience and expression, etc.

» A school teacher is worried about her/his students, with respect to their learning achievement, their interrelations and also their family environment, but the teacher does not realize that she/he is concerned about the right to education, the free development of personality, the protection of her/his students, etc.

» A church pastor is concerned about her/his community of faith, for her/his church, for the coherence of her/his

actions with religion, for the sermons she/he must write. A church pastor in reality deals with the possibility of each person to choose and profess freely her/his religion (or none) and also the freedom of thought and conscience.

» A journalist wants to cover an event correctly, speak to witnesses, investigate sources, and narrate the truth. What she/he is really doing is ensuring the right to information and free press to those that appreciate her/his work and is exercising her/his freedom of expression and creativity.

3. Afterwards, the participants form pairs and stand or sit in a line facing each other. Now they will describe what their occupation is/current activities are, applying the terms in the list of Constitutional rights.

4. The couples converse for two minutes; both should have enough time to speak.

5. When two minutes have passed, the participants switch places so that everyone gets a new partner, and the same exercise is repeated.

6. Encourage the participants to use good descriptions that they have heard from others in the group.

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Each participant should speak to at least five different persons.

After the exercise, pose the following questions for a group reflection:

» How did you feel doing this exercise? Was it difficult? Did it become more or less difficult after speaking with new persons?

» Were you able to visualise your work from another point of view?

» Is there any value added in describing your work in terms of rights?

INSIGHTS HOPEFULLY REACHED

By describing what we do as a function of the rights we promote, we begin to reflect upon the significance of our work. This is a good way to find new approaches for your own organisation/ activities and realise that our daily work has a lot to do with human rights and with how we promote the rights of others and of ourselves.

WHAT ARE HUMAN RIGHTS?

The purpose of human rights is to protect and safeguard human life and human relations within a society. In legal terms, the State is responsible for guaranteeing that human rights are respected, protected, and fulfilled. Normally they are recognized in the Constitution of the nation. Human rights are based on the principles of equality and nondiscrimination and refer to the State's positive and negative obligations (i.e. what the State should and should not do against its citizens).

In a wider sense, many other actors of society play important roles in complying with human rights. For example, labour unions, businesses, civil society organisations and religious communities play a role in guaranteeing that the value and dignity of persons are respected in society.

At the national level, the Constitution (or equivalent) is the most important document for safeguarding human rights. In the international legal order, among the multiple instruments in existence, it is worth highlighting the triad of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights known as the International Charter on Human Rights. It is also very important to make reference to the international legal instruments that cover specific issues or groups.

POOR YOU

EXERCISE 4

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OBJECTIVE

To establish a starting point of common values and reflect upon the common rules of society.

DURATION

Approximately 30 minutes

OPTIONAL MATERIAL

The Constitution or the articles that express the responsibility of the State and the right to food. A list of the international human rights conventions that have been ratified by the country.

DYNAMIC

Separate into pairs. One says to the other: "Poor you for not having enough food for the day! I'll help you."

And after a short pause, she/he says: "It's your human right to have food to eat for the day. According to the Constitution, you have that right. How can we work together to do something about this?".

Change roles so that the person who spoke instead listens and vice versa.

After the exercise, pose the following questions for the group to reflect:

» How did you feel?

» What difference did you experience between the first and the second question?

INSIGHTS HOPEFULLY REACHED

We all have the right to food – it is a human right inherent to each human individual. If we pity the persons that do not have it – or that do not enjoy other human rights, for example housing or education – we are treating them as victims and not as rights holders. If we treat everyone as rights holders, including persons who live in vulnerable situations, we empower them to feel strong and equal to others.



WHAT IS THE HUMAN RIGHTS BASED APPROACH **AND WHAT DOES IT HAVE TO DO WITH ALL OF THIS?**

The majority of constitutions in the world express the fundamental human rights values of equality and non-discrimination.

Underneath these values there are working methods to ensure that activities and internal organisation correspond to the principles of human rights – commonly known as the human rights based approach (HRBA). This approach or method of work is based on four principles: participation, nondiscrimination, transparency and accountability.

These four principles are defined below through questions that allow us to think in terms of an organisational structure.

Participation: How is planning done in the organisation? Do the persons affected have the opportunity to influence the content of the activities? Who can participate and give their opinion?

Do those affected by the activity have the capacity to influence the content of it? Are the affected persons empowered to exercise their right to participate?

Non-discrimination: Are the activities and premises of the organisation available to all? Is there something in the design of the activities that prevents some people from participating? What can we do/adjust

to ensure that everyone can participate on equal terms?

Transparency: Is there information about the organisation/activities available? Do we know how, by whom and why decisions are made in the organisation?

Accountability: The formal expression of the principle of accountability refers to who has the power and therefore has the responsibility for the activities and their results/effects; in other words, the obligation of a person/entity to render account. Is it clear where one can present her/his opinions on or constructive criticisms of the activities of the organisation? Is it clear whom one can go to if there are shortcomings/problems in the organisation?

WHAT IS THE DIFFERENCE BETWEEN A CHARITY APPROACH AND A **HUMAN RIGHTS BASED APPROACH?**

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CHARITY APPROACH

Recognizes the moral obligation of the rich toward the poor.

Individuals are seen as victims.

Individuals are seen as deserving of assistance/help.

Centred on the manifestation of the problems.

HUMAN RIGHTS BASED APPROACH

Recognizes individual rights as demands made to the moral and legal holders of the respective obligations.

Individuals are seen as central in the process of development. Assertion of human rights is done through the empowerment of people/groups/ communities.

People are seen as rights holders.

Centred on the structural causes of the problem and its manifestations.

THE PRINCIPLE OF PARTICIPATION

INTRODUCTORY DISCUSSION BASED ON THE FOLLOWING QUESTIONS:

» What do you consider the main reason for involving the target groups of your organisation/ project to have influence and participate in the activities that concern them? Why should they have that influence and participation?

» How can we access the opinions of the target groups?

» How is the necessary information shared so that people can form an informed opinion?

» Think of a discussion that you have had that was positive and constructive. Why was it so? What can you learn from that? N.B.: Participation always has to be voluntary. It is important to create an atmosphere, in which people feel comfortable to share their thoughts and opinions. Everyone must have the opportunity to participate according to their capacities and preferences. An important aspect of participation is listening and reflecting.



SYMBOLIC OR REAL PARTICIPATION?

EXERCISE 5

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OBJECTIVE

To be able to articulate what is free, active, significant and informed participation.

DURATION

Approximately 45 minutes

DYNAMIC

Ask the participants how participation is viewed and used in their organisation – what are the positive/ negative aspects? What is the procedure for personnel participation in decision-making processes, and participation of the interested parties, in processes of project planning, monitoring and evaluation? What works and what would you like to develop further?

Discuss the questions above, first in pairs and then share in the plenary. Conclude that we have to begin practicing methods for actual participation in our organisation.

Divide the participants into groups and ask them to list/ think of five criteria for actual participation.

Plenary discussion: Any questions/reflections?

INSIGHTS HOPEFULLY REACHED

The idea is to reach a common understanding of the differences between real participation and symbolic participation, and also why the distinction is important to make.



PARTICIPATION AND DISTRIBUTION OF RESOURCES

EXERCISE 6 (EXTRA)

DYNAMIC

OBJECTIVE

To comprehend real participation, the role of participation in decision making and the distribution of power. See participation as an indispensable element for the exercise of human rights.

Begin to think of concrete and creative actions for participation (in our daily work and in general).

DURATION

Approximately 30 minutes

MATERIAL

Package of beans, clips or small stones and cups (plastic or glass, whatever is available).

Divide the group in two: One part (2-3 participants) will be the owners and distributors of the resources. This group will be given a bowl, glass or box containing something that represents resources (clips, stones, etc.). They stand in a line.

- **2.** Those belonging to the other part will receive a cup each and stand in a line in front of the owners.
- **3.** The game consists in that the owners will throw resources (clips, stones, etc.) toward the cups of the other group. The owners have a margin of movement (for example, they can move up to a line beyond which they cannot cross). The other group cannot move their feet, but can move the rest of their body in order to capture the maximum number of resources in their cup (If collectively agreed upon, the group can establish new strategies to capture the resources, for example even picking them up from the floor. New strategies must not be imposed by the facilitator.).
- **4.** End of the session: After the game, participants reflect in a plenary session based on their impressions and analysis of the game, roles and strategies of each group, difficulties faced and what other methods would be more adequate to achieve a better distribution of resources.



INSIGHTS HOPEFULLY REACHED

The exercise aims to generate critical reflections in the group on the situation experienced through the conditions established for the game: imitating a situation of lack of participation, an asymmetric relation of power and decision making capacity between the owners/ distributors and the rest of society. It aims to show how one feels if she/he is the owner of resources or if, on the contrary, one is deprived of resources.

CLOSING DISCUSSION - PARTICIPATION:

In which contexts do you speak to people in your organisation/ project about encouraging participation? How can we create more possibilities for speaking with or consulting the target groups?

Ask the participants to stand in a line according to their opinions. If they have a very favourable opinion about how participation functions in their organisation, they stand at one end of the room; if they have a very negative opinion they stand at the other end of the room. Participants who do not have a strong opinion, can place themselves somewhere in between, depending on whether their opinion is more on the positive/ negative side. Afterwards you ask: What changes would you need in order to change your opinion and move along the line?

How can we guarantee the participation of target group members in all phases of the project/activities? How am I working for participation within my organisation?



THE PRINCIPLE OF NON-DISCRIMINATION

INTRODUCTORY DISCUSSION BASED ON THE FOLLOWING QUESTIONS:

» What is discrimination for you?

» How would you define discrimination?

» Have you ever been the victim of discrimination? Or do you know someone who has been discriminated against?



DISCRIMINATED, WHO?

EXERCISE 7

OBJECTIVE

To identify and become familiar with the different forms and levels of discrimination and vulnerability.

Identify the principal groups of people living in vulnerable situations. This is essential for the organisation to identify and establish priorities for action.

DURATION

Approximately 30 minutes

OPTIONAL MATERIAL

Flip chart and markers to note the identified groups/people living in vulnerable situations.

If there is no material the exercise can be done without it.

DYNAMIC

Ask the participants which groups/people are living in vulnerable situations in the country.

Make a list of the groups identified.

Discuss: Which are the groups/people and what are the practices, laws, customs, etc. that perpetuate such discrimination? Analyse the (structural) causes of the discrimination.

INSIGHTS HOPEFULLY REACHED

Identify groups of people living in vulnerable situations in the country and begin thinking about the causes of the vulnerability, about external factors such as structures, about discrimination as a vicious circle, the customs that make it more difficult for them to enjoy their human rights as established in the Constitution (or equivalent).





TESTIMONIES OF DISCRIMINATION

EXERCISE 8 (EXTRA)

INTRODUCTION

In the United Nations Universal Declaration of Human Rights we find the fundamental principle of non-discrimination:

Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, non-self-governing or under any other limitation of sovereignty.

DYNAMIC

Write down the five different examples of discrimination below on five different pieces of paper. Put the pieces of paper in different places in the room. Ask the participants to read the five examples and stand in front of the one they find most interesting. If there is no material, read the five examples out loud.

OBJECTIVE

To analyse concrete cases of discrimination.

DURATION

Approximately 30-45 minutes

OPTIONAL MATERIAL

Flip chart and markers to note the different types of discrimination.

If there is no material, the exercise can be done without it. » Mike is a young man that lives in a city of 150,000 inhabitants, he identifies as a trans-person and dresses in women's clothing. Friday nights he spends time with his friends in the street, talking and having fun. Three times the police have stopped Mike (but not his friends who do not wear clothes of the other sex) and taken him to the station, asking him these types of questions: Why do you spend time in the street? Why do you dress in women's clothing?

» Mary is a 28-year-old transsexual woman, a nurse in a hospital. After deciding to assume her sex change and beginning the hormonal treatment, she assumes her feminine identity in her workplace. Mary is then called to the authorities for dressing as a woman in the hospital. She is prohibited from doing so, as a work measure. In a personal decision, because she wishes not to dress as a man, Mary quits her job.

» Nuria is a young woman of 22 years who has an intimate relation with John, a man of 25 years. A couple of days ago, after a huge discussion, John began to get violent with her. Months before, John had begun criticising her and the clothes she wore and, more recently, he began to check her phone. Nuria reported the violence to the police, but they discarded it with the argument that John probably had been right.

» Marissa, a 32-year-old black woman, has been looking for a job for a few months. She was called to various job interviews and was never selected, despite the fact that she has plenty

of professional experience. In her last interview she was told that in order to get the job she could not use her hair natural style, but would have to straighten it or, better yet, always have it tied back.

» Juan is a 51-year-old technical engineer. He has been working since he was 25 in a hydroelectric plant and has always fulfilled his duties. He has been losing his hearing and it is becoming difficult for him to hear what his colleagues are saying. Last Thursday the manager fired him. Juan thinks that it has to do with his hearing loss.

Ask all of the participants to talk in pairs first.

Ask the participants whether these stories reminded them of any personal experiences of discrimination – what happened and how did it make them feel? Discuss in the whole group.

List the different types of discrimination that come to the participants' minds (and write them down in the flip chart).

INSIGHTS HOPEFULLY REACHED

The idea is to characterise the discrimination by means of a fictitious story based on actual facts, and then for the participants to relate to the first-hand experiences what it can mean to be discriminated. Many persons may have suffered discrimination and it can be interpreted in different ways for a variety of reasons.

A STEP AHEAD

EXERCISE 9

OBJECTIVE

To understand discrimination in our day to day life, the entrenched discriminatory practices, the different levels of discrimination, the vicious cycle of discrimination.

Understand how human rights offer tools that make it possible to break the structures of discrimination and build a just society.

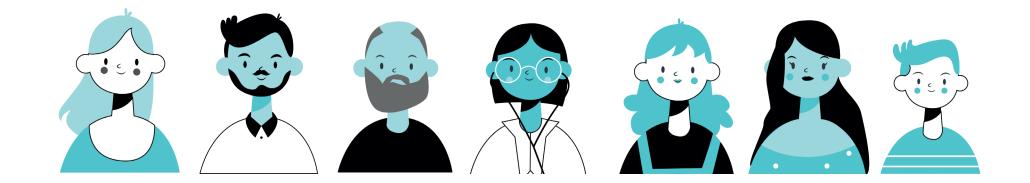
DURATION

Approximately 45 minutes

OPTIONAL MATERIAL

Each person gets a card with the role that they are to assume. Do not show your card/role to the other participants.

If there is no material, you can do the exercise without it. Then the facilitator whispers the role in the ear of each participant.



DYNAMIC

Each participant is given a role/character. They are asked to take a minute to construct their character – think of the character's childhood, family, everything that can help them learn who they are, what the character's life style is. Where do they live? How much do they earn each month? What do they do in their free time? What do they like and what do they fear? The participants will not know in perfect detail the life history of their role, but they should imagine or invent it.

Roles:

- 1. Woman, 20 years old, single mother.
- 2. Man, owner of 15 taxis, has a licence.
- **3.** Retiree after 36 years of factory work.
- 4. Doctor, recently worked on a humanitarian mission.
- 5. Pregnant adolescent.
- 6. Prostitute, with two small children.
- **7.** Boy, 10 years old, with a transsexual father.
- 8. Self-employed worker. Woman, 50 years old.
- 9. Daughter of a minister of the country.
- **10.** Taxi driver, of a car that he does not own.

- **11.** Primary school teacher in a poorer part of the country.
- **12.** HIV-positive man.
- **13.** Famous rap singer.
- **14.** Wife of an unemployed man, with a serious addiction to alcohol.
- 15. Woman, 22 years old, lesbian.
- 16. Foreign journalist, 40 years old.
- 17. Ex-convict.
- 18. Farmer, 60 years old.
- **19.** Pastor, young, with a parish in a rural region of the country.
- **20.** Woman, 70 years old, of migrant descent, practicing an Afro-American religion.
- **21.** Girl, 12 years old, the oldest of 7 siblings.
- **22.** Colonel in the army.

All of the participants stand in a line beside each other.

The statements below are read aloud, one by one. Each time that a particular character can answer a question she/he steps forward. If they cannot, they stay in the line.

A STEP AHEAD

EXERCISE 9

Read the following situations out loud. Wait a while after reading each situation so that the participants can take a step forward and also to see how much they have advanced forward compared to the rest:

1. You live in a comfortable and safe house, with all that you need.

2. You have easy access to the Internet.

3. You have sufficient and good quality food.

4. You have access to quality health services when you are ill.

5. Your income is sufficient to meet your needs.

6. It is easy for you to take transport whenever to go wherever you want.

7. Your children (or you if you are a child) go to school and receive a good education.



8. You can marry the person that you love.

9. You participate in local/regional/national elections.

10. You feel that your opinions and way of life are respected by others.

11. You have the possibility of growing and advancing in your professional life.

12. You do not fear the police.

13. You are not afraid of being molested or attacked in the street.

14. Your beliefs, your religion, your cultural traditions are respected by society.

15. If you have problems, you know where to go for help.

16. You have permanent access to potable water.

17. You regularly go to the movies, the theatre or other cultural events.

18. You very seldom feel discriminated.

19. You have hopes for the future.

20. You consider yourself a happy person, satisfied with life.

As a facilitator, say the statements calmly, leaving time to reflect. At the end of the statements, ask the participants to take some time to reflect upon what the others said.

Begin the discussion by asking for comments, impressions and feelings. How did the participants feel when they took a step forward? Or when they could not?

INSIGHTS HOPEFULLY REACHED

Understand that discrimination and the entrenched discriminatory practices perpetuate injustice and how people have different possibilities in society depending on their personal situation; see discrimination as a vicious circle. Discrimination generates discrimination.

Human rights value the differences, seek to protect and guarantee them as human potential. The norms protect the weak in a power relation. This is why human rights can be seen as a tool for the struggle against entrenched social structures of discrimination.

OBJECTIVE

To become aware of the extent of gender discrimination in society and how it relates to other types of discrimination.

DURATION

APPROXIMATELY 60 MINUTES

OPTIONAL MATERIAL

Paper and pens.

If there is no material you can do the exercise without it. The facilitator takes notes and shares then when the exercise requires it.

DYNAMIC

- Divide the group into two. One part imagines a traditional rural environment in the countryside and the other, a typical urban environment; two homes, a husband and wife in each.
- **2.** Ask each group to imagine the couple. Assign names, for example, Mr. and Mrs.



GENDER DISCRIMINATION

EXERCISE 10 (EXTRA)

Smith for one couple and Mr. and Mrs. Jones for the other. Ask them to list the daily roles/chores that they carry out in the home and outside (cook, clean, wash, take care of the children, go shopping, go to work, take care of elders, etc.)

- **3.** The groups write down chores on a piece of paper (if there is one).
- **4.** Each group chooses two persons to represent the couple. Each couple stands in one part of the room with their group next to them.
- **5.** The facilitator stands in the other end of the room. They couples say out loud the chores that they selected. The spouse that performs most of the chores places the piece of paper on the floor in front of her/him. If there are no papers the spouse needs to remember the chores.
- 6. When the role playing is finished, you raise the question of how those chores are divided up in each 24h day. Build a timeline of tasks for each person (Mr. and Mrs. Smith and Mr. and Mrs. Jones), including a time to wake up and a bedtime.
- **7.** Ask them to complete those four timelines with tasks or activities which were not considered or suggested before.
- 8. Discussion:
- **9.** What does the exercise tell us? Is it a reflection of reality? If someone feels uncomfortable with the assigned

chores during the exercise, ask them why they feel that way. How deep are those practices and prejudices? How can we transform them? What hope is there to transform them at the family, social, national and global level?

INSIGHTS HOPEFULLY REACHED

Discrimination occurs all the time and gender discrimination is one of the most extensive forms. Gender discrimination also has multiple levels because it is often coupled with other forms of discrimination, such as age, social or economic status, race, culture, etc.

CLOSING DISCUSSION:

- » How does your organisation/project work against discrimination?
- » How can your organisation/project become more inclusive and non-discriminatory?
- » What is already working well and what can be improved?
- » What can you do yourself to improve the situation?

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THE PRINCIPLE OF TRANSPARENCY

INTRODUCTORY DISCUSSION BASED ON THE FOLLOWING QUESTIONS:

» What is transparency for you?

» How would you define transparency in an organisation/project?

» Have you suffered from lack of access to information or lack of transparency in your work in an organisation/project? Or, on the contrary, when there was transparency, were there any good practices?

OBJECTIVE

To reflect on information and communication: transparency, sources, messages, language, etc.

Transparency and the right to information: requirements for real participation.

DURATION Approximately 30 minutes

MATERIAL

The Constitution or the articles that express the responsibility of the State toward the citizens.

OPTIONAL MATERIAL

2 cards with a written message, 4 cards and 4 pens to write down the received message.

If there is no material you can do the exercise without it, verbally.

BROKEN TELEPHONE- INFORMATION? WHAT INFORMATION?

EXERCISE 11

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DYNAMIC

Divide the participants into two lines, standing or sitting, representing the two telephone lines.

Hand to the first participant in each line a card with a long written message (the same for both lines). If there is no material, the facilitator whispers the message in the ear of the first participant in each line.

Choose one participant in the middle and the last one in each line and hand them a card and a pen (if there is material).

The first person in each line whispers the message she/he heard in the ear of the second participant, who whispers to the third and so on until reaching the last in line. (The participants with cards should also write down the message that they received). If there is no material, the middle and last persons try to remember the message.

End of the session: After transmitting the message along each line, compare the initial message to the messages received in the middle and in the end to see the distortion between them and, at the same time, between the two lines that began with the same message.

INSIGHTS HOPEFULLY REACHED

Access to information and transparency are very important so that those who work in an organisation/project or are involved with it can get a correct idea of what is done and why, and also to have influence over its activities. Transparency is very closely related to power and hierarchy in an organisation/project.

CLOSING DISCUSSION:

- » How do you work in your organisation/project with transparency/access to information? How can your organisation/project become more transparent? What is working well and what can be improved? Ask the participants to stand in a line according to their opinions. If they have a very positive opinion of the transparency in their organisation/project, they stand at one end of the room; if it is very negative, they stand at the other end of the room, or somewhere in between depending on their opinion. Afterwards, ask them: what would be needed for them to change their mind and move along the line?
- » What can you do yourself to increase transparency in your organisation/project?

THE PRINCIPLE OF ACCOUNTABILITY

INTRODUCTORY DISCUSSION BASED ON THE FOLLOWING QUESTIONS:

» What is accountability to you?

» How would you define accountability in an organisation/project?

» Have you experienced a lack of accountability in your organisation/ project? And, on the contrary, when there was accountability, were there any good practices?

» How will those responsible/in charge of your organisation/project be held responsible for their actions or omissions?

» How will we take responsibility for our actions, projects and decisions?

FOUR CORNERS- WHO HAS THE RESPONSIBILITY?

EXERCISE 12

OBJECTIVE

To have participants think of and take a position about the significance of human rights.

Initiate a discussion about who is responsible for guaranteeing human rights.

DURATION

Approximately 30 minutes

DYNAMIC

The facilitator reads out a question and then gives the participants three alternative answers.

Each corner of the room corresponds to one answer. It is important that the fourth corner of the room is one where the participant can stand if her/his answer/argument does not correspond to one of the other (three) alternatives. Those choosing the fourth corner must have a different alternative, not a combination of the other three.

After each participant has chosen a corner it is time to share opinions and arguments, first in pairs. If there is only one person in a corner, that person can share with the facilitator (it is important that each participant has someone to speak with).

Then they share in the plenary. While they are discussing the different arguments, the participants can change corners if they are convinced by other arguments.

The most important thing in this exercise is that there is an open debate and that it is clear that there are no correct or incorrect answers. Nobody can criticise the opinion of another participant. It is also important that everyone listens to the different opinions.

Questions:

1) Who has the responsibility (formally known as accountability) for securing needs and respecting human rights in society?

Corner 1 - Civil society

Corner 2 - You and I

Corner 3 - The State

Corner 4 - Another option

Discussion!

2) Who has the responsibility (formally known as accountability) to secure the needs of those working in your organisation/project and respect their human rights?

Corner 1 - The boss of the organisation/project

Corner 2 - You and I

Corner 3 - The State

Corner 4 - Another option

Discussion!

3) What role does your organisation/project have in order to make sure that people have their human rights respected?

Corner 1 – No role

Corner 2 - We take responsibility through our social work.

Corner 3 - We take responsibility through public debates.

Corner 4 - Another option

Discussion!

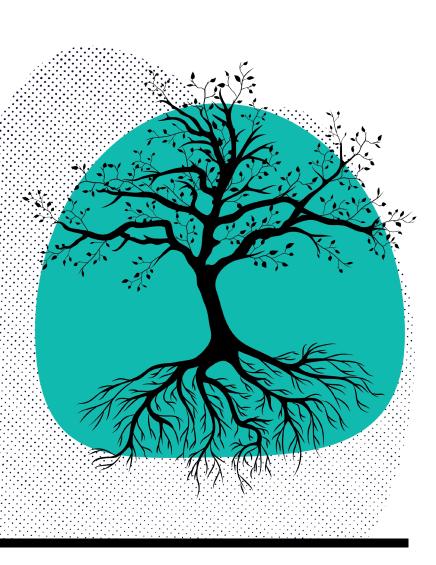
INSIGHTS HOPEFULLY REACHED

The idea of the exercise is that the group begins to think about which actors in each country have the responsibility for complying with human rights. When we speak about human rights, the State is the maximum duty bearer (responsible) for complying with and securing human rights for all. Nevertheless, various other actors are also responsible.

The level of responsibility may vary and the discussion serves to clarify what can be done to improve compliance with human rights.

CLOSING DISCUSSION:

- » How do you work in your organisation/project with accountability/responsibility?
- » How can your organisation/project improve accountability/ responsibility?
- » What works well and what can be improved?
- » What can you do yourself to improve accountability/ responsibility in your organisation/project?



OPTIONAL CLOSING EXERCISE OF THE FIRST PART OF THE WORKSHOP ABOUT THE HUMAN RIGHTS BASED APPROACH AND ITS FOUR PRINCIPLES

HUMAN RIGHTS, DEVELOPMENT AND THE TREE OF POVERTY

EXERCISE 13 (EXTRA)

OBJECTIVE

To connect human rights and development.

To understand that development is not possible without human rights; that human rights are the means and the objective of development.

Identify the fight against poverty as the objective of those who work in human rights, as well as those who work in development - two worlds artificially separated, that work for the same objective.

To understand poverty as a violation of human rights. Identify different dimensions of poverty from a multicultural perspective, its multiple causes and the benefit of addressing them with the human rights based approach.

DURATION

Approximately 1h and 15 minutes

OPTIONAL MATERIAL

Sheets of paper/cards in two different colours or shapes and space to hang them on the same wall, but separated from each other.

A board or flip chart with space to draw a large tree.

DYNAMIC

STEP 1:

1. Divide the group into two sub-groups. Ask one of the sub-groups to leave the room.

2. One of the sub-groups (the human rights group) is asked to look at the Universal Declaration of Human Rights and identify its rights /concepts/key words, and write them down – without using the word "right".

3. The other subgroup (development group), is asked to write the principal themes of their organisation/project that they consider to be related to development/cooperation (food security; microcredits; fair trade; population groups; etc.) What do we want for our country? What world do we dream of?

4. Both groups write their answers, using keywords, on sheets of paper/cards (preferably use a pen with a dark colour and

write in block letters, so that they can be read from a distance).

5. NOTE: Neither group must know what the other one is working on.

6. In the whole group, put the papers of one group on one wall and the ones of the other group on the opposite wall, leaving sufficient space in the middle for the activity to follow.

7. In the whole group: ask the sub-groups if the answers are related with each other, if they connect or complement each other, are repeated etc?

8. By repositioning some papers next to others, you connect words and concepts that are the same, similar or correspond to one another (according to what the participants say) or group the cards that are interconnected. It is advisable to ask for volunteers to do this, so that the connections are made by the participants themselves.

9. Closing of the session: Reflection on the exercise carried out (connection of elements between both sets of cards, identification of a concept of development associated with human rights). Both sets of cards end up coming together completely, one way or another everything is interconnected or related.

STEP 2:

1. Draw a dried tree that symbolises poverty, covering the roots (the roots symbolise the causes of poverty).

2. Follow up on the discussion in Step 1 (about human rights and development), and ask the question: What is the place of poverty in all of this? How do we understand poverty? What is poverty? How do we identify it? What manifestations of poverty do we see? Discuss in the whole group.

3. Write down what the participants say on the branches of the tree.

4. Afterwards, uncover (or draw) the roots and ask about the causes of poverty. What are they? Write the causes over the roots.

5. Then, discuss solutions to poverty, what can we do to eradicate poverty? Imagine that you irrigate the roots, to make the tree come to life.

6. Finally, move the sheets of paper/cards to become the leaves of the tree, that comes alive when it is irrigated by the solutions.

7. Discussion. How do you understand the logic of the Tree of poverty?

8. Poverty? How does it make you feel when you look at the tree? What does the fight against poverty have to do with the fight for human rights?

INSIGHTS HOPEFULLY REACHED

Visualise and understand the intrinsic connection between human rights and development; in order to understand needs as rights; beneficiaries as holders of human rights, from charity to social justice and human rights!

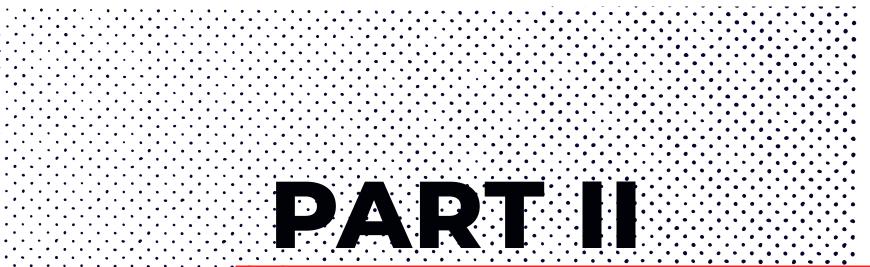
Value the fight against poverty as the supreme objective of the work for human rights, as well as of the work for development.

Understand poverty as the supreme negation of human rights, as a multiple violation of human rights.

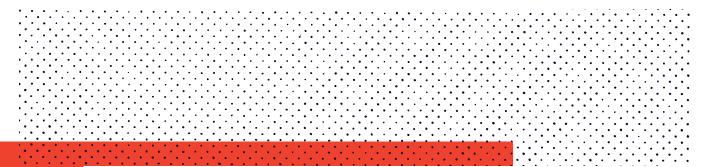
Understand that the fight against poverty, the struggle for a life of dignity, is equal to the struggle for the attainment of all human rights.

If you decide to end the workshop after completing the first part and do not consider doing the second part for the moment, you can go straight to the section, **Evaluation Exercise**, in order to end the workshop with some evaluation/closing discussions and exercises. 41

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// ANALYSIS OF AN ORGANISATION/PROJECT WITH A HUMAN RIGHTS BASED APPROACH



INTRODUCTORY DISCUSSION BASED ON THE FOLLOWING QUESTIONS:

What activities of the organisation/project could be analysed using the human rights based approach? It is also important to think of this in various stages: what can be done today, what can be done in a month and after a year? It is often easier to begin with something simple to generate energy for change within an organisation/project. A key question is, what can I do myself, beginning today, in a month or a year?

After talking about the questions above, comment on which human rights are most relevant for the activities of the organisation/ project. For example, one can design activities on:

» HIV/AIDS: the right to non-discrimination, the right to have one's personal and family intimacy respected, the right to work, the right to health.

» Gender violence: the right to life, the right to non-discrimination, women and men have the same rights, the right to be free of mistreatment.

» Protect the environment: the right to life, the right to enjoy a healthy environment, the right to clean drinking water, the right to healthy and adequate food.

From now on we will analyse how your organisation/project fulfils the principles of participation, non-discrimination, transparency and accountability/responsibility and how the human rights based approach offers tools for the improvement of an organisation/project.

ANALYSIS OF THE SITUATION, FORMULATION OF THE ROOT PROBLEM, IDENTIFICATION OF CAUSES AND CONSEQUENCES

EXERCISE 14

OBJECTIVE

To understand what a human rights based approach linked to concrete activities could mean in reality.

An analysis based on human rights provides a clearer idea of the areas of the organisation/project that need improvement. (Based on this analysis, it is possible to formulate an Action Plan with well-defined measures to overcome the shortcomings (See exercise 17, Action Plan, below).

DURATION

Approximately 45 minutes

OPTIONAL MATERIAL

Flip chart, markers (to write down the ideas).

If there is no material this exercise can be done verbally.

DYNAMIC

The human rights based approach, has four principles:

Participation: How is the planning done in the organisation/project? Do the persons affected have the opportunity to influence the content of the activities? Who can participate and give their opinion?

Do the affected persons have the capacity to influence the content of the activities? Are the affected persons empowered to exercise their right to participate?

Non-discrimination: Are the activities and premises of the organisation/project available to all? Is there something in the design of the activities that prevents some people from participating? What can we do/ adjust so that everyone can participate on equal terms?

Transparency: Is information about the organisation/ project/activities available? Do we know how, by whom and why decisions are made in the organisation/ project?

Accountability: The formal expression of the principle of accountability refers to who has the power and thereby the responsibility for the activities and their results/ effects; in other words, the obligation of a person/ entity to take responsibility. Is it clear where one can present her/his opinions or question the activities of the organisation/project? Is it clear whom one can go to if

ANALYSIS OF THE SITUATION, FORMULATION OF THE ROOT PROBLEM, IDENTIFICATION OF CAUSES AND CONSEQUENCES

EXERCISE 14

there are shortcomings/problems in the organisation/ project?

See below the model of the human rights based approach square.

Agree on a concrete activity that you have in the organisation/project, or that you plan to implement. Analyse the activity according to the four principles and consider if they are positive or negative – see example below.

Different options: If the participants come from the same organisation/project, they can analyse an activity that is already being implemented to see if it fulfils the principles of the human rights based approach.

If the participants come from different contexts, they can analyse an imaginary activity and plan how it could be carried out following the principles of the human rights based approach.

Key questions to ask after having done the analysis of the human rights based approach square are:

Which of all of these elements (strengths/weaknesses) do we want to continue doing, stop doing, or develop?



INSIGHTS HOPEFULLY REACHED

We want to arrive at concrete conclusions regarding the work of the organisation/project and its approach based on human rights. We want to look at the activities through the lens of human rights to be able to improve the work. In order to implement the follow-up to this exercise, the following exercises are important: exercise 15, 16 and 17.



HUMAN RIGHTS BASED APPROACH SQUARE

PARTICIPATION

- + STRENGTHS
- » Great number of civil society organisations/projects involved.
- » Etc
- WEAKNESSES
- » Difficulty for the participation of the groups of women in the rural part of the country.
- » Etc.

NON-DISCRIMINATION

- + STRENGTHS
- The majority of the civil society organisations/ projects involved are women's projects or projects with a gender focus.
- » Etc.
- WEAKNESSES
- » Non-existence of participation of groups of lesbian and trans women.
- » Difficulty for the participation of the groups of women in the rural parts of the country.
- » Etc.

TRANSPARENCY

+ STRENGTHS

- » Minutes of all the meetings held are written up and available online
- » Etc.

- WEAKNESSES

- Many of the organisations/projects participating in the campaign lack access to Internet.
- » Etc.

ACCOUNTABILITY

+ STRENGTHS

- » A permanent office for the campaign was created, managed by all of the partners in turns.
- » Etc.

- WEAKNESSES

- » Scheduling the rotation of responsibility among the co-parts is ineffective and hard to operationalise.
- » Lack of permanent staff, information presented incorrectly or incompletely.

EXAMPLE:

A campaign for non-violence against women

OBJECTIVE

The objective of this exercise is to identify organisations/projects and external factors with which the organisation/project itself has some kind of dependency. This will serve to analyse how to improve the possibilities of action of the organisation/project.

> **DURATION** Approximately 45 minutes

OPTIONAL MATERIAL

Flip chart, markers (to write down ideas). If there is no material this exercise can be done verbally.

ANALYSIS OF THE ACTORS

EXERCISE 15

DYNAMIC

The organisation/project is an integral part of society and as such affected by what other actors do, thus their work also depends on other actors.

This exercise focuses on the discussion of the actions and the influence that other actors may have on the organisation/project itself, as well as in the identification of how to improve relations with them, to facilitate the work.

The participants draw the organisation/project in the centre of a paper /flip chart and identify other organisations/projects and actors with whom they work or with whom they have some type of relation of dependency. They can be local, national or international actors. Draw those players on the same sheet – close to the organisation/project if they have a lot of influence and further away from the organisation/project if the dependency is not that strong.

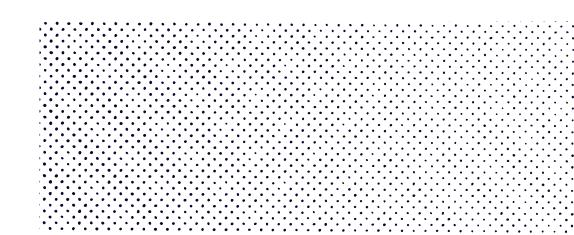
Afterwards, discuss how you see the relation of dependency with the different actors.

If you consider that you have a good relation with the actor drawn, draw a thick line between the actor and the organisation/project. If the relation with the actor is not so good, draw a thinner line. If there is no relation with the actor do not draw any line. Discuss the drawings. How can you improve the relations with those actors with whom you need to establish a better contact?

A follow-up exercise could be to make a new drawing with all of the actors, to show your ideal world/context.

INSIGHTS HOPEFULLY REACHED

Identify the external actors that affect our work or which external actors could support our work, and in that way increase the potential to achieve our goals.



OBJECTIVE

To identify the strengths and weaknesses of the own organisation/ project, as well as the opportunities and threats surrounding the organisation/project.

DURATION

Approximately 60 minutes

OPTIONAL MATERIAL

Flip chart, markers (to write down the ideas).

If there is no material you can do the exercise verbally.



STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS OF THE ORGANISATION/PROJECT

EXERCISE 16

DYNAMIC

The exercise contains a simplified organisational analysis (an institutional self-reflection), that identifies the strengths and weaknesses of the organisation/project and a simplified analysis of the environment of the organisation/project, its opportunities and threats.

The first step is to decide what you want to analyse. Is it a part of the organisation/project, the whole organisation/project, an activity in particular, etc.? In this context many will question what the difference is between a strength and an opportunity, between a weakness and a threat. Strengths and weaknesses refer to the internal life of the organisation/project. Strengths and weaknesses are also something that we know with certainty. Opportunities and threats refer to an outside perspective and we do not know them with certainty.

Begin with strengths. Let the participants write down a strength on a post-it/small paper. Then stick the post-its/papers to the wall below the title Strengths. Then quickly comment on what was written, in case there are any doubts about what a particular paper says, etc.

Do the same with weaknesses, opportunities and threats.

After doing this, it is time to analyse what is written on the papers. Discuss the different strengths, weaknesses, opportunities and threats, and how this information can be used in the organisation/project.

INSIGHTS HOPEFULLY REACHED

Rarely do we know or have taken the time to map the strengths/weaknesses and opportunities/threats of an organisation/project or an activity. When we do this exercise we can identify internal factors of the organisation/ project that we can use more or try to change, as well as external factors – different actors, allies or structures – that can be beneficial or, on the contrary, harmful to our organisation/project. 51

EXAMPLE OF AN INSTITUTIONAL ANALYSIS OF STRENGTHS / WEAKNESSES / OPPORTUNITIES / THREATS, OF A FICTIVE ORGANISATION/ PROJECT:

STRENGTHS

- **1.** Public recognition of the work carried out over a number of years.
- 2. Respect and legitimacy.
- **3.** Trust of the target groups.
- 4. Informed and dedicated team.

WEAKNESSES

- **1.** Welfare vision.
- **2.** Lack of tools to apply the human rights based approach.
- 3. Paternalism.

OPPORTUNITIES

- **1.** Strengthening the role of civil society.
- 2. Possibility of new partners.

THREATS

- **1.** Economic and political instability in the country.
- 2. An organisational image excessively associated with one idea/concept/field of action.

ACTION PLAN

EXERCISE 17

OBJECTIVE

To create an Action Plan in order to achieve concrete results of the conclusions of the different exercises that we have undertaken until now.

The Action Plan contains information on what is to be done, who is responsible to do what and in what time frame. See below a model/ matrix of how to create a very simple Action Plan.

DURATION

Approximately 45 minutes

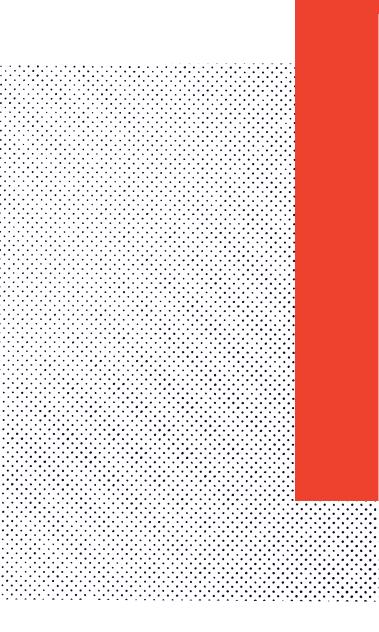
OPTIONAL MATERIAL

Flip charts, markers (to write down the ideas).

If there is no material, this exercise can be done verbally.

INSIGHTS HOPEFULLY REACHED

After carrying out the analysis of the human rights based approach, we have identified what we can improve in the organisation/project and what we already do well. You can use the matrix below to spell out the work of the organisation/project, who is responsible and when it has to be done.



WHAT DO WE WANT TO ACHIEVE?	WHAT ARE THE ACTIVITIES THAT HAVE TO BE UNDERTAKEN?
 Have the right to equal marriage included in the in the new legislation. 	 Think of an advocacy campaign. Decide on the target audience for the campaign. Identify partners. Design the campaign.
2. Has the organisation/ project adopted the human rights based approach (organically, and in all its activities).	 Train the team on the human rights based approach. Review the work of the organisation/project from a human rights based approach. Etc.
3. Activate the participation of the community/persons in vulnerable situations/ target groups in the activities that concern them.	 Identify persons in the community with capacity and prestige to act as representatives. Train these persons. Hold meetings to listen to the community and its needs. Etc.

PERSON IN CHARGE It is important not only to look at what the Management/ Board of Directors can do, but to begin with oneself. What can I do? What is my role in all of this? (without forgetting the role of the Management/Board).

DEADLINE

Consider various periods – today, in a week, a month, six months, a year etc.

A VERY SIMPLE ACTION PLAN MATRIX WITH SOME EXAMPLES:

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EVALUATION EXERCISE

EVALUATION/CLOSURE DISCUSSION:

Go back to the discussion at the beginning of the workshop about my expectations and concerns about the workshop. Were your expectations fulfilled? And what happened to your concerns?

Discuss:

- What was the best thing about the workshop?
- What was missing in the workshop?
- What will you do differently in your day-to-day work after having completed the workshop?
- What was most surprising?
- What was the most difficult aspect of the workshop?

EVALUATION

EXERCISE 18

OBJECTIVE

To determine what the participants think of the workshop and carry out some type of evaluation.

DURATION

Approximately 15 minutes

DYNAMIC

Think of some questions, for example:

- » Did you enjoy it?
- » Did you learn something new?
- » Did the workshop meet your expectations?
- » Will you be able to use what you learned?
- » How did the group of participants function?
- » How was the facilitation?
- » The methodology?
- » Was the food good? What about the lodging? (when appropriate).
- » Did you find the material available useful? (if applicable).

NOTE: We recommend that you take advantage of the most important situations or anything specific about the workshop and ask about them at this time.

This method is very quick and uses the body to express opinions.

- 1. Read the first question.
- 2. Ask the group to think of the answer and then let their bodies express how they feel. If you are totally in agreement with the statement, stretch toward the ceiling as far as you can, even get on your tiptoes! Participants who disagree with the statement can crouch or even throw themselves on the floor. Participants can also assume their own intermediary positions to indicate their level of answer.
- **3.** Ask the participants to relax and then go on to the next statement/question.

INSIGHTS HOPEFULLY REACHED

This exercise and the discussion immediately before it make it possible to identify what the participants appreciated and what they did not appreciate so much, in order to improve the methodology for the next time..

APPENDICES (TO BE ADDED ACCORDING TO THE COUNTRY WHERE THE WORKSHOP IS BEING HELD)

EXERCISE 3, THE TRAIN OF REFLECTION

Simplified list of human rights in the constitution or equivalent.

EXERCISE 4, POOR YOU

The human rights conventions ratified by the state.

EXERCISE 11, BROKEN TELEPHONE - INFORMATION? WHAT INFORMATION?

Examples of legislation on access to information, equality and non-discrimination.

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THE CONTENT WAS INSPIRED BY:

- The Human Rights Based Approach in the Churches, Hanna Gerdes, Elisabeth Hjalmarsson, Carina Öjemo, Argument, 2012 (Original title: Rättighetsbaserat arbete i kyrkorna – introduktion och metoder).
- Diversity and Dialogue– support material, Marco Helles, Sensus Studieförbund and Studieförbundet Bilda, 2018 (Original title: Mångfald och Dialog – ledarmaterial).
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