

# **Human Rights-Based Approach to Programming**

**Facilitator Manual**

## Introduction

### *Purpose of training materials*

The goal of this training is to promote understanding and implementation of a human rights-based approach (HRBA) in the work of UNFPA. Over the course of this training, UNFPA country staff, regional training center staff, and UNFPA implementing partners will become familiar with this Manual, and gain knowledge on how to apply a HRBA in their work. While the Manual itself is a self-standing ‘how-to’ guide, the training materials are to help participants read, understand, train and apply the contents of a HRBA.

### *Facilitator Manual and handouts*

The Facilitator Manual is accompanied by a set of handouts. The Facilitator Manual contains content and instructions that are relevant to delivering an effective training, such as preparing for activities, and tips on how to run sessions. In addition, all necessary handouts for participants can be found in the section at the end of the Facilitator Manual. These handouts contain relevant information for carrying out each of the activities. It is recommended that facilitators become familiar with the Manual and handouts before starting the training. Note that the document entitled ‘Participant Handouts’ is a collection of all the necessary information for participants to carry out each activity.

### *Suggested training format*

The training is designed to take place over a three-day period. On the next page is an overview of this proposed training, followed by a more detailed agenda. Keep in mind that this three-day structure is a recommendation. The training templates are designed to be flexible, and you are encouraged to adjust sessions, materials, and activities according to the needs of your target audience and specific context.

Although most of the sessions in this three-day training are based specifically on the modules within this implementation Manual, we have inserted suggestions for additional, optional sessions that can be led by invited guest speakers. For example, it might be interesting for participants to hear from UNFPA field staff about their on-the-ground attempts to implement a human rights-based approach to their work, and what successes and challenges they have faced. Participants might also be interested in hearing from members of national human rights commissions in the country or region in which the training is taking place, ombudspersons, or even government authorities who are committed to human rights and wish to share their work and views. All of these perspectives can present a new angle for training participants from which to understand human rights and can make the overall training more interesting.

However, although we recommend that such guest speakers be included in the three-day training, it is also important to ensure that their presentations do not detract from the primary purpose of this training, which is to present step-by-step guidance on how to implement a HRBA to UNFPA programmes. As a result, if you do plan to have one or more guest speakers, we recommend that their presentations be held ‘outside’ of the main training sessions—i.e. their presentations should take place either first thing in the morning, prior to the start of the day’s training (e.g. from 8:30-9:00 a.m.), or after the day’s training has been completed (e.g. from 5:30-6:30 p.m.). This

ensures that guest speakers are provided with a platform to share their experiences, but without confusing their personal presentations with the actual HRBA training sessions.

### *Pre-training guidance*

When planning the HRBA training, we strongly recommend that you send copies of the full implementation Manual (either digital copies or hard copies) to all the participants at least **two weeks prior** to the training. This provides participants with time to read the Manual and become familiar with its contents before the training begins.

In addition, we also recommend that a pre-training ‘**human rights knowledge assessment/quiz**’ take place. This can be done in the following manner:

- Participants can be sent this quiz by email one week prior to the training and asked to respond with their answers within a couple of days; or
- The quiz can be posted online, and participants can be asked to complete the quiz online prior to the training.

If it is not possible to have participants complete the assessment/quiz and send their answers back to you prior to the training, the third option is to ask participants to complete the quiz during the ‘Registration’ period on the morning of Day 1 of the training (before any of the training sessions begin). See the agenda for Day 1 and the facilitator instructions for Day 1 for more information.

The purpose of the pre-training human rights knowledge assessment/quiz is to help you, as a facilitator, become familiar with the level of human rights knowledge among the participants, and be aware of their hopes and expectations with respect to the training. This will help you tailor your training to fit their needs. Of course, it is possible that participants will have widely varying levels of knowledge of human rights, in which case you will have to use your judgement to ensure that everyone is provided with the information they need and that those with less human rights knowledge do not feel lost or confused.

A sample ‘human rights knowledge assessment/quiz’ can be found in the ‘Handouts’ section of this training Manual.

### Suggested Outline of Training Agenda

	Day One	Day Two	Day Three
9:00-10:30am	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Session 1: Introduction to Training and Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Session 4: Sexual and Reproductive Health</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Session 6 (continued)</li> <li>• Session 7: Population and Development</li> </ul>
<b>Break: 15 minutes</b>			
10:30-10:45			
10:45-1:00	<ul style="list-style-type: none"> <li>• Session 2: Basics of Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Session 4 (continued)</li> <li>• Session 5: Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Session 7 (continued)</li> </ul>
<b>Lunch: One hour</b>			
1:00-2:00			
2:00-3:30	<ul style="list-style-type: none"> <li>• Session 3: Key Elements of a Human Rights-Based Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Session 5 (continued)</li> </ul>	<ul style="list-style-type: none"> <li>• Session 8: Advocacy and HRBA</li> </ul>
<b>Break: 15 minutes</b>			
3:30-3:45			
3:45-5:30pm	<ul style="list-style-type: none"> <li>• Question &amp; Answer Session</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Session 6: Emergency Response</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Session 8 (continued)</li> <li>• Conclusion</li> <li>• Evaluation</li> <li>• Closing</li> </ul>

## Day 1 — Agenda

Time	Activity
<b>SESSION 1: INTRODUCTION TO THE MANUAL</b>	
8:30-9:00am	Registration Pre-training human rights knowledge assessment/quiz (Optional)
9:00-9:15	Welcome <i>Presentation 1: Welcome</i>
9:15-9:30	Icebreaker: Human Rights Squares
9:30-9:45	Potential Guest Speaker: Brief welcome and setting the context of UNFPA's human rights work in the region. (Optional) If no guest speaker, provide a quick overview of UNFPA's commitment to human rights using the following presentation: <i>Presentation 2: Overview – UNFPA and Human Rights</i>
9:45-10:30	<i>Presentation 3: Introduction to Training and Manual</i>
10:30-10:45	<b>BREAK</b>
<b>SESSION 2: BASICS OF HUMAN RIGHTS</b>	
10:45-11:15	Power Walk
11:15-1:00	<i>Presentation 4: Basics of Human Rights</i>
1:00-2:00	<b>LUNCH</b>
<b>SESSION 3: KEY ELEMENTS OF A HRBA</b>	
2:00-3:30	<i>Presentation 5: Key Elements of a HRBA</i>
3:30-3:45	<b>BREAK</b>
3:45-3:50	Energizer
3:50-4:30	<i>Presentation 6: Applying a HRBA to Monitoring and Evaluation</i>

4:30-5:00	Question & Answer Session: What does a HRBA Mean in my Work?
5:00-5:30	Evaluation, Homework and Wrap-up
5:30-6:30pm	Potential Guest Speaker: Attempts at Implementing a HRBA in the Field (Optional)

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## Day 2 — Agenda

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Time	Activity
<b>SESSION 4: SEXUAL AND REPRODUCTIVE HEALTH</b>	
8:30-9:00am	Potential Guest Speaker: Reproductive Health and Human Rights in the Field/ Gender and Human Rights in the Field (Optional)
9:00-9:10	Welcome
9:10-9:30	<i>Presentation 7: Reproductive Health</i>
9:30-10:30	Activity: Reproductive Health – Case Study
10:30-10:45	<b>BREAK</b>
10:45-11:30	Activity: Reproductive Health – Case Study (continued)
<b>SESSION 5: GENDER</b>	
11:30-12:00	<i>Presentation 8: Module 5 – HRBA and Gender</i>
12:00-1:00	Activity: Gender Case Study – HRBA and Jalampore
1:00-2:00	<b>LUNCH</b>
2:00-2:30	Activity: Gender Case Study (continued)
<b>SESSION 6: EMERGENCY RESPONSE</b>	
2:30-3:00	<i>Presentation 9: HRBA and Emergency Response</i>
3:00-3:30	Activity: Emergency Response Role Play
3:30-3:45	<b>BREAK</b>
3:45-3:50	Energizer
3:50-5:00	Activity: Emergency Response Role Play (continued)
5:00-5:30	Evaluation, Homework and Wrap-up
5:30-6:30pm	Potential Guest Speaker: Emergency Response and Human Rights in the Field (Optional)

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## Day 3 — Agenda

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Time	Activity
<b>SESSION 7: POPULATION AND DEVELOPMENT</b>	
8:30-9:00am	Potential Guest Speaker: Population and Development and Human Rights in the Field/Advocacy and Human Rights in the Field (Optional)
9:00-9:10	Welcome
9:10-9:30	<i>Presentation 10: HRBA and Population and Development</i>
9:30-10:30	Activity: Rallandua Census Exercise
10:30-10:45	<b>BREAK</b>
10:45-12:00	Activity: Rallandua Census Exercise (continued)
12:00-1:00	<b>LUNCH</b>
<b>SESSION 8: ADVOCACY AND HRBA &amp; CONCLUSION</b>	
1:00-1:30	<i>Presentation 11: Advocacy and HRBA: Challenges and Opportunities for UNFPA</i>
1:30-3:30	Activity: Advocacy Role Play
3:30-4:00	Training Conclusion
4:00-4:30	Evaluation and Focus Groups
4:30-5:00pm	Closing

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### *Format of Manual*

The following information is presented at the start of each session:

- Lead responsibility: Description of the skill set suggested for facilitator or resource person responsible for this session.
- Purpose: General objective of session.
- Objectives: Specific objectives to guide participants in their learning.
- Total time: Total time for session.
- Session plan: Outline of activities and their duration.
- Facilitator notes: Tips for the facilitator on how to run this session and things to keep in mind.
- Key messages: Important points that facilitators should emphasize throughout, and at the conclusion, of each session.
- Materials: Checklist of materials needed to run session such as handouts, overheads, etc.
- Suggested reading: Recommended references to help the facilitator and participants prepare for the session.
- Step-by-step guidance: step-by-step suggestions for how to lead the session.

## Day 1 — Agenda

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<b>Time</b>	<b>Activity</b>
<hr/> <b>SESSION 1: INTRODUCTION TO THE MANUAL</b> <hr/>	
8:30-9:00am	Registration Pre-training human rights knowledge assessment/quiz (Optional)
9:00-9:15	Welcome <i>Presentation 1: Welcome</i>
9:15-9:30	Icebreaker: Human Rights Squares
9:30-9:45	Potential Guest Speaker: Brief welcome and setting the context of UNFPA's human rights work in the region (Optional) If no guest speaker, provide a quick overview of UNFPA's commitment to human rights using the following presentation: <i>Presentation 2: Overview – UNFPA and Human Rights</i>
9:45-10:30	<i>Presentation 3: Introduction to Training and Manual</i>
10:30-10:45	<b>BREAK</b>
<hr/> <b>SESSION 2 – BASICS OF HUMAN RIGHTS</b> <hr/>	
10:45-11:15	Power Walk
11:15-1:00	<i>Presentation 4: Basics of Human Rights</i>
1:00-2:00	<b>LUNCH</b>
<hr/> <b>SESSION 3: KEY ELEMENTS OF A HRBA</b> <hr/>	
2:00-3:30	<i>Presentation 5: Key Elements of a HRBA</i>
3:30-3:45	<b>BREAK</b>
3:45-3:50	Energizer
3:50-4:30	<i>Presentation 6: Applying a HRBA to Monitoring and Evaluation</i>

4:30-5:00	Question and Answer Session: What does a HRBA Mean in my Work?
5:00-5:30	Evaluation, Homework and Wrap-up
5:30-6:30pm	Potential Guest Speaker: Attempts at Implementing a HRBA in the Field (Optional)

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# Session 1

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Introduction to the Manual:  
Purpose of the Training and Introduction to Agenda

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## Day One: Session 1

<b>LEAD RESPONSIBILITY</b>	Experienced trainer who is familiar with a HRBA and the entire content of the Manual.	
<b>PURPOSE</b>	To welcome participants to the training, clarify what the training will look like and why this training is so important.	
<b>OBJECTIVES</b>	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Define the purpose of the Manual and give an example of how it can be used.</li> <li>2. Explain how the training is structured.</li> <li>3. Describe the five thematic areas addressed during the training.</li> </ol>	
<b>TOTAL TIME</b>	2 hours	
<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	Registration	30 minutes
	Pre-training human rights knowledge assessment/quiz (Optional)	
	Welcome	15 minutes
	<i>Presentation 1: Welcome</i>	
	Icebreaker: Human Rights Squares	15 minutes
	Potential Guest Speaker: Brief welcome and setting the context of UNFPA's human rights work in the region (Optional)	15 minutes
	If no guest speaker, provide a quick overview of UNFPA's commitment to human rights using the following presentation:	
	<i>Presentation 2: Overview – UNFPA and Human Rights</i>	
	<i>Presentation 3: Introduction to Training and Manual</i>	45 minutes
<b>FACILITATOR NOTES</b>	<ol style="list-style-type: none"> <li>1. The 'Human Rights Squares' icebreaker reveals what participants already know about human rights and the issues that concern them. It also acts as a way to get to know others in the group, starts off the training with a human rights focus, and gets people moving.</li> </ol>	

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2. In this first session, you may wish to spark the interest of participants by referring to current human rights issues in the development field that might be of importance in the country/region to which participants belong, or in which the training is taking place. Refer to local/regional examples that the participants may be familiar with.
  3. It is also a good idea to invite a local government official or human rights commissioner to address participants, welcome them to the training, and to have them highlight the importance of a human rights-based approach to health and development. (Their presentation would take place in the 'Brief welcome and setting the context' session). Remind them to keep their presentations short!
  4. Be enthusiastic and aim to get participants excited about the next three days.
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## **KEY MESSAGES**

1. This Manual is designed primarily for use by UNFPA country staff. It will also be useful to UNFPA implementing partners and others working in the fields of population and development, sexual and reproductive health, and gender, who are interested in learning how to adapt and apply a culturally sensitive, gender-responsive, human rights-based approach to their work.
  2. This Manual is designed to be a 'how to' guide, and a reference manual on the human rights-based approach (HRBA).
  3. Throughout this training, we will be asking many questions, and it is important to recognize there is often more than one 'right' answer when it comes to human rights. This is because a human rights-based approach is an approach that prompts people to think differently and to ask different questions. A HRBA does not always give a specific answer or a pre-ordained 'result'.
  4. The primary skills you will come away with upon completing this training are the ability to know what questions to ask in order to ensure a more human rights-based programme, and knowledge of how to craft human rights-based outputs, outcomes and indicators.
  5. Key benefits to implementing a human rights-based approach:
    - promotes realization of human rights and helps government partners to achieve their human rights commitments;
    - increases and strengthens the participation of the local community;
    - improves transparency;
    - promotes results (and aligns with results based management);
    - increases accountability;
    - reduces vulnerabilities by focusing on the most marginalized and
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excluded in society; and

- more likely to lead to sustained change as human rights-based programmes have greater impact on norms and values, structures, policy and practice.

6. There are three main rationales for a HRBA: (a) intrinsic; (b) instrumental; and (c) institutional.
7. Within UNFPA, there has been a growing appreciation for and understanding of the necessity of building a human rights perspective into the programming process. This Manual responds to this emerging organizational need.
8. A HRBA is integral to the UN, and should be regarded as an essential tool for achieving sustainable development outcomes.
9. Over the last decade human rights have gained prominence as a universal set of norms and standards that are increasingly shaping the programmes and activities of the United Nations. It is widely recognized that respecting and promoting human rights is crucial for achieving peace, sustainable human development, democracy and security, and that these human aspirations and common goals, which are the pillars of the United Nations, are inextricably linked and interdependent.
10. The promotion and protection of human rights are therefore fundamental to the work of UNFPA. UNFPA has been committed to the advancement of human rights in the world since its origins.
11. UNFPA's Strategic Plan, 2008-2011 continues to highlight the importance of the promotion of human rights in order to achieve the Millennium Development Goals and advance the ICPD agenda.
12. Understanding that human rights can only truly have an impact if implemented in a culturally sensitive, and gender-responsive way, UNFPA believes that a culturally sensitive, gender-responsive human rights-based approach is simply a practical application of its commitment to promoting the human rights of individuals.

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**MATERIALS**

*Items*

*Ready*

Computer, LCD projector, and screen

[Note: If you do not have access to a computer and projector, you can print out the slides and notes and lead the session by referring to the hard copies of the slides for each session. These hard copies of the slides and notes can be found in the 'Slides and Notes' section of the Manual. If you wish, you can also make photocopies of the slides for the

participants.]

Copies of ‘pre-training human rights knowledge assessment/quiz’ handouts for each participant (if necessary)

Copies of ‘Human Rights Squares’ handouts for each participant

Small gift for ‘winner’ of icebreaker, e.g., candy, chocolate

Handout 1 activity sheet for day one for each participant (found in the ‘Handouts’ section)

‘Answer’ cards for participants on which they will write their answer to the question: “Do you think you are already applying a HRBA in your work”?

Sheets of colored paper and sticky tape for participants to post lingering questions in the ‘Parking Lot’

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**SUGGESTED READINGS**

In addition to reading the ‘**Introduction**’ to the Manual (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during, or after, the training:

- UNFPA’s Strategic Plan 2008-2011: Accelerating Progress and National Ownership of the ICPD Programme of Action, DP/FPA/2007/17.

**STEP BY STEP  
GUIDELINES****Registration****Pre-training human rights knowledge assessment/quiz (Optional)  
(30 minutes)**

1. Allow participants to register and pick up their copies of the manual and their name tags.
2. Participants should have completed the 'pre-training human rights knowledge assessment/quiz' prior to the training. However, if this was not possible, provide a handout of the quiz to each participant as they register, and ask them to complete the quiz and hand it back in to you before the training begins.

**Welcome (15 minutes)****Presentation 1: Welcome**

1. Introduce yourself to everyone and introduce any guest speakers/officials in the room.
2. Make a few introductory remarks and welcome everyone to the training.
3. Cue PowerPoint slideshow on laptop computer (Session1\_Presentation1\_Welcome.ppt).
4. Review each slide with participants, referring to the presentation notes for further instructions.
5. Prepare a section on the wall where the 'Parking Lot' will be. This area is where participants will post lingering questions. Questions in this area will be reviewed by the facilitator and resource persons, and be addressed the following day.
6. Instruct participants to use the appropriate activity sheet to mark down any questions they have in preparation for the Question and Answer session at the end of the day.

**Icebreaker: Human Rights Squares (15 minutes)**

1. Explain that participants will be working closely with one another over the next three days, so it is important that they get to know one another. This icebreaker will help them get acquainted using a human rights perspective.
2. Distribute a copy of the Human Rights Squares handout to each participant (Refer to the "Handouts" section).
3. Review the instructions with participants.
4. When everyone understands the instructions, indicate that they have

five minutes to complete as many squares as possible.

5. Tell them to leave their seats and start the icebreaker.
6. When five minutes have elapsed, instruct participants to stop.
7. Ask participants to name how many squares they completed.
8. Ask the person who completed the most squares to share her/his responses with the group. If any of the responses are unclear, you may ask for clarification.
9. If possible, present a prize to the person who marked down the most responses, e.g., candy, chocolate.
10. Ask participants to return to their seats at the conclusion of the icebreaker.
11. Once participants are seated, ask everyone to go around the room and briefly introduce themselves.

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**Potential Guest Speaker: Brief welcome and setting the context of UNFPA's human rights work in the region. (Optional) (15 minutes)**

1. This 15-minute presentation is optional.
2. This session provides some time for a potential guest speaker (such as the UNFPA country representative, local dignitary, member of a national human rights commission, etc.) to welcome participants to the training, and give a short speech on any current key human rights issues in the country—preferably issues that are related to UNFPA's mandate. This presentation aims to motivate and inspire participants by showing local/national commitment to human rights and providing a glimpse into the country context. This presentation is meant to be brief. Time is provided for a longer presentation (also optional) at the end of Day One. This person will also play a role in the Question and Answer session at the end of the day.
3. Instruct participants to write down any questions they have in preparation for the Question and Answer session at the end of the day.

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**Presentation 2: Overview – UNFPA and Human Rights (15 minutes)**

If there is no guest speaker, this is a good opportunity to introduce participants to UNFPA's commitment to human rights.

1. Cue PowerPoint slideshow on laptop computer (Session1\_Presentation2\_Overview\_UNFPA&Human\_Rights.ppt)
  2. Review each slide with participants, referring to the presentation notes for further instructions.
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### **Presentation 3: Introduction to Training and Manual (45 minutes)**

1. Cue PowerPoint slideshow on laptop computer  
(Session1\_Presentation3\_IntroductiontoTraining&Manual.ppt)
  2. Review each slide with participants, referring to the presentation notes for further instructions.
  3. Participants should have received a copy of the Manual at least two weeks prior to the training. However, if this is the first time some of the participants are seeing the Manual, you may ask them to flip through the different sections of it as you introduce it—just to make them more aware of everything the Manual contains.
  4. At the conclusion of this presentation, instruct participants to write down any questions they have in preparation for the Question and Answer session at the end of the day. However, if there is time during the session, feel free to answer any immediately relevant questions that come up.
  5. Instruct participants that they can use the appropriate activity sheet to take notes.
  6. Announce the end of the session and the beginning of the break.
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# Session 2

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Basics of Human Rights

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## Day One: Session 2

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<b>LEAD RESPONSIBILITY</b>	Trainer with expertise in human rights and familiarity with UNFPA and its culturally sensitive approach, as well as its gender mainstreaming approach.
<b>PURPOSE</b>	To provide participants with a solid grounding in the basics of human rights.
<b>OBJECTIVES</b>	<p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"><li>1. Describe and explain the links between culture, gender and human rights.</li><li>2. Explain what is meant by UNFPA's 'culturally sensitive, gender-responsive, human rights-based approach'.</li><li>3. Define 'human rights' and provide at least five examples of human rights-based actions carried out by UNFPA.</li><li>4. Name the important characteristics of human rights.</li><li>5. Explain what is meant by a State's obligations to respect, protect and fulfil human rights.</li><li>6. Name some of the key international human rights treaties important to UNFPA.</li><li>7. Explain the difference between binding and non-binding international instruments.</li><li>8. Explain the significance of the ICPD to UNFPA's work.</li><li>9. Explain the accountability of governments under international human rights law.</li></ol>

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**TOTAL TIME** 2 hours, 15 minutes

<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	Exercise: Power Walk	30 minutes
	Presentation: Basics of Human Rights	1 hour, 45 minutes

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**FACILITATOR  
NOTES**

1. The Power Walk identities were developed based on the country profile of Tanzania and aim to provide a more or less accurate portrayal of the proportions of the different population groups and the problems they face. It is important to know this as sometimes participants are skeptical when they witness the final results of the Power Walk. They think that it has been ‘designed’ to reveal a particular disparity. It is therefore important to explain to participants that the final results of the Power Walk actually depict more or less realistically the disparities that exist in Tanzania.
  2. People attending the session may be at completely different levels of familiarity with human rights. Before this session, look over the answers to the ‘human rights knowledge pre-assessment/quiz’. This will reveal how familiar participants are with human rights, and you can adjust your teaching accordingly.
  3. It is worth spending time to ensure that participants understand all of the concepts in this module as they form the foundation of the rest of the Manual.
  4. Be prepared to respond to questions about the legitimacy, validity and/or universality of human rights.
  5. This is a long lecture session—so be creative in making it interesting and interactive. For example, use the Worksheets on pages 14 and 49 of Module 1 for group exercises; ask participants to provide their own examples of times when they have integrated a culturally sensitive approach, a gender-responsive approach, and a human rights-based approach in their own work; etc.
  6. Note that there is a lot of difficult material in this session and the following session, so if, as suggested, you run them both on the same day, it will be useful to have a few ‘energizer’ exercises on hand in case at various points you feel that the group needs to be re-energized to continue engaging productively.
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## KEY MESSAGES

1. The three core factors of: i) cultural sensitivity, ii) gender-responsiveness, and iii) human rights lie at the foundation of all UNFPA programmes and policies. They are intricately linked and directly reinforce one another. Attention to each and **every factor** is required if UNFPA's core mission of furthering sexual and reproductive health for all is to be attained.
  2. **Because a human rights-based approach aims to promote and protect rights, reduce inequality, and harness the substantive participation of those who are most affected, it is by definition sensitive to issues of culture and gender.**
  3. 'Cultural sensitivity' cannot be interpreted in such a way as to justify the denial or violation of human rights.
  4. Whenever we refer to a human rights-based approach (HRBA) in this Manual, what we in fact mean is a '**culturally sensitive, gender-responsive, human rights-based approach**'.
  5. Human rights are basic values that are essential to human dignity. Human rights are legally guaranteed by human rights law. They protect individuals and groups against actions that interfere with fundamental freedoms and human dignity. Human rights impose obligations on governments (primarily) and other non-State actors.
  6. Governments are obliged to **respect, protect and fulfil human rights**.
  7. The Universal Declaration of Human Rights (UDHR) serves as the foundation upon which all subsequent human rights instruments were defined, and has been endorsed by virtually all States.
  8. Two key international human rights treaties, the International Covenant on Economic, Social and Cultural Rights (ICESCR 1966) and the International Covenant on Civil and Political Rights (ICCPR 1966), further elaborate the content of the rights set out in the UDHR and contain legally binding obligations for the governments that ratify them. Together with the UDHR and the UN Charter, these documents are often called the 'International Bill of Human Rights'. Additionally, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is particularly relevant to UNFPA's work.
  9. In addition to international human rights treaties, there are also **regional human rights treaties**, which give further elaboration to some rights but are applicable to the region. These are only open for signature by States in the relevant region.
  10. There are also numerous international **declarations, resolutions and recommendations** which, although not strictly binding in the legal
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sense, express the political commitment of governments to promote and protect human rights.

11. One of the ‘non-binding’ documents most important to UNFPA is the International Conference on Population and Development (ICPD) Programme of Action. The ICPD Programme of Action reaffirmed the application of universally recognized human rights standards to all aspects of population and development programmes. This vision guides the work of UNFPA.
12. International human rights law explicitly allows for **progressive realization** of rights. While the idea of progressive achievement is common to all approaches to policy-making, the distinctiveness of a human rights-based approach is that it imposes certain conditions on the behaviour of the State and ensures that it cannot use progressive realization as an excuse for deferring or relaxing its efforts.
13. Countries that have ratified human rights treaties are required to report regularly on actions they have undertaken to ensure the exercise and enjoyment of the specified rights. **Treaty bodies** monitor the implementation of human rights instruments.
14. At the international level, UNFPA’s main efforts in the area of accountability are targeted towards providing support to reinforce national accountability mechanisms at the request of governments.
15. Understanding human rights law and the UN human rights system is essential to the implementation of a HRBA, because a HRBA is normatively based on international human rights standards and operationally directed to promoting and protecting human rights.

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<b>MATERIALS</b>	<i>Items</i>	<i>Ready</i>
	Computer, LCD projector, screen, hard copies of the slides for this session (see ‘Slides and Notes’ section of training Manual)	<input type="checkbox"/>
	Flip charts and markers	<input type="checkbox"/>
	Copies of one identity per participant for the Power Walk activity	<input type="checkbox"/>
	One piece of string/ribbon, at least 20 feet long for the Power Walk exercise	<input type="checkbox"/>

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**SUGGESTED READINGS**

In addition to reading **Module 1** of the Manual (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during or after the training:

- Glossary of Terms (at back of Manual).
  - Any examples of CCAs and UNDAFs (think of recommending to the participants any recent CCAs or UNDAFs done in their region).
  - A regionally-relevant article on introducing human rights with a focus on reproductive rights and gender.
  - 25 Human Rights Documents—a booklet containing the primary 25 human rights treaties; or provide the participants with the following website on which they can access all the human rights treaties online: <http://www2.ohchr.org/english/law/>.
  - State of the World Population Report 2008: Reaching Common Ground: Culture, Gender and Human Rights, UNFPA, 2008.
  - UNFPA materials on cultural sensitivity (see pages 5-10 of Module 1).
  - A relevant extract from a report by the Special Rapporteur on the Right to Health.
  - Other ‘in-country’ materials. Suggest any other human rights-related materials relevant to the training, which you think might be of interest to participants.
-

**STEP BY STEP  
GUIDELINES****Exercise: Power Walk (30 minutes)**

1. Prepare a space in the room that is large enough for all participants to move around comfortably for this exercise.
2. Make copies of one identity card per participant (refer to the ‘Handouts’ section’), i.e., each participant should get one identity.
3. Represent a line on the floor with a length of string or ribbon.
4. Explain that this is the starting line and ask everyone to face the same direction and put his or her toes on the line.
5. Explain that all the participants are babies born on the same day and that according to the UDHR they are “born free and equal in dignity and rights.” Then explain that, unfortunately, some members of the community are not really “equal in rights and dignity.”
6. Hand out one identity card to each participant and instruct participants to read it without showing it to anyone else.
7. Instruct participants that they are not to speak or ask any questions until the completion of the exercise!
8. Give participants 1-2 minutes to familiarize themselves with their new ‘identity’.
9. Instruct participants that you will read out a statement. If their answer to the statement is ‘YES’, they must take one step forward. If their answer is ‘NO’, they must take a step back. If they do not know what their answer is, or if the statement is not relevant to their identity, they must not move.
10. Read the following statement as an example: “I wear glasses.” Everyone wearing glasses should take a small step forward, and everyone not wearing glasses should take a small step backward. Once everyone understands the rules, start the exercise by reading out the following statements.
11. Read out the following statements:
  - I am able to read a newspaper.
  - I have access to clean water.
  - I earn more than \$1 a day.
  - I have access to the Internet.
  - I have a profession.
  - I do not have HIV/AIDS.
  - I am a man in a patriarchal society (this statement will be important

to show gender disparity in the proportion of women that are left behind).

- I have access to comprehensive reproductive healthcare.
12. After reading all statements, there should be a different distribution of participants along the starting line, where a minority are way in front of the others, and some have ended up behind the line, further back than when they started.
  13. With all participants standing in their positions, select some of the following questions to generate discussion:
    - Who are those at the front? Why are they at the front?
    - How did you feel watching others move ahead while you did not?
    - What do you want to say to those in the other groups?
    - Refer back to the line (where all are born equal in dignity and rights), and ask the group what to do: Should we work with those that have advanced? With those that have regressed? Both? Should we hold people back? The message should be that we should not hold people back, but we cannot allow people to regress beyond the minimum guarantees that human rights provide. After all, human rights are minimum rules.
    - Lead a discussion on who the people at the back are. Are they facing multiple levels of discrimination – e.g. poor, woman, illiterate, HIV infected, etc.? How do we help them when so many of their human rights are being violated?
    - Lead a discussion on how to reach the people at the back. Because communities are very heterogeneous, it is important to make deliberate efforts to reach the poor and the marginalized, especially the young.
    - The rich and powerful (especially those at the very front of the line) won't have too much interest in helping the ones at the back. How could human rights assist in mitigating the differences?
    - Ask what the outcome of the power walk tells us about the way in which we should work during the country programme planning, implementation and evaluation process.
  14. Emphasize that this exercise points out how cumulative discrimination works to seriously challenge the human rights principle of equality.
  15. Explain that:
    - Power-relations have a huge impact on who we are and what we can be.
    - For those who are left behind, it is impossible to catch up without

specific targeted assistance.

- Resources and capacities alone will not do the trick. The enabling environment is a fundamental determinant. What does this mean with regards to laws, policies and interventions?
- Given the political realities around power, one is in need of an objective and neutral normative standard to guide discussions

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#### **Presentation 4: Basics of Human Rights (One hour, 45 minutes)**

1. Cue PowerPoint slideshow on laptop computer (Session2\_Presentation4\_Basicsof\_Human\_Rights.ppt).
2. Thank participants for completing the pre-training human rights knowledge assessment/quiz, and provide a brief summary of the results (without naming anyone, of course!) This allows all participants to be aware of what the level of knowledge is and to understand how the training will proceed.
3. Review each slide with participants, referring to the presentation notes for further instructions. Make the lecture as interactive as possible.
4. At the conclusion of the presentation, gather up all the cards on which participants have written their answer to the question: “Do you think you are already practicing a human rights-based approach to your work”? Keep these cards in a safe place. You will need them again on Day Three of the training.
5. At the conclusion of this presentation, instruct participants to write down any questions they have in preparation for the Question and Answer session at the end of the day.

# Session 3

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## Key Elements of a Human Rights-Based Approach

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## Day One: Session 3

<b>LEAD RESPONSIBILITY</b>	Trainer who is familiar with Action 2, the Stamford Common Understanding, UN programming cycles and UNFPA’s work in the three thematic areas.	
<b>PURPOSE</b>	To clarify the meaning of a HRBA, and explain how to operationalize it in programming.	
<b>OBJECTIVES</b>	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Define a human rights-based approach (HRBA).</li> <li>2. Explain the value-added of a HRBA.</li> <li>3. List the challenges, as well as the myths and misconceptions of a HRBA.</li> <li>4. Define the key human rights principles that are applied when implementing a HRBA.</li> <li>5. Provide an example of how each human rights principle can be applied programmatically in UNFPA programmes.</li> <li>6. Define ‘rights-holders’ and ‘duty-bearers’.</li> <li>7. Name each stage of a typical programming cycle and explain how a HRBA can be applied to it.</li> <li>8. Specify the unique aspects of a HRBA that go beyond ‘good’ programming practices.</li> <li>9. Provide examples of human rights-based outputs, outcomes and indicators, and list the questions that should be asked when constructing such outputs, outcomes and indicators.</li> </ol>	
<b>TOTAL TIME</b>	Up to 4 hours, 10 minutes	
<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	<i>Presentation 5: Key Elements of a HRBA</i>	1 hour, 30 minutes
	Energizer	5 minutes
	<i>Presentation 6: Applying a HRBA to Monitoring and Evaluation</i>	40 minutes
	Question and Answer Session: What Does a HRBA Mean in my Work?	30 minutes
	Evaluation, Homework and Wrap-up	30 minutes

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**FACILITATOR  
NOTES**

1. It is key that participants not get overwhelmed by the details of Action 2 and the legality of human rights language. It is important to facilitate discussion with that in mind.
2. Do some additional reading on the regional human rights systems that are applicable to the country in which you are running the training, and use these examples as you go through the training.
3. Ask participants to provide examples of where they have practically applied different human rights principles to their own work.
4. Be prepared to openly discuss the challenges and limitations of a HRBA. It is not a panacea, and participants might be hoping to debate its merits. However, be clear in separating its limitations from its myths and misconceptions, and try to ensure that participants understand the value-added of a HRBA.
5. Module 2 is long and can be tedious to explain. Try to make this session as interactive as possible. Use the Worksheets on pages 19 and 53 of Module 2 as group exercises to mix things up if necessary.
6. Make sure you spend a few minutes introducing participants to the Checklist of Questions, and refer to it often as you go through the presentation. It is important for participants to become familiar with it, as it is the primary tool they will be using to operationalize a HRBA in their future work.
7. The Question and Answer session at the end of the day provides a dedicated opportunity for participants to ask a technical advisor questions about human rights and HRBA. Participants will be divided into two groups, with each group working with one technical advisor. Assisting participants to clarify any questions and concerns on the first day of the training will facilitate their understanding and participation for the remainder of the training.

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**KEY MESSAGES**

1. A HRBA is a way of using human rights in your work. The Common Understanding is the definition of a HRBA that UNFPA uses, and the one that you, as a UNFPA staff member, should become most familiar with.
  2. The three elements of the Common Understanding state:
    - a) A Primary Goal of Development Programmes is the Further Realization of Rights. This means supporting the design and implementation of country programmes with a view to contribute and advance the realization of human rights at
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every stage.

b) **Human Rights Principles and Standards Guide All Programmes.** This means that your work must be guided by the human rights standards laid out in international human rights treaties and also by the following principles:

- universality and inalienability;
- indivisibility;
- interdependence and interrelatedness;
- equality and non-discrimination;
- participation and inclusion; and
- accountability and rule of law.

Human rights standards constitute the minimum normative content in terms of entitlements, claims and obligations against which duty-bearers at all levels of society—but especially organs of the State—can be held accountable.

c) **A HRBA Focuses on Strengthening the Capacities of Rights-Holders and Duty-Bearers.** This means that when you and your partners adopt a HRBA, make sure to identify the rights-holders (and their entitlements) and the corresponding duty-bearers (and their obligations). The country programme must in some way aim to strengthen the capacities of rights-holders to make their claims, and of duty-bearers to meet their obligations.

3. **Who are rights-holders?** Given the universal nature of human rights, every individual is a rights-holder and entitled to the same rights without distinction based on sex, age, etc. Rights-holders must have the capacity to exercise rights, formulate claims and seek redress. When thinking about rights-holders, a HRBA requires you to focus on the most marginalized and excluded groups.
  4. **Who are duty-bearers?** Primarily State actors and institutions at various levels of government, and certain non-State actors who have responsibilities to carry out in response to other actors exercising their rights.
  5. **Support the government in articulating its programming goals by remembering that the basis is rights, not needs.**
  6. **Incorporating human rights into all programming stages requires a focus on processes, not just outcomes.** This is one of the key defining aspects of a HRBA: focus on how the project is designed, implemented, monitored and evaluated, as well as what the final outcomes are.
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7. It is critical to undertake an ‘environmental scan’ as part of a country’s situation assessment and analysis. Make sure you and your partners understand the legal and policy environment, as this will inevitably affect the success or failure of programme activities.
  8. Results-based programme planning ensures that the sum of interventions is not only necessary, but also sufficient to achieve the expected result. It also demonstrates the causal relationship between the intended results at different levels (inputs, outputs, outcomes and impacts).
  9. Ensuring a human rights perspective at the implementation stage means paying attention to the outcomes themselves, their impact and how these are achieved.
  10. Human rights principles and standards can guide the selection of indicators; this should be carried out during the programme planning and design phase. Both quantitative and qualitative indicators should be set to monitor the realization of human rights through development programmes. Indicator selection and monitoring should be participatory, allowing stakeholders to assess progress.
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**MATERIALS**

*Items*

*Ready*

Computer, LCD projector, screen, and hard copies of the slides for this session (see ‘Slides and Notes’ section of training Manual)

Flip charts and markers

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**SUGGESTED READINGS**

In addition to reading **Module 2** of the Manual, the HRBA Diagram/Poster, the Checklist of Questions, and pull-out Information Cards 1, 2 and 3 (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during or after the training:

- The Action 2 Learning Draft Resource Guide.
  - Any examples of CCAs and UNDAFs (think of recommending to the participants any recent CCAs or UNDAFs done in their region).
  - OHCHR, Frequently Asked Questions on a Human Rights-Based Approach to Development Cooperation, 2006.
  - Full document/report of the Stamford Common Understanding.
  - UNFPA booklet on a HRBA: What It Is And How To Do It.
  - UNFPA HRBA case study booklet: UNFPA At Work: Six Human Rights Case Studies.
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**STEP BY STEP  
GUIDELINES****Presentation 5: Key Elements of a Human Rights-Based Approach (1 hour, 30 minutes)**

1. Cue PowerPoint slideshow on laptop computer (Session3\_Presentation5\_KeyElements\_HRBA.ppt)
2. Review each slide with participants, referring to the presentation notes for further instructions.
3. At the conclusion of this presentation, instruct participants to write down any questions they have in preparation for the Question and Answer session at the end of the day. However, if possible, do try to answer any immediately relevant questions that may come up during the session.
4. Instruct participants that they can use the appropriate activity sheet to take notes.

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**Energizer**

Choose an energizer from the list suggested in the 'Energizers' section of the Facilitator's Manual (on page 111).

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**Presentation 6: Applying a HRBA to Monitoring and Evaluation (40 minutes)**

1. Cue PowerPoint slideshow on laptop computer (Session3\_Presentation6\_Applying\_HRBA\_to\_M&E.ppt).
  2. Review each slide with participants, referring to the presentation notes for further instructions.
  3. At the conclusion of this presentation, instruct participants to write down any questions they have in preparation for the Question and Answer session at the end of the day.
  4. Instruct participants that they can use the appropriate activity sheet to take notes.
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**Activity: Question and Answer Session – What Does a HRBA Mean in My Work? (30 minutes)**

1. Have each participant count off as 1 and 2.
2. Divide participants into two groups based on their number.
3. Each group will move to a different room where participants will have the opportunity to ask any questions they have regarding HRBA to programming.
4. Each group will have a resource person who is knowledgeable and experienced with human rights and HRBA to answer their questions.
5. If participants have no questions, you may choose any of the following questions to start off the discussions:
  - Was there anything in any of today’s sessions that you did not understand? Was there anything you disagreed with?
  - Why are you here? How do you think this training can help you?
  - What do you think are the benefits of implementing a HRBA in your work, specifically?
  - What are some of the challenges that you foresee? What ideas do the others in the group have for how some of these challenges might be overcome?
  - Do you understand how culture, gender and human rights can combine to create a culturally sensitive, gender-responsive human rights-based approach? Do you understand the linkages between these three approaches?

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**Activity: Evaluation, Homework and Wrap-up (30 minutes)**

1. Bring the day’s session to a close by thanking participants for their hard work. Make some closing remarks by summarizing the main lessons of the day, as well as the key questions that arose. Remind participants that they will have plenty of time over the next two days to put the ‘theory’ they have just learned into practice, and that this might help to make the HRBA easier to understand.
2. Remind participants to review the necessary documents for the following day (Modules 4, 5, and 6 if following the suggested agenda).
3. If teaching Module 6 on Day Two, you may wish to hand out the different ‘roles’ to participants for the Emergency Response exercise tonight and ask them to spend the evening getting in touch with their new ‘identity’.

4. Remind participants to use the 'Parking Lot' for unanswered questions.
5. Find the appropriate evaluation sheet in the 'Handouts' section and make copies for all participants and distribute.
6. Explain to participants that their honest feedback is important in helping to improve this training in order to better meet the needs of future participants.
7. Inform participants that facilitators will review feedback and synthesize some of the issues at the start of the following day.
8. Collect each completed sheet as participants leave the room.
9. Review all evaluation sheets, and synthesize some of the more significant issues.
10. Make notes on a flip chart to share with participants in the next day's welcome session.

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**Potential Guest Speaker: Attempts at Implementing a HRBA in the Field (Optional) (1 hour)**

1. This optional presentation can last up to one hour and can provide an example from the field of a UNFPA (or other) programme that is trying to implement a HRBA. This programme may not be implementing a HRBA perfectly, but the presenter can talk about their efforts, and their successes and challenges. It is preferable that the example be from the country or region in which the training is taking place.
2. This presentation is meant to broaden the perspectives of the participants and can simply talk about attempts to integrate human rights into one's work. The person presenting can be the same guest speaker who welcomed participants at the beginning of the day. If the guest speaker is a member of the national human rights commission, for example, he/she can talk about the efforts to promote accountability in the country and the government's attempts to respect, protect and fulfil human rights. It is preferable if the topic of the presentation is relevant to UNFPA's mandate.

## Day Two — Agenda

Time	Activity
<b>SESSION 4: SEXUAL AND REPRODUCTIVE HEALTH</b>	
8:30-9:00am	Potential Guest Speaker: Reproductive Health and Human Rights in the Field/ Gender and Human Rights in the Field (Optional)
9:00-9:10	Welcome
9:10-9:30	<i>Presentation 7: Reproductive Health</i>
9:30-10:30	Activity: Reproductive Health – Case Study
10:30-10:45	<b>BREAK</b>
10:45-11:30	Activity: Reproductive Health – Case Study (continued)
<b>SESSION 5: GENDER</b>	
11:30-12:00	<i>Presentation 8: Gender</i>
12:00-1:00	Activity: Gender Case Study – HRBA and Jalampore
1:00-2:00	<b>LUNCH</b>
2:00-2:30	Activity: Gender Case Study – HRBA and Jalampore (continued)
<b>SESSION 6: EMERGENCY RESPONSE</b>	
2:30-3:00	<i>Presentation 9: HRBA and Emergency Response</i>
3:00-3:30	Activity: Emergency Response Role Play
3:30-3:45	<b>BREAK</b>
3:45-3:50	Energizer
3:50-5:00	Activity: Emergency Response Role Play (continued)
5:00-5:30	Evaluation, Homework and Wrap-up
5:30-6:30pm	Potential Guest Speaker: Emergency Response and Human Rights in the Field (Optional)

# Session 4

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Sexual and Reproductive Health

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## Day Two: Session 4

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**LEAD RESPONSIBILITY** Trainer should have expertise in human rights and familiarity with UNFPA's sexual and reproductive health work, including goals and outcomes for this area. A strong knowledge of ICPD will be useful here, as well as a good grasp of reproductive rights issues.

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**PURPOSE** To show how a HRBA can be implemented in a typical reproductive health programme.

**OBJECTIVES** By the end of the session, participants should be able to:

1. Describe and provide examples of UNFPA's work in the reproductive health thematic area.
2. List UNFPA's goal and outcomes in reproductive health.
3. Explain the importance of human rights for the advancement of sexual and reproductive health and reproductive rights.
4. List at least three questions that should be asked at each programming stage of a reproductive health programme in order to encourage application of a human rights-based process.
5. Provide at least one example of how the human rights principles of: universality and inalienability; indivisibility; interdependence and interrelatedness; equality and non-discrimination, participation and inclusion, and accountability and the rule of law can be integrated into the process of developing and implementing a reproductive health programme.
6. Provide at least one example of how the human rights standards of the 3AQ (availability, accessibility, acceptability and quality) can be integrated into the process of developing and implementing a reproductive health programme.
7. Create, and provide examples of, human rights-based outputs, outcomes and indicators in a reproductive health programme.

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<b>TOTAL TIME</b>	2 hours, 45 minutes	
<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	Potential Guest Speaker: Reproductive Health and Human Rights in the Field/ Gender and Human Rights in the Field (Optional)	30 minutes
	Welcome	10 minutes
	<i>Presentation 7: Reproductive Health</i>	20 minutes
	Activity: Reproductive Health - Case Study	1 hour, 45 minutes
<b>FACILITATOR NOTES</b>	<ol style="list-style-type: none"> <li>1. Remember to emphasize how reproductive rights are grounded in international human rights.</li> <li>2. Reproductive rights are one of the most sensitive topics that UNFPA deals with. It may be necessary to deal with conflict and resistance, and so it would be good to prepared for this.</li> <li>3. This session gives you the opportunity to invite another guest speaker—someone who can speak on the topic of reproductive health or gender. This can be a useful way for the participants to hear field experiences of reproductive health or gender programming that will help to provide a broader perspective.</li> <li>4. The agenda is structured in such a way that the case study exercises can run into the coffee breaks if necessary. It is preferable to be flexible regarding how much time you can set aside for the case study exercises, and keep in mind that the more time you can allocate to the exercises the better.</li> </ol>	
<b>KEY MESSAGES</b>	<ol style="list-style-type: none"> <li>1. Grounding reproductive health programming in a human rights framework clarifies the obligations and responsibilities of duty-bearers (such as the government, religious leaders, parents, etc.).</li> <li>2. Impressing upon a government the fact that it has <b>legal obligations to provide access to reproductive health services</b> is especially important when dealing with the sensitive issues that fall under UNFPA’s mandate in this area.</li> <li>3. By encouraging the <b>participation</b> and <b>inclusion</b> of marginalized groups throughout the programming process, a HRBA helps to ensure that sexual and reproductive health goods, information and services are tailored to the needs of these groups. This will help to make</li> </ol>	

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programmes more effective in the long term.

4. Keeping in mind the human rights principles of **universality** and **inalienability, indivisibility, interdependence** and **interrelatedness** strengthens reproductive health programmes by emphasizing the intersections between reproductive rights and other human rights—such as the rights to education, information, privacy, food, shelter, and so forth. These intersections require that reproductive health programmes be built upon multisectoral partnerships, and that the expertise and resources of diverse groups and ministries be combined to create truly comprehensive national reproductive health strategies and programmes.
5. Implementing the principles of **equality** and **non-discrimination** will shed light on groups whose sexual and reproductive health has been particularly neglected. Focusing on the most neglected groups is essential if the global goal of universal access to reproductive health is ever to be attained.
6. A HRBA emphasizes **accountability** and **rule of law**. This includes promoting the creation and implementation of national laws and policies that advance reproductive health and rights; supporting governments in upholding the promises made at ICPD (and grounding these promises in governments’ legal obligations under international human rights treaties); and ensuring that sexual and reproductive health programmes are designed, implemented, and monitored and evaluated in a transparent, participatory manner.
7. By adopting a HRBA, the message is conveyed that one has the right not only to sexual and reproductive health services, but to **quality** services, and that these services should not just be made **available**, but should also be **accessible** and **acceptable** to all groups.

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<b>MATERIALS</b>	<i>Items</i>	<i>Ready</i>
	Computer, LCD projector, screen, and hard copies of the slides for this session (see ‘Slides and Notes’ section of training Manual)	<input type="checkbox"/>
	Flip charts and markers	<input type="checkbox"/>
	Break-out rooms for group exercises	<input type="checkbox"/>
	All documents relating to reproductive health Case study exercise (in ‘Handouts’ section)	<input type="checkbox"/>

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**SUGGESTED  
READINGS**

In addition to reading **Module 4** of the Manual and the ‘Introduction to the Thematic Modules’ (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during or after the training:

- UNFPA’s Strategic Plan 2008-2011: Accelerating Progress and National Ownership of the ICPD Programme of Action, DP/FPA/2007/17.
  - Documents outlining UNFPA’s reproductive health strategy.
  - UNFPA State of the World Population Report 1997 on reproductive health and rights.
  - ICPD Programme of Action.
  - Any regional materials on reproductive health and rights that you can recommend.
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**STEP BY STEP  
GUIDELINES****Potential Guest Speaker: Reproductive Health and Human Rights in the Field/ Gender and Human Rights in the Field (Optional) (30 minutes)**

1. This optional presentation can last up to 30 minutes and can provide an example from the field of a UNFPA (or other) programme that is trying to integrate human rights into a sexual and reproductive health or gender programme. The guest speaker can talk about his/her efforts, successes and challenges in this area. It is preferable that the example be from the country or region in which the training is taking place.
2. This presentation is meant to broaden the perspectives of the participants and provide them with more examples from the field. The guest speaker can be, for example, a UNFPA staff member from the field who is working in the region.

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**Activity: Welcome (10 minutes)**

1. Welcome participants to Day Two of the HRBA training.
2. Ask volunteers to share any examples of useful knowledge, skills or attitudes from the previous day.
3. Answer any questions from the ‘Parking Lot’ that are relevant to the day’s session—and that are brief!
4. Briefly lay out the plan and agenda for the day ahead.
5. Review results from the completed evaluation sheets.

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**Presentation 7: Reproductive Health (20 minutes)**

1. Cue PowerPoint slideshow on laptop computer (Session4\_Presentation7\_ReproductiveHealth.ppt).
  2. Review each slide with participants, referring to the presentation notes for further instructions.
  3. Stop at the ‘Conclusion’ slides.
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## **Activity: Reproductive Health – Case Study (1 hour, 45 minutes)**

### **Part A – Small group (1 hour)**

1. Divide participants into three groups. (If you have more than 12 participants, four groups might be sufficient.)
2. Inform participants that each group will focus on the following questions from the case study:
  - Group A: Questions 1, 2, and 7.
  - Group B: Questions 3, 4, and 7.
  - Group C: Questions 5, 6, and 7.
3. Refer participants to the appropriate activity sheet.
4. Review the instructions as a group and answer any questions that may arise.
5. Allow participants 1 hour to complete this task.

### **Part B – Large group (45 minutes)**

1. Reconvene participants after the allotted time.
2. Invite each rapporteur to share group results with the larger group, keeping in mind that within a 40-minute period, each group should have equal time to present their results.
3. At the conclusion of each group's report, comment on their work, noting any key issues/challenges that were raised.
4. Provide a wrap-up by going over the last few slides of the presentation.

# Session 5

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Gender

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## Day Two: Session 5

<b>LEAD RESPONSIBILITY</b>	Trainer should have expertise in human rights and familiarity with UNFPA's activities in the gender area, including gender goals and outcomes. It will also be useful to have a good understanding of gender equality and women's empowerment issues, especially as they pertain to the region in which the training is taking place.	
<b>PURPOSE</b>	To show how a HRBA can be implemented in a typical gender equality and women's empowerment programme.	
<b>OBJECTIVES</b>	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and provide examples of UNFPA's work in the gender thematic area.</li> <li>2. List UNFPA's goals and outcomes in gender.</li> <li>3. Provide at least one example of how the human rights principles of: universality and inalienability; indivisibility; interdependence and interrelatedness; equality and non-discrimination; participation and inclusion; and accountability and the rule of law can be integrated into the process of developing a gender equality and women's empowerment programme.</li> <li>4. Provide at least one example of how the 3AQ elements (availability, accessibility, acceptability and quality of services) can be integrated into the process of developing a gender equality and women's empowerment programme.</li> <li>5. Create, and give examples of, human rights-based outputs, outcomes and indicators in a gender equality and women's empowerment programme.</li> </ol>	
<b>TOTAL TIME</b>	2 hours	
<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	Presentation: Gender	30 minutes
	Activity: Gender Case Study – HRBA and Jalampore	1 hour, 30 minutes

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**FACILITATOR  
NOTES**

1. Be knowledgeable about the primary gender norms of the country and how they might impact your work.
2. Be prepared to talk about the links between gender and culture and about what can be done to ensure a culturally sensitive HRBA to a gender programme.
3. As stated before, be flexible regarding how much time you can set aside for the case study exercises, and keep in mind that the more time you can allocate to the exercises the better. If you are short on time, cut down the recommended exercise accordingly.
4. It may be useful to ask participants to provide examples from their work.
5. In order to have participants work with different people throughout the workshop, create cards with the letters A, B, C and D on them (depending on how many groups you wish to have). When creating groups, randomly distribute one card to each participant. Everyone who receives the same letter on their card will form a group. Ensure that there will be equal numbers of participants in each group.

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**KEY MESSAGES**

1. Gender equality and women's empowerment programmes that integrate the principles of participation and inclusion often bring together State actors with local and national women's groups and gender experts. Bringing these groups together in the same room fosters a sense of collective ownership of the programme and can motivate government agencies, particularly at the local level, to contribute additional resources to promoting women's rights.
  2. Bringing different groups together also fosters a common dialogue on issues of importance to women's human rights. Communication of this sort is useful for reaching solutions on obstacles to implementation of gender equality laws and policies.
  3. A HRBA to a gender equality or women's empowerment programme requires you to cultivate a synergistic relationship among different stakeholders. Collaborating with both rights-holders and duty-bearers is critical for sustainable accomplishments in women's human rights. Working only with rights-holders to empower them to claim their right to be protected from gender-based violence will not be effective if similar efforts are not made among the police and judiciary to ensure that the right services are in place to respond to women survivors of gender-based violence.
  4. As this case study revealed, applying a human rights-based approach to a gender equality and women's empowerment programme has the powerful effect of mobilizing the efforts of parties who have key roles in ensuring that women's human rights are respected, protected
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and fulfilled to the fullest extent possible. Actors from all levels (community, local, national) and with all ranges of expertise are brought together to advance women’s human rights.

5. A HRBA can invigorate women’s NGOs and human rights NGOs by helping them recognize their roles as duty-bearers as opposed to charitable institutions. In addition, learning about their human rights can empower women rights-holders. As a result, both NGOs and women rights-holders have an increased ability to take an active role in articulating the community’s needs and assessing the effectiveness of institutional responses.
  6. Finally, a HRBA ensures that government parties become more aware of their **legal** obligations and duties to women. This awareness, coupled with specific capacity-development activities advances the government’s ability to progressively work towards the realization of women’s human rights.
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<b>MATERIALS</b>	<i>Items</i>	<i>Ready</i>
	Computer, LCD projector, screen, and hard copies of the slides for this session (see ‘Slides and Notes’ section of training Manual)	<input type="checkbox"/>
	Small cards or pieces of paper to use in creating groups for the activity (see Facilitator Notes).	<input type="checkbox"/>
	Flip charts and markers	<input type="checkbox"/>
	Break-out rooms for small groups	<input type="checkbox"/>
	All documents for the Gender Exercise (in ‘Handouts’ section)	<input type="checkbox"/>

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**SUGGESTED READINGS** In addition to reading **Module 5** of the Manual and the ‘Introduction to the Thematic Modules’ (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during or after the training:

- UNFPA’s Strategic Plan, 2008-2011: Accelerating Progress and National Ownership of the ICPD Programme of Action, DP/FPA/2007/17.
  - UNFPA, Delivering on the Promise of Equality: UNFPA’s Strategic Framework on Gender Mainstreaming & Women’s Empowerment 2008-2011.
  - Other UNFPA key documents on gender, e.g. UNFPA and UNIFEM, Gender Responsive Budgeting and Women’s Reproductive Rights: A Resource Pack (2006).
  - MDG country report for a country relevant to your training session.
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- CEDAW country report and concluding observations for a country relevant to your training session.
  - Other country-specific readings on the topic of gender and women's empowerment.
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**STEP BY STEP  
GUIDELINES****Presentation 8: Gender (30 minutes)**

1. Cue PowerPoint slideshow on laptop computer (Session5\_Presentation8\_Gender.ppt).
2. Review each slide with participants, referring to the presentation notes for further instructions.
3. Stop at the 'Conclusion' slide.

**Activity: Gender Case Study – HRBA and Jalampore (1 hour, 30 minutes)****Part A – Small groups (1 hour)**

1. Randomly distribute cards with the letters A, B, C, and D on them to participants, ensuring that there will be an equal number of participants in each group.
2. Inform participants that each group will focus on the following questions from the case study:
  - Group A: Focus on the principle of participation.
  - Group B: Focus on the principle of accountability.
  - Group C: Focus on the principle of non-discrimination.
  - Group D: Focus on the 3AQ elements (Optional)
3. Refer participants to the appropriate activity sheet.
4. Review the instructions as a group and answer any questions that may arise.
5. Allow participants 60 minutes to complete this task.

**Part B – Large group (30 minutes)**

1. Reconvene participants after the allotted time.
2. Invite each rapporteur to share group results with the larger group, keeping in mind that within a 30-minute period, each group should have equal time to present their results.
3. At the conclusion of each report, comment on the work of each group, making sure to note any key issues that were raised.
4. In the final five minutes of the session, provide a wrap-up by going over the last few slides of the presentation.

# Session 6

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## Emergency Response

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## Day Two: Session 6

<b>LEAD RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>• Trainer should have expertise in human rights and familiarity with UNFPA’s emergency work and humanitarian response unit.</li> <li>• Trainer should also have some familiarity with international humanitarian law, and preferably good knowledge of at least a few examples of UNFPA’s programming in post-conflict and natural disaster areas.</li> </ul>										
<b>PURPOSE</b>	To show how a HRBA can be implemented in emergency and post-emergency situations and its added-value to UNFPA’s work in this area.										
<b>OBJECTIVES</b>	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the four phases of emergency response work.</li> <li>2. List an example of a UNFPA emergency response activity that applies a HRBA to each of the three thematic areas of work.</li> <li>3. Specify UNFPA’s role in the cluster approach.</li> <li>4. Explain the similarities in applying a HRBA during conflicts and natural disasters.</li> <li>5. Describe several unique challenges to consider when implementing a HRBA in conflicts and natural disasters.</li> <li>6. Provide at least one example of how the human rights principles (universality and inalienability; indivisibility, interdependence and interrelatedness; equality and non-discrimination; participation and inclusion; accountability and rule of law), and the 3AQ can be integrated into emergency response programming.</li> </ol>										
<b>TOTAL TIME</b>	Up to 4 hours										
<b>SESSION PLAN</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Activities</i></th> <th style="text-align: right;"><i>Duration</i></th> </tr> </thead> <tbody> <tr> <td><i>Presentation 9: HRBA and Emergency Response</i></td> <td style="text-align: right;">30 minutes</td> </tr> <tr> <td>Activity: Emergency Response</td> <td style="text-align: right;">1 hour, 40 minutes</td> </tr> <tr> <td>Evaluation, Homework and Wrap-up</td> <td style="text-align: right;">30 minutes</td> </tr> <tr> <td>Potential Guest Speaker: Emergency Response and Human Rights in the Field (Optional)</td> <td style="text-align: right;">60 minutes</td> </tr> </tbody> </table>	<i>Activities</i>	<i>Duration</i>	<i>Presentation 9: HRBA and Emergency Response</i>	30 minutes	Activity: Emergency Response	1 hour, 40 minutes	Evaluation, Homework and Wrap-up	30 minutes	Potential Guest Speaker: Emergency Response and Human Rights in the Field (Optional)	60 minutes
<i>Activities</i>	<i>Duration</i>										
<i>Presentation 9: HRBA and Emergency Response</i>	30 minutes										
Activity: Emergency Response	1 hour, 40 minutes										
Evaluation, Homework and Wrap-up	30 minutes										
Potential Guest Speaker: Emergency Response and Human Rights in the Field (Optional)	60 minutes										

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**FACILITATOR  
NOTES**

1. See if it is possible to ask a national expert on emergency response to attend the session and give a short presentation at the end of the day.
2. Be prepared with examples of how different organizations have applied aspects of a human rights-based approach in emergency situations to ground this session in reality and show how feasible it is. The Sphere Minimum Standards, which are described in more detail on page 5 of the Module, are a good starting point for understanding the humanitarian community's commitment to rights.
3. Be prepared to address the question of needs vs. rights as it will probably come up more powerfully in this session.
4. During the group exercise, emphasize the fact that there is more than one answer, and that the skill in implementing a HRBA is in the process of knowing which questions to ask and when.

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**KEY MESSAGES**

1. In applying a HRBA to its humanitarian response work, UNFPA recognizes and accounts for the different emergency phases and types of emergencies at hand. At the same time, the fundamental elements of a HRBA apply to the response **regardless** of the phase or type of crisis or activity.
  2. Challenges are raised for programming in emergency/chronic humanitarian situations, **BUT** a HRBA can still be implemented.
  3. UNFPA supports government efforts to promote **accountability** and transparency by working with its partners to quickly disseminate the findings of rapid health and mortality assessments and fact finding missions to the government and local organizations.
  4. Ensuring the **inclusion and participation** of local groups in emergency response activities helps UNFPA promote a more culturally sensitive response by providing valuable insight about the value systems and social hierarchies of those communities living in humanitarian crises.
  5. UNFPA assists its partners in taking steps to recognize and combat social stigmas and other forms of inequality faced by vulnerable groups that are often exacerbated in emergency situations to ensure **equality and non-discrimination**.
  6. The limited capacity or potential unwillingness of the government to commit resources to sexual and reproductive health and other services can be some of the biggest challenges faced by UNFPA in humanitarian emergencies. Advocating for a political commitment to increasing budgets for excluded groups, and working to translate this commitment into **available, accessible, acceptable and high quality** services are important long-term components of a HRBA to
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humanitarian response.

7. UNFPA collaborates with a large number of NGOs/CSOs, UN agencies, government offices, and international humanitarian groups when responding to emergencies. Given the **indivisibility**, **interdependence** and **interrelatedness** of human rights, a diverse group of actors are required to respond to the different but linked human rights that require protection.
8. While there are many unique challenges in both emergency and post-emergency settings, careful application of the key human rights principles, as well as the 3AQ elements, can facilitate and strengthen UNFPA's humanitarian response work.

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<b>MATERIALS</b>	<i>Items</i>	<i>Ready</i>
	Computer, LCD projector, screen, and hard copies of the slides for this session (see 'Slides and Notes' section of training Manual)	<input type="checkbox"/>
	'Identity' name tags for role play exercise as well as an 'identity' handout for each participant containing a paragraph describing their identity, and a few questions to trigger their point of view on the issues	<input type="checkbox"/>
	Flip charts and markers	<input type="checkbox"/>
	Break-out rooms for small groups	<input type="checkbox"/>

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**SUGGESTED  
READINGS**

In addition to reading **Module 6** of the Manual and the ‘Introduction to the Thematic Modules’ (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during or after the training:

- UNFPA, Integrating the Programme of Action of the International Conference on Population and Development into emergency preparedness, humanitarian response, and transition and recovery programmes: a strategy to build commitment and capacity.
  - The Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response.
  - UNFPA, Policies and Procedures Manual Regarding Emergency Preparedness, Humanitarian Response, and Transition/Recovery.
  - Inter-Agency Standing Committee (IASC), Protecting Persons Affected by Natural Disasters: IASC Operational Guidelines on Human Rights and Natural Disasters.
  - IASC Taskforce on Gender in Humanitarian Assistance, Guidelines for Gender-based Violence Interventions in Humanitarian Settings.
  - National/regional materials and documents regarding emergency response.
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**STEP BY STEP  
GUIDELINES****Presentation 9: HRBA and Emergency Response (30 minutes)**

1. Cue PowerPoint slideshow on laptop computer (Session6\_Presentation9\_EmergencyResponse.ppt).
2. Review each slide with participants, referring to the presentation notes for further instructions.
3. Stop at the first 'Conclusion' slide.

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**Activity: Emergency Response Role Play (1 hour, 40 minutes)****Part A – Small group (1 hour, 10 minutes)**

1. Prepare UN-style name cards with identities from the role play.
2. Place them face down in front of each participant (after randomly splitting participants into four groups), together with the identity descriptions.
3. Ideally, there should be an equal number of people in each group, and each group should have one person representing each different identity. If there are not enough participants, you can split them into three groups instead. If there are too many identities for each group, pick the identities you would like to use. However, each group should have at least one UNFPA Representative, one Ministry of Health Representative and one Ministry of Finance Representative.
4. Refer participants to the appropriate activity sheet.
5. Allow participants 1 hour, 10 minutes to complete this task.

**Part B – Large group (30 minutes)**

1. Reconvene participants after the allotted time.
2. Invite each rapporteur to share group results with the larger group.
3. At the conclusion of all reports, comment on the work of each group, making note of any key issues/themes that were raised.
4. In the final five minutes of the session, provide a wrap-up by going over the last few 'Conclusion' slides of the presentation.

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**Activity: Evaluation, Homework and Wrap-up (30 minutes)**

1. Bring the day's session to a close by thanking participants for their hard work. Make some closing remarks by summarizing the main lessons of the day, as well as the key questions that arose.
  2. Remind participants to review the necessary documents for the
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following day. (If following suggested agenda, that would be Module 3 and pull-out Information Card 4)

3. Remind participants to use the 'Parking Lot' for unanswered questions.
  4. Find the appropriate evaluation sheet in the 'Handouts' section and make copies for all participants and distribute.
  5. Explain to participants that their honest feedback is important in helping to improve this training in order to better meet the needs of future participants.
  6. Inform participants that facilitators will review feedback and synthesize some of the issues at the start of the following day.
  7. Collect each completed sheet as participants leave the room.
  8. Review all evaluation sheets, and synthesize some of the more significant issues.
  9. Make notes on a flip chart to share with participants in the next day's welcome session.
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**Potential Guest Speaker: Emergency Response and Human Rights in the Field (Optional) (1 hour)**

1. This optional presentation can last up to 1 hour and can provide an example from the field of UNFPA (or other) work in emergency response. It would be preferable if the presentation focused especially on attempts to integrate human rights into programming in emergency or post-emergency situations. The guest speaker can talk about his/her efforts, successes and challenges in this area. It is preferable that the example be from the country or region in which the training is taking place.
  2. This presentation is meant to broaden the perspectives of the participants and provide them with more examples from the field. The guest speaker can be, for example, a UNFPA staff member from the field who is working in the region
  3. Instead of a presentation, it may be more interesting to show a video of an example of human rights-based work in emergency settings.
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## Day Three — Agenda

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Time	Activity
<b>SESSION 7 – POPULATION AND DEVELOPMENT</b>	
8:30-9:00am	Potential Guest Speaker: Population and Development and Human Rights in the Field/Advocacy and Human Rights in the Field (Optional)
9:00-9:10	Welcome
9:10-9:30	<i>Presentation 10: HRBA and Population and Development</i>
9:30-10:30	Activity: Rallandua Census Exercise
10:30-10:45	<b>BREAK</b>
10:45-12:00	Activity: Rallandua Census Exercise (continued)
12:00-1:00	<b>LUNCH</b>
<b>SESSION 8 – ADVOCACY AND HRBA &amp; CONCLUSION</b>	
1:00-1:30	<i>Presentation 11: Advocacy and HRBA – Challenges and Opportunities for UNFPA</i>
1:30-3:30	Activity: Advocacy Role Play
3:30-4:00	Training Conclusion
4:00-4:30	Evaluation and Focus Groups
4:30-5:00pm	Closing

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# Session 7

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Population and Development

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## Day Three: Session 7

<b>LEAD RESPONSIBILITY</b>	Trainer with expertise in human rights and familiarity with UNFPA’s population and development thematic area including the goal and outcomes.	
<b>PURPOSE</b>	To enable participants to explain how to apply a HRBA in the area of population and development work.	
<b>OBJECTIVES</b>	<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the linkages between human rights and population and development, including censuses.</li> <li>2. Explain the added value of applying a HRBA to census activities.</li> <li>3. Provide at least one example of how each human rights principle (universality and inalienability; indivisibility; interdependence and interrelatedness; equality and non-discrimination; participation and inclusion; accountability and rule of law), and how the 3AQ elements (availability, accessibility, acceptability and quality) can be integrated into the process of planning and carrying out a census.</li> <li>4. Carry out a critical analysis of who should be involved in census activities in a specific setting, how activities should be carried out and how the results should be used in other population and development activities.</li> <li>5. Relate the lessons learned on applying a HRBA from the census case study to other areas of population and development work.</li> </ol>	
<b>TOTAL TIME</b>	3 hours, 30 minutes	
<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	Potential Guest Speaker: Population and Development and Human Rights in the Field/Advocacy and Human Rights in the Field (Optional)	30 minutes
	Welcome	10 minutes
	<i>Presentation 10: HRBA and Population and Development</i>	20 minutes
	Activity: Rallandua Census Exercise	2 hours, 15 minutes

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**FACILITATOR  
NOTES**

1. Recommend that participants read the case study in Module 3 prior to coming to this session (they can read it the night before).
2. Ask participants if any of them have experience applying a HRBA to population and development activities or censuses specifically. It may help them relate to the case study and the module as a whole if they can see its immediate relevance to their work. Throughout this Module in particular, remember to link the case study to the broader population and development area as a whole. It is important that participants understand that although a census is a unique type of activity, the lessons learned from applying a HRBA to a census can be extrapolated to other areas within population and development.
3. Ensure that you are familiar with current issues surrounding demographic issues in the country/region. For example, are any nearby countries currently engaged in a census process or in creating a new PRS?
4. Refer to the 'Hint' boxes in the Manual throughout the training.
5. As usual, if you do not have enough time to complete the full exercise, adjust the exercise accordingly.

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**KEY MESSAGES**

The key take-home messages with regards to a HRBA at the pre-enumeration stage of a census (or at the data gathering/situation assessment stage in population and development work) are:

1. Make sure you and your partners understand the legal basis for the data collection by gathering information on the legal and policy context in order to understand the laws/policies that may either constrain or benefit your efforts.
  2. Ensure the inclusion of marginalized groups and the full participation of all stakeholders in order to enhance ownership; build trust between yourself and the populations targeted by the census; improve the likelihood of proposed activities being acceptable to these groups; and, consequently, promote participation of these groups in the census itself.
  3. Pay special attention to ensuring the participation of women in order to advance gender equality and women's empowerment.
  4. Promote non-discrimination by disaggregating data, including by sex and marginalized/excluded groups, and by complying with the 3AQ of availability, accessibility, acceptability and quality.
  5. Promote accountability by conducting programme activities in a transparent, open manner; sharing information about roles and responsibilities with the public; disseminating findings; choosing competent authorities to do the data collection; etc. This will help to
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ensure legitimacy and trust in the census.

6. Make a list of the rights-holders and a list of the corresponding duty-bearers in relation to specific census activities, and compare the relationships.
7. Carry out an analysis of capacities and capacity gaps in order to identify any gaps or priority problems where programme cooperation can produce the greatest results.

The key take-home messages with regards to a HRBA at the census enumeration stage are:

1. Ensure that all processes relating to enumeration are acceptable and of high quality, and that they are designed to elicit good quality information that will be made available to everyone without discrimination.
2. Support the implementation of enumeration activities in a transparent way. Help your partners to ensure that decision-making is open and shared, and that there is a system for complaints and redress if affected communities are unhappy with the way that census activities are carried out.
3. Support your partners in ensuring that the implementation of the census is not discriminatory in any way.
4. Promote participation and inclusion by encouraging your partners to translate the census into different languages and ensure that illiterate individuals can still participate.
5. Remember that statistical authorities are among the duty-bearers responsible for ensuring that every individual is covered by the census.

The key take-home messages with regards to a HRBA at the census post-enumeration stage (and these lessons relate to any kind of data dissemination or analysis efforts) are:

1. Encourage participation of all relevant stakeholders in all post-enumeration activities, including data analysis, dissemination, utilization, and monitoring and evaluation of the census process.
  2. Ensure that analysis and presentation of findings includes attention to relevant human rights principles, and that these findings are used to inform legal and policy reform as necessary.
  3. Evaluate not only the results of the census, but also the process by which it was implemented.
  4. Ensure that the census findings as well as any evaluation of the census process are made public.
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<b>MATERIALS</b>	<i>Items</i>	<i>Ready</i>
	Computer, LCD projector, screen and hard copies of the slides for this session (see ‘Slides and Notes’ section of training Manual)	<input type="checkbox"/>
	Flip charts and markers	<input type="checkbox"/>
	Handout of the Rallandua census questionnaire and any other documents relevant to this exercise (from ‘Handouts’ section)	<input type="checkbox"/>
	Colored paper, tape	<input type="checkbox"/>
	Break-out rooms for small groups	<input type="checkbox"/>

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**SUGGESTED READINGS**

In addition to reading **Module 3** of the Manual and the ‘Introduction to the Thematic Modules’ (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during or after the training:

- UN Department of Economic and Social Affairs, Statistics Division, Principles and Recommendations for Population and Housing Censuses, Rev.2 2008. Series M No. 67/Rev.2.
  - UNFPA’s Strategic Plan, 2008-2011: Accelerating Progress and National Ownership of the ICPD Programme of Action, DP/FPA/2007/17.
  - The PRSP of the country in which participants work.
  - MDG country report—again, preferably of the country in which participants work.
  - Other country-specific readings that relate to population and development topics—such as migration, aging populations, etc.
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**STEP BY STEP  
GUIDELINES****Potential Guest Speaker: Population and Development and Human Rights in the Field/Advocacy and Human Rights in the Field (Optional) (30 minutes)**

- This optional presentation can last up to 30 minutes and can provide an example from the field of a UNFPA (or other) programme that is trying to integrate human rights into population and development work, or is engaged in integrating a human rights-based approach to advocacy work. The guest speaker can talk about his/her efforts, successes and challenges in this area. It is preferable that the example be from the country or region in which the training is taking place.
- This presentation is meant to broaden the perspectives of the participants and provide them with more examples from the field. The guest speaker can be, for example, a UNFPA staff member from the field who is working in the region.

**Activity: Welcome (10 minutes)**

1. Welcome participants to Day Three of the HRBA training.
2. Answer any questions from the ‘Parking Lot’ that are relevant to the day’s session—and that are brief!
3. Briefly lay out the plan and agenda for the day ahead.
4. Ask volunteers to share any examples of useful knowledge, skills or attitudes from the previous day.
5. Review evaluation results from the completed evaluation sheets.

**Presentation 10: HRBA and Population and Development (20 minutes)**

1. Cue PowerPoint slideshow on laptop computer  
(Session7\_Presentation10\_HRBA&PopulationDevelopment.ppt).
2. Review each slide with participants, referring to the presentation notes for further instructions.
3. Stop the presentation at the first ‘Conclusion’ slide.

## **Activity: Rallandua Census Exercise (2 hours, 15 minutes)**

### **Part A – Small group (1 hour, 30 minutes)**

1. Ensure that the appropriate VIPP materials are available for each group, e.g., multi-colored paper, markers, tape.
2. Randomly distribute cards with the letters A, B, C and D on them to participants, ensuring that there will be an equal number of participants in each group.
3. Refer participants to the appropriate activity sheet.
4. Provide copies of the Rallandua census questionnaire to participants. (Rallanduacensus.pdf).
5. Instruct participants to go to their break-out room to carry out the rest of the exercise.
6. Allow participants 1 hour, 30 minutes to complete this task.

### **Part B – Large group (45 minutes)**

1. Reconvene participants after the allotted time.
2. Invite each rapporteur to share group results with the larger group.
3. At the conclusion of all reports, comment on the work of each group, making note of key issues that arose.
4. Make sure to ‘relate back’ the results of the exercise to broader population and development issues, so that participants can see how lessons learned from the example of the census can apply to other work in this area.
5. Wrap-up the session by going over the ‘Conclusion’ slides of the PowerPoint presentation.

# Session 8

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Advocacy and Applying a HRBA in Challenging Contexts

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## Day Three: Session 8

<b>LEAD RESPONSIBILITY</b>	Experienced trainer who is familiar with UNFPA’s advocacy work and human rights.	
<b>PURPOSE</b>	To inform participants of the obstacles they might face when advocating for a HRBA, and provide tips and strategies on how to overcome them.	
<b>OBJECTIVES</b>	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Define advocacy.</li> <li>2. List at least three examples of UNFPA’s advocacy work.</li> <li>3. Explain the value-added of a HRBA to advocacy.</li> <li>4. Give examples of how to persuade resistant governments to support a HRBA to programming.</li> <li>5. Provide examples of how to carry out human rights-based programming in difficult contexts.</li> </ol>	
<b>TOTAL TIME</b>	2 hours, 30 minutes	
<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	<i>Presentation 11: Advocacy and HRBA</i>	30 minutes
	Activity: Advocacy Role Play	2 hours
<b>FACILITATOR NOTES</b>	<ol style="list-style-type: none"> <li>1. Refer to local or regional situations in your examples and encourage a lot of discussion.</li> <li>2. This is an area where participants probably have a lot to say and may have good ideas to share on how they have successfully advocated in the past.</li> <li>3. Be sensitive to all the issues that are raised, and be aware that even if you are training UNFPA staff, not all staff may share similar views on the more sensitive issues of UNFPA’s mandate. Be prepared to foster discussion on these sensitive topics.</li> </ol>	

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**KEY MESSAGES**

Go over some ways to advocate for a HRBA in challenging or conservative contexts. Participants should remember to:

1. Work with culture, not against it.
2. Emphasize that a HRBA is synonymous with national ownership.
3. Show that human rights is not a foreign concept.
4. Demonstrate the value added of a HRBA.
5. Emphasize capacity development.
6. Do the best that is possible given the specific situation.
7. Be patient and work progressively towards change.

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**MATERIALS**

*Items*

*Ready*

Computer, LCD projector, screen and hard copies of the slides for this session (see ‘Slides and Notes’ section of training Manual).

Flip charts and markers

Exercise for this session for each participant (from ‘Handouts’ section)

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**SUGGESTED READINGS**

In addition to reading pull-out Information Card 4 (which participants have hopefully done prior to the training), you can suggest they look at some of the following documents either during or after the training:

- UNFPA, Advocacy and Resource Mobilization for the 2010 Round of Censuses, 2009.
  - Rights into Action: UNFPA implements Implements Human Rights-Based Approach, 2005.
  - Strategic Options for HIV/AIDS Advocacy in Africa: Report of the Joint UNFPA-UNAIDS HIV/AIDS Advocacy Mission to Africa.
  - UNDP, Population Association, UNFPA, The Dynamics of Honour Killings in Turkey: Prospects for Action, 2007.
  - Any other relevant regional materials.
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**Presentation 11: Advocacy and HRBA – Challenges and Opportunities for UNFPA (30 minutes)**

1. Cue PowerPoint slideshow on laptop computer (Session8\_Presentation11\_Advocacy&HRBA.ppt).
2. Review each slide with participants, referring to the presentation notes for further instructions.
3. Stop at the first 'Conclusion' slide.

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**Activity: Advocacy Role Play (2 hours)****Part A – Small group (1 hour, 20 minutes)**

1. Randomly distribute cards with the letters A, B, C and D on them to participants, ensuring that there will be an equal number of participants in each group.
2. Refer participants to the appropriate activity sheet.
3. Instruct participants to go to their break-out rooms to carry out the rest of the exercise.
4. Encourage participants to draw from their own experiences and be creative!
5. Allow participants 1 hour, 20 minutes to complete this task.

**Part B – Large group (40 minutes)**

1. Reconvene participants after the allotted time.
2. Invite each group to perform its skit in front of the larger group.
3. At the conclusion of all reports, comment on the work of each group, making note of the key themes that were raised. Ask participants the following questions:
  - a. What have we learned from this exercise?
  - b. How comfortable do you feel about promoting the ICPD agenda using a human rights-based approach in environments that are not 'rights-friendly'?
  - c. What other advice can you offer the group as a whole when dealing in challenging contexts?
4. Wrap-up the session by turning to the 'Conclusion' slides of the PowerPoint presentation.

# Training Conclusion

## Day Three: Training Conclusion

<b>LEAD RESPONSIBILITY</b>	Trainer with expertise in training who is familiar with the entire content of the Manual.	
<b>PURPOSE</b>	To conclude the training and deal with any outstanding questions from participants.	
<b>OBJECTIVES</b>	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> <li>1. List the new skills they have learned from this training.</li> <li>2. Summarize how to implement a human rights-based approach into UNFPA-supported programmes.</li> <li>3. Feel confident about their understanding of a HRBA.</li> </ol>	
<b>TOTAL TIME</b>	1 hour, 30 minutes	
<b>SESSION PLAN</b>	<i>Activities</i>	<i>Duration</i>
	Activity: Training Conclusion	30 minutes
	Final evaluation and focus groups	30 minutes
	Closing	30 minutes

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**FACILITATOR NOTES**

1. Focus on making this interactive. Engage the participants in talking about their plans and how they expect their new knowledge will change the way they do their programming work.
  2. Ask participants to voice any fears or doubts about applying the human rights-based approach to their work.
  3. Ask the participants how comfortable they feel about using the Checklist in their future work.
  4. Make sure to close the training on a positive and enthusiastic note.
- 

**KEY MESSAGES**

Reiterate the key benefits to implementing a HRBA:

1. Promotes realization of human rights and helps government partners to achieve their human rights commitments.
  2. Increases and strengthens the participation of the local community.
  3. Improves transparency.
  4. Promotes results (and aligns with results based management).
  5. Increases accountability.
  6. Reduces vulnerabilities by focusing on the most marginalized and excluded in society.
  7. More likely to lead to sustained change as human rights-based programmes have greater impact on norms and values, structures, policy and practice.
- 

**MATERIALS**

*Items*

*Ready*

Flip charts and markers

Cards from Day One on which participants had written down their answers to the question: “Do you think you are already applying a human rights-based approach to your work?”

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**SUGGESTED READINGS**

Ask participants to go home and skim through the entire Manual to refresh their memories of all of the material covered and to highlight any persisting doubts/confusion they might wish to revisit in this session.

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**STEP BY STEP  
GUIDELINES****ACTIVITY: Training Conclusion (30 minutes)**

1. These are the bullet points for discussion (there are no PowerPoint slides for this session):
    - Ask participants to turn their attention to the poster featuring the diagram of a HRBA and to the Checklist of Questions.
    - Walk participants through the diagram, pausing to ask them to summarize at each programming stage the steps to be followed and the questions that must be asked to ensure implementation of a HRBA.
  2. Review the Checklist of Questions.
  3. Ask participants for their views on the utility of the Checklist.
  4. Ask participants to provide an example of how/where they will use the Checklist in future.
  5. Turn to the cards on which participants had written their responses to the question on Day One: “Do you think you are already applying a human rights-based approach to your work”? Read out some of the answers that are on the cards (anonymously) and ask participants if they agree that the example on the card is indeed a HRBA. In addition, ask for some volunteers to provide the answers they had written and say if they still think they are already applying a HRBA.
  6. Go around the room and ask each participant to name one thing they will do differently in their work as a result of this training.
  7. Emphasize to participants that it is not the aim of this training to instantly turn them into ‘experts’ on a HRBA. It will take time and more training and support before they feel comfortable and knowledgeable about how to implement a HRBA. Let them know that UNFPA is creating other tools to help them implement a HRBA, and that hopefully they will keep in touch with each other and swap ideas and stories about best practices with respect to their efforts to apply the HRBA to their work.
  8. If there is time, deal with any outstanding questions in the ‘Parking Lot’.
  9. Ask participants to complete the final evaluations and have them return them to you before leaving for the day.
  10. You may choose to collect more feedback from participants using the ‘Probing Questions for Use in Focus Groups’ found in the ‘Handouts’ section.
-



# Handouts

## Pre-Workshop Human Rights Assessment/Quiz

In order to better understand the needs of participants, please respond to the following items and return the completed sheets to the facilitator prior to the start of the workshop.

1. Have you previously taken a class or training in human rights?

Yes  No

If yes, please indicate the course title:

2. Have you done any work that required knowledge of human rights?

Yes  No

If yes, please provide a specific example:

	Very familiar	Familiar	Not familiar	Not at all familiar
3. Are you familiar with human rights concepts and knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are you familiar with international law concepts and knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are you familiar with the human rights ICPD issues? If so, which ones? Can you briefly describe these?				

6. Do you think you understand the links between human rights, population and development, sexual and reproductive health, and gender?

Yes  No

In your opinion, what is the link between human rights and sexual and reproductive health?

7. Is there any specific topic within human rights that you are most interested in?

8. Is there any specific aspect of the link between human rights and: a) sexual and reproductive health, b) population and development, c) gender, and d) emergency response that you are most interested in learning about?

9. Are you familiar with any of the following documents?

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Universal Declaration of Human Rights, 1948
<input type="checkbox"/>	<input type="checkbox"/>	International Covenant on Civil and Political Rights (ICCPR), 1976
<input type="checkbox"/>	<input type="checkbox"/>	International Covenant on Economic, Social and Cultural Rights (ICESCR), 1976
<input type="checkbox"/>	<input type="checkbox"/>	Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1981
<input type="checkbox"/>	<input type="checkbox"/>	Convention on the Rights of the Child (CRC), 1990
<input type="checkbox"/>	<input type="checkbox"/>	ICPD Programme of Action, 1994
<input type="checkbox"/>	<input type="checkbox"/>	Declaration on the Elimination of Violence Against Women, 1993
<input type="checkbox"/>	<input type="checkbox"/>	Beijing Platform for Action, 1995
<input type="checkbox"/>	<input type="checkbox"/>	UNGASS Declaration of Commitment on HIV/AIDS, 2001

10. What are your overall expectations of this workshop?

# **Activity Sheet – Day One: Question and Answer Session**

Take notes in the spaces below in preparation for the Question and Answer session at the end of the day.

Session 1: Introduction to Workshop and Manual

Session 2: Basics of Human Rights

Session 3: Key Elements of a Human Rights-Based Approach

## Activity Sheet: Power Walk Identities

[Each participant is to get one identity]

<ul style="list-style-type: none"> <li>• Male, 35 years old</li> <li>• Location: Rural</li> <li>• Education: Functionally literate</li> <li>• Income: Earn less than \$1 a day</li> <li>• Health: Undernourished</li> <li>• Access to clean water</li> <li>• No access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 23 years old</li> <li>• Location: Rural</li> <li>• Health: HIV/AIDS positive</li> <li>• Education: Illiterate</li> <li>• Access to clean water</li> <li>• Income: Earn less than \$1 a day</li> <li>• No access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 24 years old</li> <li>• Location: Rural</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• Access to clean water</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 45 years old</li> <li>• Location: Rural</li> <li>• Education: Illiterate</li> <li>• Income: Earn more than \$1 a day</li> <li>• No access to clean water</li> <li>• Access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 16 years old</li> <li>• Location: Rural</li> <li>• Health: HIV/AIDS positive</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• Access to clean water</li> <li>• Access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 15 years old</li> <li>• Location: Rural</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• Access to clean water</li> <li>• Access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 49 years old</li> <li>• Location: Rural</li> <li>• Education: Literate</li> <li>• Income: Earn less than \$1 a day</li> <li>• Health: Undernourished</li> <li>• No access to clean water</li> <li>• No access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 64 years old</li> <li>• Location: Rural</li> <li>• Education: Illiterate</li> <li>• Income: Earn less than \$1 a day</li> <li>• Health: Undernourished</li> <li>• Access to clean water</li> <li>• No access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 30 years old</li> <li>• Location: Rural</li> <li>• Unemployed</li> <li>• Health: Undernourished</li> <li>• Education: Illiterate</li> <li>• No access to clean water</li> <li>• No access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 26 years old</li> <li>• Location: Rural</li> <li>• Health: HIV/AIDS positive</li> <li>• Income: Earn less than \$1 a day</li> <li>• Education: Illiterate</li> <li>• No access to clean water</li> <li>• Baby born underweight</li> <li>• No access to reproductive health care</li> </ul>

<ul style="list-style-type: none"> <li>• Male, 56 year old</li> <li>• Location: Rural</li> <li>• Education: Literate</li> <li>• Income: Earn less than \$1 a day</li> <li>• Health: Undernourished</li> <li>• No access to clean water</li> <li>• No access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 23 years old</li> <li>• Location: Rural</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• No access to clean water</li> <li>• Access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 35 years old</li> <li>• Location: Rural</li> <li>• Education: Literate</li> <li>• Income: Earn less than \$1 a day</li> <li>• No access to clean water</li> <li>• No access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 26 years old</li> <li>• Location: Urban</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• Access to clean water</li> <li>• Access to Internet</li> <li>• Access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 35 years old</li> <li>• Location: Urban</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• Access to clean water</li> <li>• Profession: Doctor</li> <li>• Access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 20 years old</li> <li>• Location: Urban</li> <li>• Income: Earn less than \$1 a day</li> <li>• Health: Undernourished</li> <li>• Education: Illiterate</li> <li>• No access to clean water</li> <li>• Baby born underweight</li> <li>• No access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 30 years old</li> <li>• Location: Urban</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• Access to clean water</li> <li>• Access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 45 years old</li> <li>• Location: Urban</li> <li>• Education: Literate</li> <li>• Income: Earn more than \$1 a day</li> <li>• Access to clean water</li> <li>• Profession: Manager</li> <li>• Access to reproductive health care</li> </ul>
<ul style="list-style-type: none"> <li>• Male, 45 years old</li> <li>• Location: Urban</li> <li>• Income: Earn less than \$1 a day</li> <li>• Health: Undernourished</li> <li>• No access to clean water</li> <li>• Education: Illiterate</li> <li>• No access to reproductive health care</li> </ul>	<ul style="list-style-type: none"> <li>• Female, 65 years old</li> <li>• Location: Urban</li> <li>• Income: Earn less than \$1 a day</li> <li>• Health: Undernourished</li> <li>• Access to clean water</li> <li>• Education: Illiterate</li> <li>• No access to reproductive health care</li> </ul>

# Activity Sheet: Session 4 — Reproductive Health Case Study

## Instructions

Divide into three or four groups and answer the appropriate questions:

- Group A: Focus on questions 1, 2, and 7
- Group B: Focus on questions 3, 4, and 7
- Group C: Focus on questions 5, 6, and 7
- Group D: Focus on questions 1, 2 and 7

In your groups, please choose one chair and one rapporteur for the group.

## Part I

Please review the brief introduction to the Reproductive Health Case Study (from page 15, Module 4), pasted below for ease of reading:

### *Mapland: Introduction and Background*

Mapland is a country where cultural attitudes portray women as less than equals. The major religion speaks out against the use of modern contraceptives and preaches for abstinence until marriage. There are generally high levels of violence against women and high rates of teenage pregnancies. The highest rates of teenage pregnancies occur in North Mapland, which is more rural, and where cultural and religious attitudes are particularly strong. North Mapland is where UNFPA has decided to focus its support.

In North Mapland, UNFPA is partnering with a local religious NGO (North Mapland Church Relief), a local women's human rights NGO (North Mapland Women's Rights), local town councils, a local youth peer network (North Mapland Youth) and a number of government ministries (the Ministry of Health, the Ministry of Education, the Ministry of Youth Affairs, the Ministry of Justice, the Ministry of Finance, the National Secretariat for Women, and the Ministry of Cultural Affairs). The primary implementing partner for this programme is the Mapland Ministry of Health (MOH). As such this partner is responsible for reporting to UNFPA on activities and expenditures. Representatives from the MOH sit on all programme committees, which ensures that they are fully aware of programme progress.

The goal of the SRH programme (called '**The North Mapland SRH Programme**') is to improve sexual and reproductive health and reproductive rights and address violence against women within this region using a HRBA. The ultimate aim will be to scale up the programme throughout the entire country.

“Through an intensive process of community consultation that explores the connection between the rights related to one's own body and other civil, political and economic rights, the North

Mapland SRH Programme is fostering personal and cultural transformation in an area where strong negative attitudes towards women prevail.”

—Quote by a staff member of North Mapland Church Relief

## **Part II: Situation Assessment and Analysis**

Review the situation assessment and analysis carried out by the government of Mapland, paying particular attention to the Legal and Policy Environment section (Module 4, pages 21-23.)

You will notice that as part of the data gathering efforts, research was carried out to see whether any Special Rapporteurs had visited Mapland, or if any treaty monitoring bodies had made any relevant recommendations to the Government of Mapland.

- **Question 1:** In your view, what is the **added value** of considering these documents (i.e. the Special Rapporteur’s report, the CESCR recommendations, etc.) at the situation assessment and analysis stage, in the context of this case study? What is the point? Why should we care what the ICESCR Committee says to the Maplandian government about its obligations?
- **Question 2:** What specific information did this research into CESCR recommendations and Special Rapporteur reports provide that might not have otherwise been discovered?
- **Question 3:** How do you think UNFPA should use the results of this research (i.e. the ICESCR recommendations and the Special Rapporteur’s report) in order to design a better SRH intervention?

## **Part III: Monitoring and Evaluation**

Review the Monitoring and Evaluation section of the case study (pages 40-42, Module 4). [If you have not previously read the case study, you may wish to review the ‘Implementation’ section on page 36 too, as it will help you to understand the M&E section].

UNFPA tried to implement a HRBA in all stages of its programme in Mapland, but it is especially proud of the way in which it carried out its monitoring and evaluation activities.

- **Question 4:** In your view, how well did UNFPA manage to ensure participation and inclusion at the M&E stage? Did the relevant marginalized and excluded groups (e.g. see the list of ‘rights-holders’ in the ‘Situation Assessment’ section on page 23) really get a chance to ‘meaningfully’ participate at the M&E stage?
- **Question 5:** In your view, how well did UNFPA manage to ensure accountability at the M&E stage? (Turn to your Checklist of Questions for help. Do you think that UNFPA asked itself these questions on the Checklist?)

- Question 6: What about the principle of non-discrimination? Is there any indication that specific attention was paid at the M&E stage to measure and track discrimination?
  
- Question 7:
  - a. Take note of the indicators chosen to monitor and evaluate Mapland's SRH programme. Are these indicators 'human rights-based' in their current state? If so, why? If not, how would you strengthen them to reflect more human rights principles?
  
  - b. What kinds of process indicators are being used? Do you think they are effective in showing us whether North Mapland's SRH programme is being implemented in a human rights-based manner?

## Activity Sheet: Session 5 — Gender Case Study

Please read the following summary of the Case Study found in Module 5 of your manual.

In your groups, please choose one chair and one rapporteur for the group.

### *Jalampore: Introduction and Background*

The gender equality and women’s empowerment programme in Jalampore—the **Jalampore Gender Programme** (the JGP)—aims to strengthen the capacity of the government of Jalampore to implement legislation that promotes and protects gender equality and women’s human rights. The JGP also aims to raise awareness of women’s human rights among all actors, and empower women to claim their rights.

UNFPA, with its large network of cooperative relationships in the field of gender issues in Jalampore, was the natural choice to manage the planning and implementation of JGP. Under UNFPA’s stewardship, JGP has already begun to dramatically transform how key actors understand women’s and girls’ human rights.

#### **Your task:**

You have recently joined UNFPA’s Jalampore office. You are part of a human rights unit within the office, and your unit has been approached by the government of Jalampore to examine the JGP. The government wishes to know if the JGP is accurately implementing a HRBA, and if not, where the gaps are. Your job is to assess how well the JGP has implemented a HRBA, and to suggest ways to strengthen this implementation.

- Group A: Focus on how well the principle of **participation** has been implemented into all stages of the programme. Suggest one way in which participation can be improved at each stage.
- Group B: Focus on how well the principle of **accountability** has been implemented into all stages of the programme. Suggest one way in which accountability can be improved at each stage.
- Group C: Focus on how well the principle of **non-discrimination** has been implemented into all stages of the programme. Suggest one way in which accountability can be improved at each stage.
- Group D: Focus on how well the **3AQ elements** (availability, accessibility, acceptability, quality) have been considered at all stages of the programme. Suggest how each element could be better considered in the programme as a whole. (Optional)

**All Groups:** Turn to your HRBA Checklist for examples of questions that need to be asked at each stage. Is the JGP asking all these questions? Also note that some country programmes spend

more time describing how they considered participation at each stage, and less time on other principles, such as accountability. As a result, some groups may have to ‘dig deeper’ and ‘read between the lines’ to figure out whether certain human rights principles were considered, if at all.

To answer the above questions, read the excerpts of the case study below.

## SUMMARY OF THE JALAMPORE CASE STUDY

### Situation Assessment and Analysis for the UNFPA-supported Jalampore Gender Programme

Before starting the situation assessment and analysis, the primary stakeholders in the programme were chosen. The Ministry of Interior (MOI) of Jalampore, in partnership with UNFPA, decided upon the following partners:

- Jalampore Women for Politics—a women’s NGO that supports women’s participation in politics;
- local governments and municipalities; and
- some other local women’s NGOs.

The selection of partners was closely associated with **responsibility** and **participation**. It was believed that the State should participate in the project as it is the main duty-bearer. Accordingly, the MoI and local level governorates and municipalities represented the **State participation** in this project. With respect to **NGO participation**, there was one national-level NGO, and there were also other women’s NGOs at the local level who were partners. It was believed that local level women’s NGOs would be able to adequately represent the views of local women rights-holders.

The initial concept paper for the situation assessment and analysis was drafted by 6-7 female gender experts from the women’s movement and academia. A gender expert, who also knows the national governmental system well, was employed to conduct preparatory work. In addition to the general situation analysis, a review of the **legal and policy** environment was also carried out, including the country’s international human rights obligations and the degree of compliance with them.

*Determination of rights-holders and duty-bearers:* Given the results of the causality analysis [which is in your Manual, but which has not been included in this summary], the partners noted that **all** women and girls were rights-holders in the six pilot provinces where the programme was to be implemented. However, there were certain groups of women who were especially excluded in Jalampore’s laws and policies, and especially discriminated against—those who were illiterate (uneducated), lived in rural areas, and those who were extremely poor. It was also these groups who knew the least about their rights.

As for corresponding **duty-bearers**, it was determined that these would be:

- the Ministry of Justice;
- the Ministry of Interior; and
- local government institutions and departments.

## **Planning and Design Stage of the JGP**

As was the case with the situation analysis, a wide range of participants were involved in planning the programme, including the UNFPA Representative, the gender experts whose views were sought during the situation analysis, and a large number of the NGO Representatives who also participated in the preparation process.

These NGO Representatives were mainly persons who had followed closely the CEDAW, the Beijing Fourth World Conference on Women, the International Conference on Population and Development, and the World Social Summit reporting and meeting processes.

Participation at the planning and design stage was encouraged through stakeholders meetings, trainings, problem-solution analysis, and reporting meetings. The trainings were designed to be bi-directional, and included both the primary rights-holders from the six pilot provinces (illiterate women and girls, rural women and girls, and women and girls living in poverty) and the primary duty-bearers (Ministry of Justice, Ministry of Interior, and local government institutions and departments from the six provinces).

In addition, the JGP team tried to be innovative by creating a website and online chat room for local NGOs. This website was created with the aim of establishing communication among NGOs participating in training on women's rights; ensuring work and discussion on projects; increasing the NGOs' interest in the shaping of local action plans; and sharing experience.

Opinion polls on the programme were also presented for the evaluation of all partners, and provincial level results from the six provinces were presented and discussed at all stakeholder meetings. The results were distributed through printed material prepared subsequently, and put on the Internet page of the programme. Authorities responsible were openly listed.

The steering committee for the JGP, which was responsible for all the main decisions, was a tripartite structure. This was also designed to enhance participation. The steering committee was made up of:

- the MoI;
- two representatives from a local women's rights NGO in each of the six pilot provinces; and
- the relevant UN agencies.

Protocols were agreed upon by the steering committee members, which were based on clearly defined duties and responsibilities.

## **Implementation Stage**

The main strategies of implementation of the JGP were **advocacy** (awareness raising) and **capacity development**, with active involvement and partnership of government, civil society, private sector and international/bilateral donors/organizations.

Throughout the implementation of this programme, all of JGP's processes were based on social dialogue, participation, and working with local governments and local NGOs. All of the main partners as well as all of the implementation partners at the local level, i.e. municipalities, public institutions, organizations and local NGOs were part of the **local culture**. This was done to ensure that implementation and all other aspects of the programme were **culturally sensitive**. This is also why the programme was implemented not at the national level but at the local level, so that interventions could be more oriented to local communities and cultural practices. Capacity development for local authorities as duty-bearers in the selected six cities was supported for effective gender mainstreaming at the local level.

To enhance participation at the implementation stage, stakeholders meetings were organized in six provinces by the governorates. The JGP was introduced in meetings in which the mayor and NGO officials also participated. In two provinces, second meetings were organized as women's NGO participation had remained insufficient.

With regard to communication, information on developments about implementation related to the JGP was all posted on a public website and three issues of the newsletter 'For a Better Future, Women and Girls First', were published to inform the public of developments.

## Monitoring and Evaluation

Internal M&E occurred through regular field visits and activity and programme reports. The programme was externally evaluated at midterm and at the end of the programme. UNFPA human rights-based gender indicators were used to measure progress specifically in the six programme cities.

The JGP monitoring and evaluation activities were planned to be participatory. For example:

- As indicated above, the steering committee was a participatory body and it met at short intervals to evaluate developments.
- The group that oversaw the JGP's activities had the function of monitoring and evaluation and was a widely participatory body.
- The reports prepared by the JGP local facilitators and their participants were exchanged.

As for who was involved in the M&E itself, a group of widely participatory bodies met every six months to review M&E findings. This group included:

- the Minister of the Interior;
- the UN Gender Thematic Group (which includes a wide range of UN agencies, such as UNFPA, WHO, UNHCR, ILO, WFP, UNICEF, UNDP, etc.);
- members of Parliament from the six pilot provinces;
- chairpersons and local government officials in fields such as health, family, labour, and population;
- representatives of local women's NGOs (from the six pilot provinces, but also from a few other provinces in Jalampore);
- gender experts; and
- the JGP implementation team.

As part of the monitoring process, local governments, especially municipalities, have developed a registration and evaluation system, starting with basic services and complaint/application procedures that also take women into account. Exit interviews by female government officers are carried out with women as they leave the government department in question. The female government officers have been trained in 'gender sensitivity'. Focus group discussions among women in the six provinces (carried out in a manner that ensures an equal representation of illiterate women, rural women and women living in poverty) have also been carried out to gather women's views on their interaction with government offices and the justice system.

## Activity Sheet: Session 6 — Emergency Response Role Play

**Setting:** Preparation for strategic planning meeting for all stakeholders in the emergency response in Arturia

**Topic of Meeting:** How to continue and better implement SRH programmes in Arturia from a human rights-based approach.

**Exercise:** Each participant will be provided with one of the roles explained below. In each small group, every participant will have a different role. In your groups, you have been brought together to attend a very important ‘Strategic Planning Meeting’ for all stakeholders involved in the emergency response in the country of Arturia. Do your best to fulfil your role to the best of your abilities. Try to truly behave within your new ‘identity’ as much as possible. Most importantly—have fun!!

Please read the brief description of the role you have been assigned. Then turn to Module 6 in your Manual. Read the case study (if you have not already!) and think about the stand and the position your character would take on using a human-rights based approach (HRBA) and its various components. The questions below are designed to help you organize your ideas. You do not need to write down the answers to these questions! They are just to help you think about what to say at the strategic planning meeting.

In your groups, please choose one rapporteur for the group. You do not need to choose a chair for the group as that has already been done for you (the ‘UNFPA Rep’ is, according to the identity he/she has been given, the automatic chair of the group).

### **Facilitator Notes:**

Each participant has been provided with one of the roles below, followed by a few questions to trigger their thoughts. There are eight roles, two of which are ‘neutral’ (i.e. WHO official and Assistant to the Office of the Resident Humanitarian Coordinator). There should be one person with each identity in each small group.

If there are fewer than eight participants in each group, you (i.e. the resource person)—can be a ‘neutral’ member of the stakeholder’s group. For example, you can be an Assistant to the Office of the Resident Humanitarian Coordinator in Arturia, or the WHO Rep. Your job is to help the chair of the meeting guide the group towards reaching a consensus on whether to continue moving forward in Arturia using a HRBA. If the answer is yes, then see if you can reach consensus on how to strengthen the application of a HRBA in order to improve SRH outcomes in Arturia.

## PARTICIPANT ROLES

### **Role: Sexual and reproductive health programme manager at the Ministry of Health in Arturia**

Your ministry's priority is to provide sexual and reproductive health care to women and adolescent girls. These services have traditionally been provided through the national health care system—village health centers, primary health clinics, first-level hospitals, and more advanced tertiary care centers. Your ministry has been trying to implement a HRBA in the South of the country but has encountered many challenges, especially because of the post-conflict situation in this region. Your ministry has also been frustrated with the health workers in the North, as some have exploited the conflict and smuggled drugs and health supplies for personal gain.

As you know, UNFPA and its partners have been working in both North and South Arturia for several years. You have been invited to a strategic planning meeting where UNFPA and its partners are reviewing progress and challenges to date in their programmes and beginning to plan for future sexual and reproductive health (SRH) programmes. The question of how to continue (and for some participants whether to continue) and better implement a HRBA in SRH programmes is on the table.

Think about the questions below. They are meant to help you articulate your character's position on a HRBA.

1. As a Ministry of Health Representative, think about a couple of rights that you think have been violated or remain unfulfilled in your country. Who are the rights-holders in this case? Think about their capacities. Who are the duty-bearers? Think about their capacities.
2. As a Ministry of Health Representative, what is your position on strengthening the involvement of men in sexual and reproductive health programmes? What about other groups that have been marginalized or overlooked in this area? Do you think a HRBA can help you achieve this? How?
3. As a Ministry of Health Representative, how could you use the principle of accountability to address the challenges facing your country?

## **Role: Sexual and reproductive health programme manager at the UNFPA in Arturia**

UNFPA makes it a priority to support the provision of sexual and reproductive health services using a HRBA. UNFPA has had some success in implementing a HRBA despite the conflict and post-conflict situations in the country. However, UNFPA is dismayed about many groups' continued lack of access to the national health system for more complex health and medical problems. UNFPA remains firmly committed to a culturally sensitive, gender-responsive HRBA regardless of the emergency situation.

As you know, UNFPA and its partners have been working in both North and South Arturia for several years. You have been invited to a strategic planning meeting where UNFPA and its partners are reviewing progress and challenges to date in their programmes and beginning to plan for future sexual and reproductive health (SRH) programmes. The question of how to continue (and for some participants whether to continue) and better implement a HRBA in SRH programmes is on the table.

Think about the questions below. They are meant to help you articulate your character's position on a HRBA.

1. As a UNFPA Representative, what are some of the achievements you have made in Arturia from a health programming perspective? How did a HRBA help you with these successes? Think about both process and outcomes, as well as the key principles of a HRBA (participation and inclusion, equality and non-discrimination, accountability and rule of law).
2. As a UNFPA Representative, how do you see the links between a HRBA and a culturally-sensitive approach? Can you think about some examples where these two approaches together helped you implement a better programme?
3. As a UNFPA rep, how would you respond to those that argue against using a HRBA in conflict and post-conflict settings? In other words, what kind of arguments would you use when trying to convince the government and other stakeholders of the added value of a HRBA?

### **Role: Representative of the Ministry of Finance (MoF) in Arturia**

Because of the conflict, the MoF has been working with very limited national resources and has been dependent on outside aid to pay for the costs of ensuring national security and providing social services. The MoF believes a HRBA is not a cost-effective approach during emergencies. The MoF is more concerned with national security and spending on arms to combat militias in the North. The representative argues that the attacks on IDPs by militias are the main cause of health problems.

As you know, UNFPA and its partners have been working in both North and South Arturia for several years. You have been invited to a strategic planning meeting where UNFPA and its partners are reviewing progress and challenges to date in their programmes and beginning to plan for future sexual and reproductive health (SRH) programmes. The question of how to continue (and for some participants whether to continue) and better implement a HRBA in SRH programmes is on the table.

Think about the questions below. They are meant to help you articulate your character's position on a HRBA.

1. As a MoF Representative, what arguments would you make against a HRBA in conflict and post-conflict settings?
2. Can you think about some ways in which a HRBA can actually help you better implement your priorities? Think about the key principles of a HRBA (participation and inclusion, equality and non-discrimination, accountability and rule of law).
3. As a MoF rep, who do you think is accountable for the lack of SRH services? For the lack of transportation systems to health facilities? Think about rights-holders and duty-bearers.

**Role: Sexual and reproductive health programme manager at a humanitarian NGO working in the North of Arturia**

Your work focuses on providing priority SRH services in the IDP camps in the North. Although you work with displaced persons, your NGO does not implement a HRBA approach. Rather, your organization's stance is that it works with all victims of war and follows international humanitarian law (IHL) only. Your organization does use the language of human rights when convenient, such as in advertisements and fund-raising activities.

As you know, UNFPA and its partners have been working in both North and South Arturia for several years. You have been invited to a strategic planning meeting where UNFPA and its partners are reviewing progress and challenges to date in their programmes and beginning to plan for future sexual and reproductive health (SRH) programmes. The question of how to continue (and for some participants whether to continue) and better implement a HRBA in SRH programmes is on the table.

Think about the questions below. They are meant to help you articulate your character's position on a HRBA.

1. How would you frame the differences between a needs-based approach and a rights-based approach?
2. As an employee of this humanitarian NGO, what is your position on participation and inclusion? How can you ensure that the opinions of excluded women, adolescents and youth, community reps, and traditional leaders are taken into account in your SRH programmes?
3. Do you think using human rights arguments to hold duty-bearers accountable for the loss of reproductive health supplies in the camp is a useful strategy? If yes, how would you do so?

**Role: Member of a Norto community group**

You are very concerned with the well-being of the Norto community—those living as IDPs in the camps in the North, as well as those Nortos in the South who need assistance in accessing government-provided social services. You are in favor of a HRBA as it provides a needed focus on your community and other marginalized groups.

As you know, UNFPA and its partners have been working in both North and South Arturia for several years. You have been invited to a strategic planning meeting where UNFPA and its partners are reviewing progress and challenges to date in their programmes and beginning to plan for future sexual and reproductive health (SRH) programmes. The question of how to continue (and for some participants whether to continue) and better implement a HRBA in SRH programmes is on the table.

Think about the questions below. They are meant to help you articulate your character's position on a HRBA.

1. As a representative of a Norto community group, in what ways do you think your community is entitled to actively participate in SRH decisions? What does this entail?
2. How can laws and policies regarding requiring identification for health care be reformed to address discrimination against your Norto community and improve its access to SRH services?
3. Using a HRBA, in what ways would you collaborate with other stakeholders to improve their knowledge of the SRH situation in your community? Think about the key principles of a HRBA (participation and inclusion, equality and non-discrimination, accountability and rule of law).

### **Role: Member of a local health workers coalition in Arturia**

You represent the frontline of those who provide SRH care and services to everyone in the country. With regards to health workers smuggling drugs for money in the North, you feel that it is justified given that they are underpaid, overworked, and that their basic rights are not being fulfilled. You are also well versed in the main biomedical SRH problems facing those living in Arturia. (Pay close attention to the basic SRH challenges in the case. As a health worker, you may be expected to be familiar with these.) Your coalition is generally in favor of a HRBA.

As you know, UNFPA and its partners have been working in both North and South Arturia for several years. You have been invited to a strategic planning meeting where UNFPA and its partners are reviewing progress and challenges to date in their programmes and beginning to plan for future sexual and reproductive health (SRH) programmes. The question of how to continue (and for some participants whether to continue) and better implement a HRBA in SRH programmes is on the table.

Think about the questions below. They are meant to help you articulate your character's position on a HRBA.

1. How does a HRBA shape what you do as a health worker or provider in an emergency setting? Think about both process and outcomes, as well as the key principles of a HRBA (participation and inclusion, equality and non-discrimination, accountability and rule of law).
2. How would you use international human rights commitments to advocate for improved psychosocial services at governmental facilities in the South?
3. How would you use a HRBA to promote better patient privacy and confidentiality in future SRH services and programmes?

**Role: WHO Representative in Arturia**

You are not an expert in sexual and reproductive health issues, but you are familiar with the key problems in Arturia. You are aware that UNFPA has been the main force behind trying to persuade all the groups responding to SRH issues in the emergency to follow a ‘human rights-based approach’. You are not quite sure what WHO’s stance is on a HRBA—you know that they mention it in some of their SRH materials, but are generally quite vague about it and unclear on what this means. You think that the UNFPA-led response to the SRH problems in Arturia is quite good, and of course you support human rights in general. You are happy to attend the stakeholders meeting and listen and learn and see if any particularly persuasive reasons for using a HRBA emerge.

**Role: Assistant to the Office of the Resident Humanitarian Coordinator in Arturia**

You are the assistant to the resident humanitarian coordinator in Arturia. You are a neutral member of the stakeholder group who is interested in reaching agreement on whether and how to apply a HRBA in this conflict. Your job is to help the chair of the meeting guide the group towards reaching a consensus on whether to continue moving forward in Arturia using a HRBA. If the answer is yes, then see if you can help the group reach consensus on how to strengthen the application of a HRBA in order to improve SRH outcomes in Arturia.

# Activity Sheet: Session 7 — Population and Development

## Instructions for ALL Groups:

During this exercise, refer to Module 3 of your Manual. Also take a look at the census questionnaire, as well as the country's statistics sheet (below). Use the information to think about how you may plan, carry out and analyse a census using a HRBA in a country like Rallandua.

In your groups, please choose one chair and one rapporteur for the group.

## Group A: Focus is on 'planning' and preparing for the census

Refer to pages 16-37 of Module 3 if needed during this exercise.

Question: *Briefly* outline how you would use a human rights-based approach to **plan** for Rallandua's census. Think about some of the following issues:

- What kinds of laws and policies would you wish to consider before carrying out the census? (See pages 17-19 for ideas.)
- What groups do you think should participate in the census planning stage? (Note the groups that participated in the preparation of Rallandua's census on page 25. Would you invite similar groups to participate? Note also the types of questions on the census, and thus the type of information that is being gathered, and whether that should have any influence on which groups should be invited to participate.) How would you reach any marginalized groups that you may want to invite to participate in the census planning? And who would these groups be, do you think?
- How would you consider equality and non-discrimination at the census planning stage? (Refer to pages 27-31 if needed.)
- How would you consider ensuring accountability and transparency at the census planning stage? (Refer to pages 31-32)

## Group B: Focus is on 'carrying out'/implementing the census

Refer to pages 38-41 of Module 3 if needed during this exercise.

Question: *Briefly* outline how you would use a human rights-based approach to **gather census data**. Think about some of the following issues:

- How would you actually *carry out* the data gathering? Remember, you want to gather your data in a way that encourages the participation of everyone; you want to ensure you do not discriminate among individuals or groups; and you want to ensure that your data gathering efforts are done in a competent, trustworthy manner and that there are avenues for holding you (or your data gatherers) accountable.
  - Think about how you would minimize bias in either the way data is collected or in how questions are asked. For example, are there any questions in the census that you think may be sensitive? If so, how should your door-to-door census enumerators (if

- you're using a door-to-door method) ask those questions in a way that might make them less sensitive?
- How would you encourage everyone (including illegal immigrants, etc.) to answer the questions on the census?

**Group C: Focus is on 'post-enumeration' activities — analysis and translation of data gathered by the census**

Refer to pages 41-50 of Module 3 if needed during this exercise.

Question: *Briefly* outline how you would use a human rights-based approach to **analyse the data collected in this census and translate it into good policy**. Think about some of the following issues:

- Look at the types of questions asked and the type of information that is being gathered. How can such information be used to advance a government's human rights commitments?
- Look at the way that data is being disaggregated in the census. Is this disaggregation sufficient?
- Who should participate in analysing and translating this data?
- How can you ensure that this data is not analysed or translated in a manner that might discriminate against a certain group?
- How can you ensure that this data is analysed in a gender-responsive manner?
- Is there anything in this data that's relevant to sexual and reproductive health?
- How could you use this data to inform sexual and reproductive health policies to hold governments accountable for their human rights obligations?

## Rallandua Country Information

**Population:** 14,241,640

Note: estimates for this country take into account the effects of excess mortality due to AIDS; this can result in lower life expectancy, higher infant mortality, higher death rates, lower population growth rates, and changes in the distribution of population by age and sex than would otherwise be expected (July 2008 est.)

**Age structure:**

0-14 years: 33.2% (male 2,389,668/female 2,338,838)  
15-64 years: 63.2% (male 4,372,480/female 4,627,895)  
65 years and over: 3.6% (male 193,338/female 319,421) (2008 est.)

**Median age:**

Total: 21.7 years  
Male: 21 years  
Female: 22.5 years (2008 est.)

**Population growth rate:** 1.752% (2008 est.)

**Birth rate:** 25.68 births/1,000 population (2008 est.)

**Death rate:** 8.16 deaths/1,000 population (2008 est.)

**Net migration rate:** NA

**Sex ratio:**

At birth: 1.04 male(s)/female  
Under 15 years: 1.02 male(s)/female  
15-64 years: 0.94 male(s)/female  
65 years and over: 0.6 male(s)/female  
Total population: 0.96 male(s)/female (2008 est.)

**Infant mortality rate:**

Total: 56.59 deaths/1,000 live births  
Male: 63.76 deaths/1,000 live births  
Female: 49.1 deaths/1,000 live births (2008 est.)

**Life expectancy at birth:**

Total population: 61.69 years  
Male: 59.65 years  
Female: 63.83 years (2008 est.)

**Total fertility rate:** 3.08 children born/woman (2008 est.)

**HIV/AIDS - adult prevalence rate:** 15.6% (2003 est.)

**Major infectious diseases:**

Degree of risk: very high

Food or waterborne diseases: bacterial and protozoal diarrhea, hepatitis A, and typhoid fever

Vectorborne diseases: dengue fever and malaria

Note: highly pathogenic H5N1 avian influenza has been identified in this country;

**Ethnic groups:**

Irumi 35%, Jakani 45%, Other 20%

**Languages:**

Jakani (official) 60%, Irumi, 30%, Other 10%

**Literacy:**

Definition: age 15 and over can read and write

Total population: 73.6%

Male: 84.7%

Female: 64.1% (2004 est.)

**School life expectancy (primary to tertiary education):**

Total: 10 years

Male: 10 years

Female: 9 years (2006)

**Education expenditures:** 1.7% of GDP (2004)

**Legal system:** Primarily a civil law mixture of French-influenced codes from the period of colonization, royal decrees, and acts of the legislature, with influences of customary law and remnants of communist legal theory; increasing influence of common law.

**Judicial branch:** Supreme Council of the Magistracy (provided for in the constitution and formed in December 1997); Supreme Court (and lower courts) exercises judicial authority.

**Economy - overview:** From 2001 to 2004, the economy grew at an average rate of 6.4%, driven largely by an expansion in the garment sector and tourism. The tourism industry continues to grow rapidly, with foreign arrivals reaching 2 million in 2007. In 2007, the government signed a joint venture agreement with two companies to form a new national airline. The long-term development of the economy remains a daunting challenge. The population lacks education and productive skills, particularly in the poverty-ridden countryside, which suffers from an almost total lack of basic infrastructure.

**Unemployment rate:** 20.5% (2000 est.)

**Population below poverty line:** 35% (2004)

**Health (<http://www.unfpa.org>):**

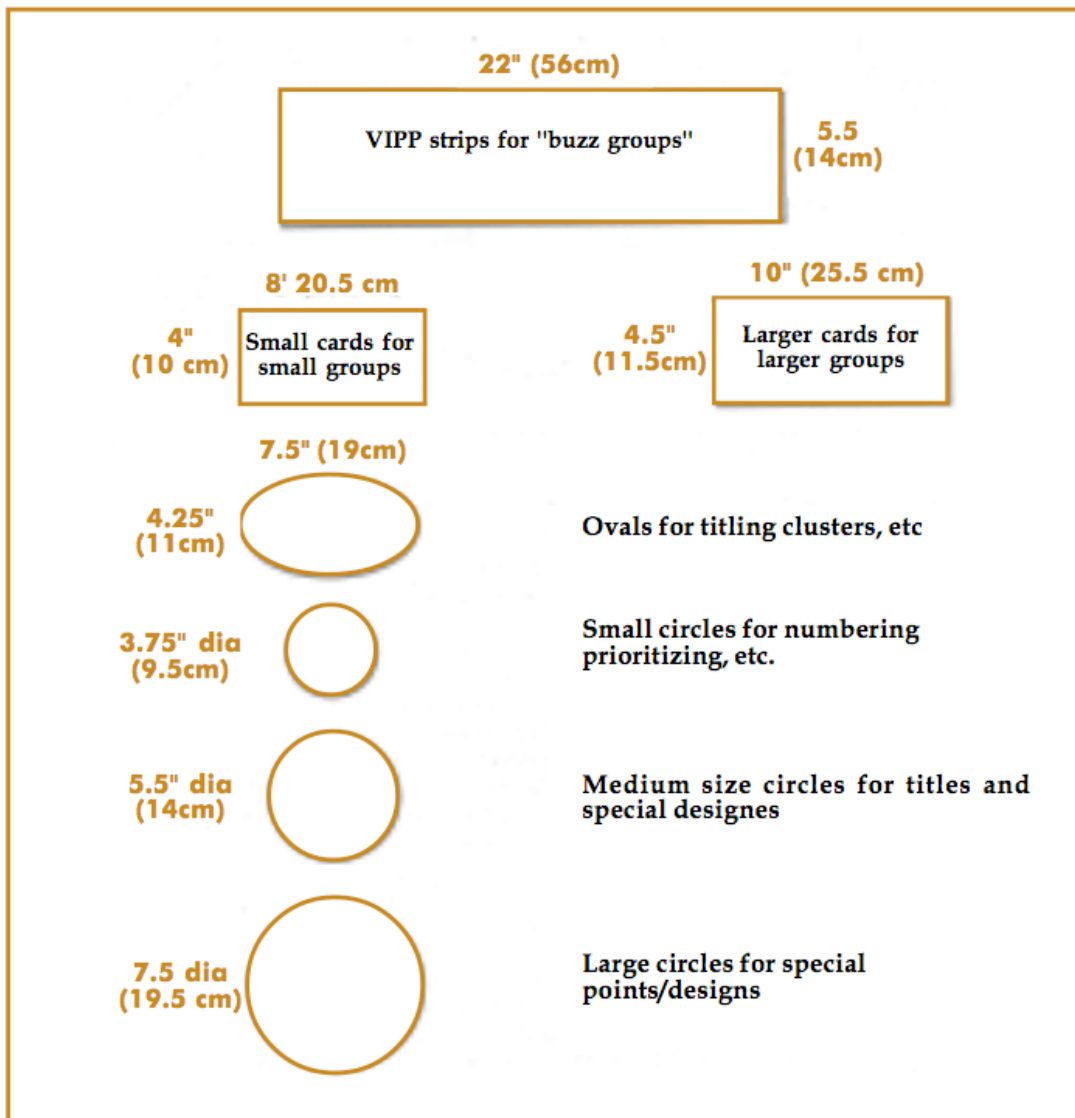
Rallandua, with a population of 14 million, is a developing country. It is struggling with high rates of maternal and infant mortality and faces a large unmet need for family planning. In 2000, the maternal mortality ratio was estimated at 450 deaths per 100,000 live births, while the infant mortality rate is 95 deaths per 1,000 live births. The contraceptive prevalence rate for modern methods among women ages 15-49 years is only 18.5 percent. A full one-third of women of reproductive age want to plan their families but are unable to do so because of an acute lack of information and services.

HIV prevalence among adults is 15.6 percent, Prevention campaigns have brought about a reduction in the rate of new infections. However, widespread poverty and gender inequality are exacerbating the effects of the pandemic.

# Background Information on VIPP<sup>1</sup>

## Card Sizes and Shapes

Standard card shapes and sizes are given in the drawing below. The rectangular cards are used for main idea processing, the smaller ones for small group events, and the larger ones for larger group events where the distance between the boards and the plenary increases. The other cards can be used for numbering or titling clusters or for visual emphasis of certain ideas.



<sup>1</sup> This information comes from UNICEF, VIPP, Visualisation in Participatory Programmes: A manual for facilitators and trainers involved in participatory group events. Dhaka, Bangladesh. 2003.

### Rules for Card Writing

- Write only one idea per card so that clustering of ideas is possible.
- Write only three lines on each card and form blocks of words.
- Use key words instead of full sentences.
- Write large letters in both upper and lower case, if possible, so that your words can be read from 10 meters.
- Learn to write legibly and use the broadest side of the marker, not the point.
- Apply two sizes of script to distinguish main points.
- Use the different sizes, shapes and colours of cards to creatively structure the results of discussions.
- Follow the colour code established for different categories of ideas.

### Rules for Involving Participants

- Every participant is a resource person and every resource person is a participant.
- Everyone helps everyone. Every idea counts.
- Conflicts and controversial points of view should be visualized and dealt with at an appropriate time.
- Uncomfortable feelings must be dealt with promptly.
- Use VIPP as a learning process for making people more tolerant and receptive to other opinions.

### Rules for Group Work

- Organize a suitable working place (chairs in circle or semi-circle, and a convenient place for your materials and pin boards).
- Visualize the task in words and through demonstration with co-facilitators, if necessary, and ask if clarification is needed.
- Distribute tasks for facilitator and visualizer.
- Establish the topics and allocate adequate time.
- Collect ideas on cards (individually without talking).
- Cluster and discuss cards, label clusters.
- Review clusters to determine what is missing.
- Prepare presentation for the plenary, establishing a division of tasks in the group.

### Rules for Presentation of Group Work Results

- The group should stay in front of the plenary.
- Maintain eye contact with the plenary.
- Present as a team.
- Back up written work with creative presentations such as role plays, whenever possible.
- Involve the plenary in the presentation through VIPP techniques.
- All important cards should be read and pointed to while reading.
- Avoid long comments or repetitive explanations.
- Record feedback from plenary on cards.

### Basic Rules for Facilitators

- Consider VIPP techniques in the planning process only if convinced of their utility.
- If VIPP techniques are applied, be consistent throughout the event.
- Be well-prepared for each session by meeting with co-facilitators
- Be conscious of the time factor but not rigid so that each session cannot be satisfactorily concluded. Plan time buffers.
- Consciously guide the group, stimulating it to advance.
- Do not dominate the proceedings. The best facilitator makes herself superfluous!
- Ask precise questions at the right moment.
- Do not force participants to stay!

#### Rules That Reinforce VIPP Philosophy

- Facilitate the group process without manipulation.
- Use your knowledge of the subject matter to raise relevant questions but not to teach or give opinion.
- At the beginning of a session briefly introduce the programme visually.
- Summarize the discussion:
  - at the beginning of each session;
  - when the discussion gets away from the topic.
- Explain the tasks and questions clearly, in detail, and visualize them in writing.
- Do not react to questions/critique by giving long explanations.
- Turn questions back to the participants to answer.
- Accept critiques or controversial points of view and visualize them to be dealt with later in the session or event.
- Do not justify yourself or the methods you are using. You can, however, offer alternatives to the floor.
- Convince the participants of the method by application, not by preaching.
- Do not involve more than two facilitators at a time: one who facilitates the process and the other to assist in keeping in touch with the group and distribute materials.

Your primary responsibility as a facilitator and trainer is to clear the way for progress and learning by participants. You can do so in a number of ways:

- Discover with them and from them what they need.
- Help them to find resources—partners, materials, activities or information that will increase their confidence and skills.
- Intervene when progress is slow to suggest alternative ways of moving ahead.
- Help them relate their experience to the concerns of others.
- Invent ways for them to test their new skills in real situations.
- Encourage them to find their own answers, even when it might be easier for you to supply a solution that seems obvious to you.
- React sincerely to constructive feedback. Become a learner with them by admitting your own inadequacies.

It may appear that VIPP facilitation is a series of rules. In fact, in most sessions participants will only be presented with the rules of writing.

## Activity Sheet: Session 8 — Advocacy

This is a FUN exercise. Feel free to be as creative and inspired as you wish!

### Instructions

1. In your groups, please choose one chair (“Director”) for the group.
2. If you need any help, turn to pull-out Information Card 4, ‘Advocacy in Challenging Contexts’ at the back of your Manual
3. Reflect on your own experiences where you have had to promote a HRBA or push for the inclusion of human rights in a difficult or challenging environment. (The idea of a ‘challenging’ environment should not be restrictive in any way. It could mean working with a reluctant government, but it could also arise in your own office, e.g., you may have faced challenges in your own workplace, trying to persuade your co-workers on why it’s important to insert language on a human rights-based approach in certain documents.)
4. Share these experiences with the rest of your group.
5. Have your group vote on which one of all your experiences your group would like to act out in a 5-minute ‘skit’. In order to help you choose, try to pick an experience that reflects a typical challenge faced by UNFPA staff in the field dealing with resistance to human rights.
6. Having chosen an experience, your group should ‘act out’ this experience—not in the way it originally occurred, but imagining how it would play out today, given your new knowledge of the benefits of human rights-based approaches. What would happen today if you faced these same obstacles in the same challenging environment? How would you react differently? What persuasive arguments would you arm yourself with? The role of the ‘Director’ is to help with the direction of the skit, and—most importantly—to keep time!! The skit must not be longer than 10 minutes!!
7. Decide within your own small groups who will play which role in the skit.
8. Be creative. In your 5-minute skit, make reference to each human rights principle at least once in whatever way you feel would better promote your attempt to persuade the reluctant party of the importance of a HRBA.

Enjoy yourselves, and get ready to act out your skit in front of the rest of us!

## Suggested Energizers

**Human Rights Match:** Hand out to each participant one word from a common human rights-related term, and ask them to find the person who holds the second word from their term. For example, a participant who gets the word ‘gender’ can team up with another participant who may have received the word ‘equality’ or ‘sensitivity’. Once they find their partner(s), ask participants to define the term they’re holding up, and also state their expectations from this training (while at the same time introducing themselves to the group).

Common human rights terms can include:

- gender empowerment;
- rights-holder;
- duty-bearer;
- rule of law;
- gender-responsive; and
- culturally sensitive.

**Silent Calendar:** Explain that the whole group must line up in order of the day and month they were born, but they cannot use words to accomplish this.

**In the Same Boat:** Explain that participants must group themselves according to the same characteristic. Call out a category, such as those born in the same decade or month; those with the same number of children or siblings; those who speak the same language at home or the same number of languages.

**All My Neighbours:** Ask participants to form a shoulder-to-shoulder standing circle and then have each person take a step back. Give each participant a place holder, e.g., piece of paper or book, which they should place at their feet. The task of the facilitator, who is standing in the center of the circle, is to try and find a place on the outside of the circle and have someone else end up without a place. The facilitator will make a statement that is TRUE for her/himself. For example, if she/he is wearing tennis shoes, she/he might say “All my neighbors who are wearing tennis shoes.” If that statement is true for any participants, then they must come off their place holder and find another spot in the circle. They cannot move to a spot beside them. The person left without a spot then stands in the center of the circle and makes a statement that is true of her/himself.

**Gotcha!:** With everyone in a large circle, participants place their right hand palm up in front of the person on their right, and position their left hand directly over the palm of the person on their left with index finger pointing down approximately one inch above the palm. On the count of three, each person should try to grab the finger above their right palm while simultaneously moving their own left index finger up, out and away to safety. Give a start word to get the energizer going. Try a start word, such as ‘Cheese,’ , then mention lots of other ‘eeze’ words for humor: peas, sneeze, wheeze, please and freeze. Or make rhymes using the word/theme of the day, like ‘outdoor’. Speak loudly so participants will hear the start word.

**Human Geography:** Each group member is from a different geographic location, but together they will form a map. Once a map has been established by the group, each group member will stand where he/she thinks they belong to make the map as close to scale as possible. A variation is to assign country/city names and have participants organize according to those.

**Body-Color:** Stand in a circle. The facilitator will announce a body part and a color. Participants will have to make contact between the stated body part and any object of that color. For example, calling out “Right elbow! Brown!” will have participants touching a brown object with their right elbow.

**On the Line:** Get the group to stand in the middle of a large space. Then ask them a question and request the group to position themselves along the line according to how they would answer the question. For example, you could ask them whether they prefer a sweet or savoury treat and then request that the people who have a ‘sweet tooth’ to go to one end of the room while the people who have a ‘savoury tooth’ go to the opposite end of the room. Questions can be much more interesting, related to the theme or not.

**Q+A:** Each person needs a partner. Designate one person as Partner A and the other as Partner B. Partners should not be sitting next to each other, but across the room. If they are in a line of chairs sitting down, then one line with partner A facing partner B in the other line is ideal (but don’t spend too much time setting up the room, as it spoils the activity). Partner A is to write down a question, which they do not share with anyone. At the same time Partner B is to write down an ‘answer’. It can be any answer—52, blue, take a left at the stop light—whatever. Once everyone is done writing, call on each partner in turn to share. Partner A reads his/her question; Partner B reads his/her ‘answer’. This is truly an energizer with no point except to laugh!

## HUMAN RIGHTS SQUARES HANDOUT

A human right	Country that has not ratified the CEDAW Convention	Document that proclaims human rights	Group in your country that wants to deny rights to others
Our main human rights document that guides UNFPA	Organization which fights for human rights	Film/Video that is about rights	Country where human rights situation has improved recently
Singer who sings about rights	Right your parents have/had that you do not have	Type of human rights violation that most disturbs you	Book about rights
Right all children should have	Country where people are denied rights because of their religion	Human right not yet achieved by everyone in this country	People denied right to establish their own nation or homeland
Human right being achieved around the world	Right of yours that is respected	Someone who is a defender of human rights	Right sometimes denied to women

## Evaluation – Day One

### Part I: Meeting Objectives

Indicate your level of agreement by circling the appropriate number.

#### *Basics of Human Rights*

I can...	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Describe and explain the links between culture, gender and human rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain what is meant by UNFPA’s ‘culturally sensitive, gender-responsive, human rights-based approach’.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Define ‘human rights’ and provide at least five examples of human rights-based actions carried out by UNFPA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Name the important characteristics of human rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Explain what is meant by a State’s obligations to respect, protect and fulfil human rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Name some of the key international human rights treaties important to UNFPA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Explain the difference between binding and non-binding international instruments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Explain the significance of the ICPD to UNFPA’s work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Explain the accountability of governments under international human rights law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Key Elements of a Human Rights-Based Approach*  
I can...

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Define a human rights-based approach (HRBA).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain the value-added of a HRBA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. List the challenges, as well as the myths and misconceptions of a HRBA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Define the key human rights principles that are applied when implementing a HRBA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide an example of how each human rights principle can be applied programmatically in UNFPA programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Define 'rights-holders' and 'duty-bearers'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Name each stage of a typical programming cycle and explain how a HRBA can be applied to it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Specify the unique aspects of a HRBA that go beyond 'good' programming practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provide examples of human rights-based outputs, outcomes and indicators and list the questions that should be asked when constructing such outputs, outcomes and indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Relevance to Work

Please write down three things from today's workshop that you found most relevant to your work.

1.

2.

3.

Part III: General Comments

What did you like most about today?

What did you like least about today?

What kind of suggestions would you have for improving this workshop?

Part IV: Changes in Thinking, Feeling and Doing

How do you think differently about HRBA after today?

How do you feel differently about HRBA after today?

What will you do differently about HRBA after today?

## Evaluation – Day Two

### Part I: Meeting Objectives

Indicate your level of agreement by circling the appropriate number.

#### *Reproductive Health*

I can...

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Describe and provide examples of UNFPA's work in the reproductive health thematic area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. List UNFPA's goal and outcomes in reproductive health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explain the importance of human rights for the advancement of sexual and reproductive health and reproductive rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. List at least three questions that should be asked at each programming stage of a reproductive health programme in order to encourage application of a human rights-based process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide at least one example of how the human rights principles of: universality and inalienability; indivisibility; interdependence and interrelatedness; equality and non-discrimination; participation and inclusion; and accountability and the rule of law can be integrated into the process of developing and implementing a reproductive health programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide at least one example of how the human rights standards of the 3AQ (availability, accessibility, acceptability and quality) can be integrated into the process of developing and implementing a reproductive health programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Create, and provide examples of, human rights-based outputs, outcomes and indicators in a reproductive health programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Gender*

I can...

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Describe and provide examples of UNFPA's work in the gender thematic area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. List UNFPA's goal and outcomes in gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide at least one example of how the human rights principles of: universality and inalienability; indivisibility; interdependence and interrelatedness; equality and non-discrimination; participation and inclusion; and accountability and the rule of law can be integrated into the process of developing a gender equality and women's empowerment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide at least one example of how the 3AQ elements (availability, accessibility, acceptability and quality of services) can be integrated into the process of developing a gender equality and women's empowerment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Create, and give examples of, human rights-based outputs, outcomes and indicators in a gender equality and women's empowerment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Emergency Response*

I can...

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Describe the four phases of emergency response work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. List an example of a UNFPA emergency response activity that applies a HRBA to each of the three thematic areas of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specify UNFPA's role in the cluster approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain the similarities in applying a HRBA during conflicts and natural disasters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe several unique challenges to consider when implementing a HRBA in conflicts and natural disasters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide at least one example of how the human rights principles (universality and inalienability; indivisibility; interdependence and interrelatedness; equality and non-discrimination; participation and inclusion; accountability and rule of law), and the 3AQ can be integrated into emergency response programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Relevance to Work

Please write down three things from today's workshop that you found most relevant to your work.

1.

2.

3.

Part III: General Comments

What did you like most about today?

What did you like less about today?

What kind of suggestions would you have for improving this workshop?

Part IV: Changes in Thinking, Feeling and Doing

How do you think differently about HRBA after today?

How do you feel differently about HRBA after today?

What will you do differently about HRBA after today?



## Evaluation – Day Three

### Part I: Meeting Objectives

Indicate your level of agreement by circling the appropriate number.

#### *Population and Development*

I can...

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Describe the linkages between human rights and population and development, including censuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain the added value of applying a HRBA to census activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide at least one example of how each human rights principle (universality and inalienability; indivisibility; interdependence and interrelatedness; equality and non-discrimination; participation and inclusion; accountability and rule of law), and how the 3AQ elements (availability, accessibility, acceptability and quality) can be integrated into the process of planning and carrying out a census.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Carry out a critical analysis of who should be involved in census activities in a specific setting, how activities should be carried out and how the results should be used in other population and development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Relate the lessons learned on applying a HRBA from the census case study to other areas of population and development work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Advocacy*

I can...

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Define advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. List at least three examples of UNFPA's advocacy work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explain the value-added of a HRBA to advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Give examples of how to persuade resistant governments to support a HRBA to programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide examples of how to carry out human rights-based programming in difficult contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Relevance to Work

Please write down three things from today's workshop that you found most relevant to your work.

1.

2.

3.

Part III: General Comments

What did you like most about today?

What did you like less about today?

What kind of suggestions would you have for improving this workshop?

Part IV: Changes in Thinking, Feeling and Doing

How do you think differently about HRBA after today?

How do you feel differently about HRBA after today?

What will you do differently about HRBA after today?

Part V: Overall Assessment of Workshop

How do you feel about the HRBA workshop overall?

How do you feel about the amount of reading you had to do throughout the workshop?

What are your thoughts on the location of this workshop (insert name of hotel here). Were you happy with the service at the hotel? The food?

Did you think the workshop was too long, too short, or just the right length of time?

### **Probing Questions for Use in Focus Groups**

1. How relevant was the workshop to your current work or functions?
2. To what extent have you acquired information that is new to you?
3. Describe the usefulness of the information you have acquired.
4. Did the workshop focus on what you specifically needed to learn?
5. To what extent did the content of this workshop match the announced objectives?
6. How useful overall was the workshop?
7. Did you make progress in designing next steps/actions?
8. To what extent did you develop useful contacts/networking?
9. To what extent did you find areas that could lead to further cooperation with others working on this issue?
10. How effectiveness was the workshop's design in enabling you to actively participate in the workshop?
11. How useful did you find the discussion organized in small groups?
12. What was missing from the workshop?
13. What should be changed?
14. What session did you find most useful? What session did you find least useful?
15. What suggestions/advice would you give for future workshops? What would you keep? What would you change? Why?
16. How can we continue to support you? What do you need from UNFPA?