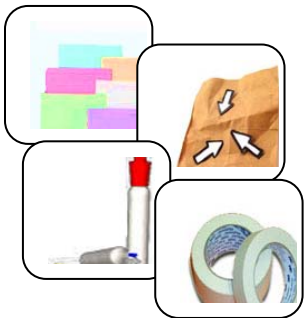




**Action 2
Inter Agency Task Force**



Human Rights-based Approach to Programming



Facilitation Guide

June 2007

Human Rights-based Approach to Programming

Facilitation Guide

TABLE OF CONTENTS

About this manual

Session 0: Welcome and Introduction

1. Human rights in the context of the UN reform
2. International, regional and national human rights systems
3. The Human rights based approach in the programming process
4. Practising the human rights based approach
5. HRBA to causality analysis
6. HRBA to role pattern and capacity gap analysis
7. Linking rights with results: designing strategic interventions
8. HRBA to monitoring & evaluation
9. Supporting UN Country Teams
10. Next steps: Strategies and Action Planning
11. Workshop evaluation and closing

ANNEXES

- 1 Workshop objectives and agenda
2. Evaluation forms
3. Guiding questions for women's human rights and conflict issues leaders
4. Role Pattern format

Action 2 Global Programme
c/o OHCHR New York Office
United Nations
10017 New York, U.S.A.
ditaranto@un.org
www.undg.org/action2

Development Cooperation:
Resident Coordinator Learning Support
United Nations System Staff College
Viale Maestri del Lavoro 10, Turin, Italy
rsc@unssc.org
www.unssc.org

ABOUT THIS FACILITATION GUIDE

The second action (Action 2) of the Secretary-General's report "*Strengthening of the United Nations: an agenda for further change*" (A/57/387) proposed that "the United Nations High Commissioner for Human Rights will develop and implement a plan, in cooperation with the United Nations Development Group (UNDG) and the Executive Committee for Humanitarian Affairs (ECHA), to strengthen human rights-related United Nations actions at the country level." This marked a turning point in human rights mainstreaming efforts from attention at the policy level to more concrete actions on the ground by the United Nations system as a whole.

As a first step, 21 heads of UN Agencies and Departments adopted an interagency Plan of Action in September 2003. The goal of the three-year Plan of Action is to build the capacity of UN Country Teams (UNCTs) so that they can support the efforts of Member States in establishing and strengthening national protection system, including through the application of a human rights-based approach (HRBA) to both development and humanitarian assistance activities.

With its focus on capacity development, one centrepiece of the Action 2 Global Programme is the **UN Common Learning package on the Human Rights-Based approach**, which aims to enhance the capacity of UNCT staff to understand the concept of the human rights-based approach as elaborated in the 2003 UN Common Understanding on a Human Rights-based Approach to Development Programming, and to apply it in the UN common country programming context. The learning package was developed by the Working Group on Training of the Action 2 interagency Task Force (OHCHR, UNDP, UNFPA, UNICEF, UNIFEM), and it is based on the collective experience of all agencies. The training will include a focus on 2 substantive areas of common concern to the UN system - women and conflict - and individual participants will be given specific roles to undertake in relation to these focus areas throughout the training. The primary audience of the common learning package is the UNCT, with particular emphasis on the Resident Coordinator, Heads of Agencies and senior UN professionals, as well as programme officers and technical level staff with direct responsibility for developing CCA/UNDAFs. Depending on the needs of specific UNCTs, the audience can be enlarged to include other national and international stakeholders.

The purpose of this facilitation guide is simply to provide facilitators and trainers with a quick and visually friendly reference to the objectives, key messages, methodology and flow of the sessions designed to run workshops for UN country teams.

WELCOME & INTRODUCTION (40 min)

Lead Responsibility	Professional Facilitator
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Brown paper ➤ Cards on table ➤ Large brown paper with schedule on coloured cards on wall ➤ General Objectives on Flipchart ➤ Markers (one per participant) ➤ Tape ➤ Flipchart stand, flipchart paper
Session Purpose and Objectives	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> ➤ To introduce all the UN staff, resource persons, professional facilitator and secretariat ➤ To review the objectives & schedule of the workshop and establish ground rules <p><i>Objective:</i> By the end of the session participants will...</p> <ul style="list-style-type: none"> ➤ Know everyone in the room ➤ Understand the objectives of the workshop and expected results
Session Outputs	<ul style="list-style-type: none"> ➤ Objectives of the Workshop stated & understood ➤ Ground rules established and agreed upon by participants
Format and Timing	<ul style="list-style-type: none"> ➤ Opening remarks from host country RC/UNCT/GOV (10min) ➤ Introductions: name, title, Agency, one sentence on workshop expectations and one on what they are doing as individuals to further the realization of Human Rights (5 min) ➤ Objectives & schedule on brown paper (10 min) ➤ Introduction of the Facilitation Team: Roles and responsibilities of Professional Facilitator and Resource Persons ➤ Ground Rules - <i>(should be re-written neatly before they are posted.)</i> ➤ "Parking Lot" or "Hanging Issues" chart introduced and explained to participants ➤ The Facilitator shows to the participants a grid highlighting their current knowledge and skills resulting from the Learning Needs Assessment that was filled prior to the workshop. The grid will be

	<p>used again at the end of the workshop to compare pre and post workshop knowledge (5 min)</p> <p>(The LNA will also be instrumental in customizing the agenda of the training to fit the particular learning needs of the participants)</p>
Trainer Notes	<ul style="list-style-type: none"> ➤ Make sure you sort out all 'protocol' issues with the UNCT before the start, in terms of flow of speeches, who introduces the RC etc ➤ If it is not possible to write the agenda on a brown paper, show the file on the projector ➤ It is important for the session presenter to be upbeat, enthusiastic about the session. ➤ Their expectations about the way you will conduct the workshop are captured in the Ground Rules. Remember: it is their rules; you do not set these for them! Write ground rules on a flip chart and post where they can be referred to, if necessary. ➤ Make the Group responsible for the enforcement of the Ground Rules i.e. Red and Yellow Cards of the Football Referee

SESSION 1

HUMAN RIGHTS IN THE CONTEXT OF THE UN REFORM (90 minutes)

Lead Responsibility	Resource Person and Lead Facilitator (for Q&A)
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Group instruction on a power point slide ➤ VIPP Cards ➤ Brown Paper for clustering cards ➤ Computer and PowerPoint projector ➤ Presentation on Human Rights and linkages ➤ Power Walk instructions including role descriptions
Session Objectives	<p>Objective:</p> <p>By the end of the session participants will:</p> <ul style="list-style-type: none"> ➤ Have a common understanding of the centrality of human rights in the foundation of the UN and in the context of the UN reform process. ➤ Be able to explain the linkages between human rights, development, peace and security, humanitarian action, gender equality, conflict and MDGs ➤ Realise that there are clear UN system-wide and UN agency commitments and marching orders regarding the integration of human rights in the UN work.
Session Outputs	Two clusters of issues: 1) what the UN is already doing on HRs in the country and 2) what are the main HR challenges
Format and Timing	<ul style="list-style-type: none"> ➤ Start with the Power Walk, highlighting the key elements of human rights. (25 min) ➤ Ask participants at their tables to write on cards what the UN is already doing in the country on HRs, what the country (government and civil society) is already doing, and what the key HRs challenges are (two cards per item) (15 min) ➤ Stick cards on the wall, cluster them and present the main cluster to the plenary. Keep them visible in the room so that they can be referred to throughout the workshop (5 min)

	<ul style="list-style-type: none"> ➤ Run a presentation on HR in UN reform, and on linkages (20 min) ➤ Facilitate a plenary discussion, highlighting the added value and challenges related to Human Rights (20 min) ➤ Wrap up highlighting key issues raised and key learning points (5 min) ➤ If available, handout OHCHR country profile highlighting main Human Rights issues
Key Messages	<p>...Human rights are at the heart of the UN Charter and every aspect of the UN work. The linkages between HR, peace and security and human development are central in the evolution of human rights within the wider UN system UN reform agenda.</p> <p>...The substantive linkages with human development, humanitarian action, gender equality, conflict and MDGs are undisputable.</p> <p>...The 2005 World Summit Outcome is a milestone as Member States resolve to mainstream human rights into their national policies while endorsing the Secretary General's reform agenda to integrate human rights throughout the UN system.</p> <p>...Women's human rights are central to human rights, as underscored by Vienna and Beijing. Advancing gender equality is a requirement of the HRBA, as well as being the objective of gender mainstreaming.</p> <p>...Human rights have been gradually integrated in the mandates, policies and programming processes of UN agencies and the UN system as a whole. In 2003 the UN system adopted a Common Understanding on HRBA to Development and Programming. In 2007 the new CCA/UNDAF Guidelines underscore the mandatory character of the HRBA in UN programming.</p> <p>...In conclusion, the political environment, the <i>UN system-wide institutional developments and UN agency commitments provide clear marching orders</i></p>
Trainer Notes	<ul style="list-style-type: none"> ➤ Remember: the entire power point set has notes. Read them carefully!

- Before you start you might want to ask how many participants are familiar with the UN reform
- There might be questions before you finish the presentation. You might need to take them especially if it is a 'burning question' but be careful not to disrupt the flow too much
- During the Q & A it is useful to cluster the questions so that the resource person is able to answer more effectively
- This is the privileged moment to motivate and excite the participants about the Reform and the relevance of human rights
- The specific boundaries of the role and responsibility of the RC and HC and UNCT members in human rights can lead to controversy during the Q&A
- During this session and the following one, the issue of the role of the UN in enforcing humanitarian law could come out, especially if you are running the workshop in a country that is emerging from conflict or has experienced conflict in the past. Be prepared and consult the resource package
- Be prepared in case of power cuts! Keep copies of the presentation at hand, ready for distribution. Also, you might want to use the flipchart and do the linkages between human rights and the MDGs asking participants to identify what the linkages are.

SESSION 2

HUMAN RIGHTS PROTECTION SYSTEMS (60 minutes)

Lead Responsibility	Resource Person and Lead Facilitator (for Q&A)
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Group instruction on a power point slide ➤ VIPP Cards ➤ Brown Paper for clustering cards ➤ Computer and PowerPoint projector ➤ Presentation on Human Rights protection systems ➤ Good Practices sheet^[n1]
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Clarify what human rights are ➤ Provide essential information on the normative value of the international, regional and national human rights systems and explain the linkages between these systems ➤ Explain the instrumental value and practical relevance of international, regional national and national human rights systems in the UN's work. ➤ Clarify the role of the UN in its relation with International Human Rights Mechanisms <p>Objective:</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ understand what are the key international protection systems and how they can be used at the country level ➤ explain the key features of regional and national protection systems and their linkage with the international human rights system
Session Outputs	<ul style="list-style-type: none"> - Flipchart papers with participants' ideas on what human rights are. - Two clusters of issues: 1) constraints in relation to using human rights protection systems and 2) opportunities identified by the UNCT in relation to using human rights systems

<p>Format and Timing</p>	<ul style="list-style-type: none"> ➤ In plenary, show the heading of the first slide (What are human rights?) and ask participants to give some ideas on what they think are human rights are. Then, show the slide and explain each of the points by referring back to the answers provided by participants. (5 min) ➤ Participants discuss at their tables what the concerns and opportunities of using HR systems are in their own country context (10 min) ➤ Each table identifies three constraints and three opportunities and write them on cards that are then clustered and presented to plenary (5 min) ➤ The Resource person runs a presentation on Human Rights protection systems, addressing, whenever appropriate, the constraints and opportunities raised previously (20 min) ➤ UNCT members comment on the points covered by the presentation and further discuss on how to address the existing constraints and make use of existing opportunities (20 min) ➤ Training team hands out a Good Practices sheet on the session topic
<p>Key Messages</p>	<p>...Human Rights are universal legal guarantees protecting individuals (and groups). The seven core human rights conventions and other key instruments are the normative framework of international human rights standards. Human rights treaties are legally binding on States, which have specific obligations to respect, protect, and fulfil rights</p> <p>...Human rights belong equally to men and women. Women's human rights are an indivisible part of human rights. Women's human rights are comprehensively guaranteed, especially through CEDAW, but also by all of the other core treaties.</p> <p>...National human rights protection systems are fundamental to</p>

	<p>implement international and regional human rights standards at the national level.</p> <p>...The output (country specific observations, thematic studies, <i>General Comments</i>, etc.) of international human rights mechanisms are important conceptual, analytical, programming and advocacy tools. Their reports provide a reading of national development challenges from a human rights lens.</p> <p>...The output of Treaty bodies and Special Procedures and other important country specific information can be found in the web page of the Office of the High Commissioner for Human Rights.</p>
Trainer Notes	<ul style="list-style-type: none"> ➤ This session might be a little difficult to run if you have no specific legal or human right background. Read the resource package and the slides note carefully. Make sure you contact the Action 2 Working Group on Training if you have any questions before the session. ➤ Ask in advance if there are participants with a legal background or human rights experts in the room. If you do not feel 100% confident on the issue, invite them to intervene. ➤ Do some additional reading on the regional human rights protection systems that are applicable to the country in which you are running the training ➤ By answering the first question (what are human rights?), participants can internalize and develop more ownership over the concept. It will also help the trainer to measure the audience's level of knowledge prior to moving into a more theoretical segment of slides. ➤ You might have some participants wondering what the fundamental human rights are. If you have circulated the Universal Declaration of Human Rights, refer to it. If not, you might want to ask other participants to give examples ➤ Throughout the Training, it is important to highlight examples relating to gender equality, and to the conflict and humanitarian

contexts. Actively seek these examples from the group, and refer to the resource package in advance, so that you will also be able to provide these examples.

- Be prepared in case of power cuts! Keep copies of the presentation at hand, ready for distribution. In this session there are a couple of slides that you could easily visualize on a flipchart: 1) the circle and pyramid with the UN Charter, the UDHR the key treaties, regional and national systems and 2) the following slide with the three elements of obligations (respect, protect and fulfil)

SESSION 3

PRACTICING THE HUMAN RIGHTS BASED APPROACH (105 minutes)

Lead Responsibility	Lead Facilitator
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Exercise Scenarios (one for Colombia Education scenario and the other for Sri Lanka Tsunami-related scenario) ➤ Group Instructions on power point slide ➤ Break out rooms (up to eight participants per group recommended) ➤ One flipchart per group
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Allow participants to practice key aspects of the HRBA ➤ Understand the relevance of international and national protection systems in their work <p>Objective:</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the practical implications of the key features of the human rights based approach ➤ Understand the value of human rights principles and standards in guiding the development process and outcomes. ➤ Understand the impact of power inequalities and the level of control of rights-holders and duty bearers in decision making processes. ➤ Understand the value of human rights standards and principle in the management of conflicts of interest. ➤
Session Outputs	None

Format and Timing	<ul style="list-style-type: none"> ➤ Identify the Governors and brief them in advance on their roles and the process of the role play, as they are the ones who will run the meeting. ➤ Form the groups (10 participants per group) and assign roles ➤ Explain the whole process: participants have <u>10 minutes</u> of reading time (brief description of the country situation and instructions on each one's specific role). Individual role instructions should not be shared with the others. ➤ Explain the purpose of the meeting: <ul style="list-style-type: none"> a) to analyze with local stakeholders, the situation in the province with regard to MDG 3 and the report recently issued by the Special Rapporteur on Right to Education b) To agree on potential strategies for achieving the MDG3 with the support of the UN. ➤ The governor will ask everybody to introduce themselves to the rest of the group and the discussion will start (<u>50 min</u>). By the end of the meeting the participants should try to reach consensus on the priority interventions to implement in the province the SR recommendations. ➤ Debriefing in plenary: 40 minutes to come up with some main conclusions on the process and outcome of the meeting based on the HRBA principles. The facilitator may decide to use a presentation focusing on unpacking Human Rights principles (10 min) to better run the debriefing ➤ Closing and giving Oscar award to the following categories: best actor, actress, performing group, and HRBA proposal (5 min).
Key Messages	<ul style="list-style-type: none"> - The elites can more easily find the alliances and have stronger capacities (financial, organizational, information, influence) to capture resources initially addressed to the marginalized groups. - Human Rights provide additional guarantees to ensure that the poorest, marginalized and discriminated groups are not excluded from the consensus building processes. - How: Human Rights standards guide the identification of claims which lie at the heart of the conflicts of interest; thereby creating obligations for the government on how to resolve those claims. Governments can also commit to addressing needs but this is a political rather than a legal obligation. - Human Rights principles put limits to patterns of discrimination

and exclusion inherent to these processes

- **Human Rights standards define the meaning of principles** like participation, accountability and equality and non discrimination.
- **In a conflict between rights** no right should prevail to the detriment of the realization of the other right. In any case governments cannot just ignore a human rights claim because it is conflicting with another one. Otherwise, the conflict will be exacerbated.
- **Participation and conflict:** non genuine participation processes can have the perverse effect of deactivating rather than transforming conflict. On the long run, **participation as a tool for manipulation exacerbates conflict** (negative/positive impressions after the meeting)
- Concern that certain groups are lacking **capacities to participate and negotiate** or are not **representing** their communities.
- **Civil society is not a monolithic group with a uniform position.** Governments tend to take advantage of conflicts of interest within civil society to blame them for not reaching consensus. The government has a duty to make sure that the rights of those who fell out of the consensus or were simply not represented are going to be respected, protected and fulfilled.
- The principles of participation, accountability, equality and non-discrimination provide guidance as to whether the process of the meeting was consistent with a HRBA. Human Rights principles and standards provide guidance to see whether any agreed programming outcomes are also consistent.

Debriefing questions:

1. Was there any consensus reached at the meeting? If yes, briefly describe
2. Which roles thought the process and/or outcome of the meeting was positive? Why?
3. Which roles thought the process and/or outcome of the meeting was negative? Why?
4. What problems did you identify regarding the principles of...? Did the strategies agreed upon are addressing these problems?

	<p>How?</p> <ul style="list-style-type: none"> a) Principles of universality b) Principles of inalienability c) Principles of interdependence d) Principles of equality and non discrimination e) Principles of participation f) Principles of accountability. <p>5. Did any tension or conflict of interest came up during the meeting? And if yes how was it managed? (optional)</p> <p>6. What difference it would have made to manage the conflict of interests from an HRBA? (optional)</p> <p>7. Based on the above reflection, what would be your three rights-based programming priorities given the education and/or other development challenges of the province?</p>
Trainer notes	<p>Make sure you share with someone in the UNCT the scenario that you want to run and ask if there might be any problems with that.</p> <p>Make sure participants understand the instructions well. Run them again if necessary</p> <p>Keep moving around the different groups and keep yourself available if there are questions for your before the role play begins</p> <p>Be careful with time keeping. Suggest to groups to appoint a time keeper</p> <p>The success of the debriefing will also depend on its facilitation. Participants will have experienced a lot from the role play so make sure they feel encouraged to speak up and share.</p> <p>You might want to have someone (a member of the training team or even a participant) to capture/summarize the main points raised during the debriefing</p> <p>Some participants might question the usefulness of the exercise. React</p>

	positively, take the feed back without attempting to justify its relevance at all costs
--	---

SESSION 4

THE HUMAN RIGHTS BASED APPROACH IN THE PROGRAMMING PROCESS

(90 minutes)

Lead Responsibility	Resource Person(s)
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Presentation on the HRBA in the programming process ➤ Cards developed by the participants in session 1 ➤ Flipcharts for group discussion on human rights principles ➤ Display the UN Statement of Common Understanding on HRBA in a board or flipchart for easy reference during this and the following session ➤ Computer and PowerPoint projector
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Help participants understand the rationale of the HRBA to development and to unpack the key elements of the UN Common Understanding <p>Objective:</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ Explain the key elements of the human rights based approach ➤ Understand the importance and the added value of applying human rights standards and principles to UN programming
Session Outputs	<p>Flip chart papers produced by groups with key implications of applying human rights principles (this will be used on the following day)</p>
Format and Timing	<ul style="list-style-type: none"> ➤ The resource person runs a presentation on the HRBA (20 min) ➤ Facilitate a Q&A session, providing linkages with group practice in previous session (25 min) ➤ Refer to the previous session and to cards developed by the participants in session 1 (what the UN is already doing. What the country is doing and challenges). Build on positive UNCT experience ➤ Run another presentation focusing on unpacking Human Rights principles (10 min)

	<ul style="list-style-type: none"> ➤ Divide participants in groups and ask each to discuss implications of applying human rights principles (each group takes one) to their programming work (30 min) ➤ groups summarize key implications on one flip chart sheet and keep available for following day (5 min)
Key Messages	<p>...Under the HRBA the process of development is normatively based on HR standards and principles and aimed at developing the capacities of RHs and of DBs</p> <p>...Apart from the legitimacy provided by its normative value, a HRBA adds an important instrumental value to development programming by identifying the patterns of discrimination and exclusion which prevent development and the realization of human rights.</p> <p>...The UN Common Understanding on HRBA to Development and Programming has established that the ultimate goal of all development interventions should be to further the realization of HR. The programming process should be guided by HR principles and Standards in all its sectors and phases. The programming outcome should focus on developing the capacities of rights-holders and duty-bearers.</p> <p>...The six principles underpinning human rights are: 1. Universality and Inalienability; 2. Indivisibility; 3. Inter-dependence and Inter-relatedness; 4. Participation and Inclusion; 5. Equality and Non-discrimination; 6. Accountability and Rule of Law</p> <p>...The application of human rights principles adds quality to the programming process. In HRBA programming the process is equally important as the outcome.</p> <p>...The HRBA principles, especially those of equality and non-discrimination, and of universality, require special attention to advancing gender equality.</p> <p>...HR standards reflect the concrete claims and obligations of rights-holders and duty bearers.</p>
Trainer Notes	Be prepared in case of power cuts! Keep copies of the presentation at hand, ready for distribution. Here what you could do is to have

	<p>participants reading loud the three elements of the Un Common Understanding, and explain them one by one. When you get to the principles, have someone write them on a flipchart and comment on them. The other slide you could visualize is the one with the key landmarks of the programming process (from analysis to M&E)</p>
--	--

SESSION 5

HRBA to Causality Analysis (120 minutes)

Lead Responsibility	Resource Persons and Lead Facilitator
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Flipchart with group reporting on HR principles from previous day ➤ Presentation on the overview of the different phases of the HRBA in the programming process ➤ Group instructions on power point slide ➤ VIPP Cards ➤ Flip chart paper or brown papers ➤ Computer and PowerPoint projector
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Learn how to undertake a causality analysis that identifies development challenges as human rights issues and detects the underlying and the root causes of these challenges <p>Objective:</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ Apply the tools of the human rights based approach in all phases of the programming process
Session Outputs	Problem trees per each group, with related human rights standards that are not being fulfilled
Format and Timing	<ul style="list-style-type: none"> ➤ Run a presentation that provides an overview of the different phases of the HRBA in the programming process (15 min) ➤ Give group instructions on the first step. One women's human rights and one conflict prevention 'Leaders' will be identified and instructed to flag these themes throughout the day (10 min) ➤ Each group selects one MDG or another development challenge as a subject for the analysis and identifies a specific problem manifestation (5 min). ➤ Capture ideas about possible reasons why the problem exists. Organize the causes in a problem tree, identifying immediate, underlying and root causes (30 min) ➤ Select one causal chain and identify the key rights that are not being

	<p>realized (15 min)</p> <ul style="list-style-type: none">➤ Gallery: groups present their work and receive comments from other groups and 'Leaders' (15 min)➤ Groups finalize this step based on feedback obtained in gallery (30 min)
--	--

<p>Key Messages</p>	<p>...The HRBA helps to identify the main development challenges by asking: what is happening? To whom? Where? How widespread? And why?</p> <p>...Human rights standards guide the formulation of a development challenge as a human rights issue. The corresponding human rights standards identified contain the actual claims and duties that will be used during the whole analytical process.</p> <p>...The problem tree can help identify the causal connections of rights as well as main patterns of discrimination, exclusion and power imbalances that prevent the realization of human rights for women and for other disadvantaged groups.</p> <p>...Process-wise, The problem tree is a tool for consensus building and participation as it requires agreements among rights-holders and duty bearers on the main development challenges and root causes.</p> <p>...Using a rights-based causal analysis, UN staff should also analyse the legal, institutional, policy, and financial (budget) frameworks, including the political and economic environment that may empower rights-holders and develop the capacities of duty-bearers.</p> <p>...Reports from international, regional and national human rights mechanisms are key sources of information that should be used during the analysis</p>
<p>Trainer Notes</p>	<p>In preparing for the country workshop, it is important that you review the current programming documents available with the UNCT (UNDAF or others), as well as status of MDGs. It is also important to understand where the UNCT stands with respect to the common programming process.</p> <p>The training team as well as participants should have access to country reports, and concluding observations from international human rights mechanisms. These outputs provide a reading of main development challenges from a human rights lens. Where the participants have missed out on key relevant recommendations relating to women's human rights, or to the conflict and humanitarian contexts, flag these as helpful sources of guidance.</p>

You can be flexible if participants want to choose a theme that is not fully corresponding to an MDG statement. As long as it makes sense for them and it can be used for the exercise from step one until step four. MDGs have to be read in the context of the Millennium Declaration, which identifies important development challenges in the areas of democracy, human rights, discrimination against women, domestic violence, racism and xenophobia, political participation, and people's access to information

Be prepared in case of power cuts! Keep copies of the presentation at hand, ready for distribution. Use the pyramid to visualize the different steps

An option to the silent gallery could be a plenary debriefing in which you give groups five minutes each for presenting what they have done and then you have other groups commenting

Have each group selecting Leaders, and then call them up to you after you have run the group instructions. Hand out to them the guiding questions and explain to them their role i.e. they should make sure that women's human rights and conflict issues are taken care of throughout all phases of the programming cycle

SESSION 6

HRBA to Role Pattern & Capacity Gap Analysis (90 minutes)

Lead Responsibility	Resource Persons and Lead Facilitator
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Flipcharts: one per group ➤ VIPP CARDS ➤ Role pattern and capacity gap format (handout) ➤ Projector and power point presentation
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Learn how to identify key rights-holders and duty bearers ➤ Learn how to analyze their capacity gaps to claim rights and comply with their obligations <p>Objective:</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ Apply the tools of the human rights based approach in all phases of the programming process
Session Outputs	<ul style="list-style-type: none"> ➤ Flipchart papers with list of rights holders and duty bearers with respective roles and responsibilities ➤ Flipchart papers with list of some relevant capacity gaps
Format and Timing	<ul style="list-style-type: none"> ➤ The facilitator runs a short presentation to explain the mechanic of the role and capacity gap analysis and the added HRBA value ➤ The facilitator reminds participants of the logical flow between the different steps and gives instructions for the next step (5 min) ➤ On the same causal chain chosen in the previous session, identify RHs and DBs, their roles/responsibilities. Record all on a flipchart. (10 min) ➤ For each RH discuss the possible capacity gaps which explain why they are not claiming their rights. For each DB, discuss and the possible capacity gaps which explain why they are not discharging their obligations. Identify possible legal, institutional and policy gaps (national protection systems) (30 min) ➤ Gallery: groups briefly explain their work and receive questions from

	<p>other groups and women's human rights and conflict 'Leaders' (15 min)</p> <ul style="list-style-type: none">➤ Groups finalize this step based on feedback obtained in gallery (30 min)
--	---

<p>Key Messages</p>	<p>...Role pattern analysis helps identifying: Who are the most marginalized, excluded RHs; what are their specific roles to claim their rights; Who are the corresponding DBs; what are their specific roles to meet the obligations.</p> <p>...The identification of RHs and DBs and their roles is not an arbitrary exercise. It should be guided by the claims and duties established in international human rights standards as well as in national laws, procedures and policies.</p> <p>...In a HRBA, the concept of capacity is not only a technocratic analysis of resources and skills. It also entails political, societal, legal and institutional change.</p> <p>The analysis of capacity gaps of RHs and DBs focuses on:</p> <ul style="list-style-type: none"> - Responsibility, motivation and leadership (should?); - Authority (Can?); - Access to and control over resources (economic, human, organizational and technical) <p>...In their recommendations and country reports, International Human rights mechanism may provide an analysis of the main capacity gaps which need to be closed in order to comply with human rights.</p>
<p>Trainer Notes</p>	<ul style="list-style-type: none"> ➤ Be prepared in case of power cuts! Keep copies of the presentation at hand, ready for distribution. Here you can hand out the format on the role patterns and the capacity gaps. Or else draw it on a flipchart and explain it. ➤ Options to silent gallery see session 5. ➤ In case you see participants might be needing an "Energiser": give participants separate tags with names of treaties and conferences and others with dates and ask them to find their pairs

SESSION 7

LINKING RIGHTS WITH RESULTS: Designing Strategic Interventions (120 minutes)

Lead Responsibility	Resource Persons and Lead Facilitator
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Power point presentation on the HRBA steps used in session 5 ➤ Role pattern and capacity gaps analysis produced by each group from previous sessions ➤ Computer and PowerPoint projector
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Provide tools to help UNCTs select strategic interventions to reduce the capacity gaps of rights-holders and duty bearers ➤ How to build on each agency's mandate to ensure a system-wide approach to results, and to identify partnerships <p>Objective:</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ Apply the tools of the human rights based approach in all phases of the programming process
Session Outputs	Each group prepares a results chain with possible interventions
Format and Timing	<ul style="list-style-type: none"> ➤ Using the power point presentation, the facilitator reminds participants of the logical flow between the different steps and provides instructions for the next step (10 min) ➤ Group work: Following from previous session, discuss and identify interventions that will bring about positive change on human rights at the different levels of the results chain (impact, outcome, output and process). Develop a results chain and discuss how to ensure HRBA during implementation (50 min) ➤ Gallery: groups briefly explain their work and receive questions from other groups and women's human rights and conflict 'Leaders' (10 min) ➤ Groups finalize this step based on feedback obtained in gallery

	and present to plenary (50 min)
--	---------------------------------

<p>Key Messages</p>	<p>...What is the specific type of change required in a HRBA?</p> <p>Impact: Sustained positive changes in the life, dignity and wellbeing of individuals and peoples;</p> <p>Outcome: legal, policy, institutional and behavioural changes leading to a better performance of RHs to claim rights and DBs to meet their obligations;</p> <p>Outputs: goods, services and deliverables to develop the capacities of RHs and DBs and of National Human Rights Protection Systems.</p> <p>Process: Human Rights principles ensure that the programme process is participatory, inclusive and transparent for both DBs and RHs, especially for members of groups subjected to discrimination or marginalization.</p> <p>...Linking HRBA and RBM methodologies will ensure getting the objectives right. Human right standard guide the definition of outcomes and outputs as they tell us what the desired performance change is, which is required for RHs to claim their rights and DBs to meet their obligations.</p> <p>...One of the comparative advantages of the HRBA is that capacity development is not only about service delivery but provides for policy advice, awareness raising and social mobilization.</p> <p>...Treaty Bodies and Special Procedures can identify specific actions for capacity development, legal, policy and institutional reform.</p>
<p>Trainer Notes</p>	<p>Be aware that running this session with participants that do not have any RBM knowledge could mean troubles to understand and run the group work. Ask participants how many of them have basic knowledge of RBM. Use the slide to reaffirm the basic differences between outcomes and outputs. Use the RBM technical briefs available at UNSSC if needed.</p> <p>Before starting this session, if you see that participants are beginning to feel the fatigue from the intensive work load, you might consider running an 'Energiser': Have participants write 'HUMAN RIGHTS' with their feet in the air</p>

SESSION 8
HRBA to Monitoring & Evaluation
(60 minutes)

Lead Responsibility	Resource Persons and Lead Facilitator
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Results chains developed in the previous session ➤ Presentation on basic concepts on HR-based M&E ➤ Handout examples of UNDAF M&E frameworks ➤ Computer and PowerPoint projector
Session Purpose and Objectives	<p>Purpose: To make sure that UN staff are able to understand the added value of HRBA in the development of the UNDAF Monitoring and Evaluation framework both in terms of content and process.</p> <p>Objective: By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ Apply the tools of the human rights based approach in all phases of the programming process.
Session Outputs	Participants' suggestions on how to ensure the UNDAF M&E framework to be rights-based.
Format and Timing	<ul style="list-style-type: none"> ➤ Brief presentation to provide basic concepts on M&E from a HRBA perspective (15 min) ➤ Participants review the results chain that they have developed in the previous session. Discuss how they can ensure both the programme performance and process can be rights-based. Record the ideas and suggestions on the flipcharts. (30 min) ➤ Handout examples of real UNDAFM&E frameworks and ask them to comment on those

Key Messages	<p>A rights-based M&E system gives equal importance to the monitoring of the programme performance, process and context; as opposed to a pure RBM which gives more importance to the programme performance. Specific indicators need to be developed to measure each of these three dimensions.</p> <p>Human rights standards, principles and national human rights protection systems guide the formulation of performance, process and contextual indicators.</p> <p>Indicators for the HRBA to UN programming try to respond to key questions such as: does the programme incorporate human rights standards? Do RHs and DBs participate in all aspects of the programme? Does the programme address the root causes for the non realization of human rights and does it build capacity for their future realization?</p> <p>HRBA in M&E systems calls for specific mechanisms to ensure the participation of RHs and DBs in the programme process. These mechanisms should also ensure greater programme accountability. National human rights institutions can be a privileged partner to ensure an independent interpretation of the data available.</p>
Trainer Notes	

SESSION 9
SUPPORT AVAILABLE TO THE UN COUNTRY TEAMS
(45 minutes)

Lead Responsibility	Resource Person
Materials/ Equipment	Presentation on support available to UNCTs Internet connection Flipchart Computer with Internet access and PowerPoint projector
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Inform participants of the support available within the Action 2 Program ➤ Inform about the specific support which OHCHR can provide given its universal mandate to promote and protect human rights and its role as secretariat for the international human rights mechanisms. <p>Objective:</p> <p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none"> ➤ Access information and support available to UNCTs
Session Outputs	None
Format and Timing	<ul style="list-style-type: none"> ➤ Presentation on support available to UNCTs (10 min) ➤ Upload web site of OHCHR, and show participants where they can access useful resources from treaty bodies or other mechanisms. As much as possible show examples that link to the themes on which participants have worked from session 5 to 8, including examples that link to the two thematic focuses of the training: women's human rights and conflict. (10 min) ➤ Upload DGO web site (Action 2), and show them the type of documents that can be downloaded (5 min) ➤ Upload UNSSC web site and show them the learning materials link as well as the online result matrix (5 min) ➤ Questions and Discussion (15 min)

<p>Key Messages</p>	<p>...UNCTs need to have adequate HR capacity</p> <p>...How the Action 2 programme supports the work of UNCTs, at guidance, training and programming level.</p> <p>...The OHCHR Plan of Action to strengthen all aspects of the UN human rights programmes</p> <p>...Resources for training capacity, and deployment of HR advisors to UNCTs</p> <p>...What is available in terms of knowledge management: compilation of "good practices" and other examples, HRBA evaluations, etc.</p>
<p>Trainer Notes</p>	<p>If internet is not available in the room, save web pages as file document and project them on the big screen.</p> <p>Write the main web addresses on a flip chart so that everybody can take note of them.</p>

SESSION 10

NEXT STEPS: Strategies and Action Planning

(90 minutes)

Lead Responsibility	Lead Facilitator
Materials/ Equipment	Template for work plan Guiding questions on a flip chart
Session Purpose and Objectives	<p>Purpose:</p> <ul style="list-style-type: none"> ➤ Give the UNCT an opportunity to reflect on what has been learnt during the workshop and discuss the implications for its future work ➤ Identify strategic entry points and the UN comparative advantages for integrating human rights in the work of the UNCT ➤ How to build on each agency's mandate to ensure a system-wide approach to common UN outcomes, and to identify partnerships ➤ Ensure that UNCTs approve a strategic course of actions to implement the HRBA in UN Common Programming at the country level (CCA-UNDAF), in PRSPs, CAPs and CHAPs, MDG reporting or any nationally owned programming process. <p>Objective:</p> <p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> ➤ Agreed upon a set of follow up activities to integrate the human rights based approach in common programming.
Session Outputs	Work plan with possible follow-up actions and responsible people
Format and Timing	<ul style="list-style-type: none"> ➤ Open discussion with UNCT members and other UN staff to identify the key strategic entry points to build the UNCT work on HRBA (60 min) ➤ Ask participants: what are the entry points that the UNCT could use to apply the HRBA? What are the UNCT requirements and needs, if any, to successfully apply the HRBA? What possible course of action could be identified and agreed upon within the

	<p>current programming framework</p> <ul style="list-style-type: none"> ➤ Plenary work to develop a work plan with possible actions to follow up on the training and implement the HRBA in the country. Participants are shown a standard format and amend it if needed to fit country specificities (30 min)
Trainer Notes	<ul style="list-style-type: none"> ➤ In this session there is no content to be delivered. ➤ The main challenge is to be able to effectively facilitate a UNCT discussion. ➤ Discuss with the RC prior to this session, explain the purpose and objective. Make sure he/she will be participating, and if not, ask for some guidance. ➤ Make sure the result of the session (i.e. the concrete recommendations, the work plan or set of actions) are handed out to the organizers

SESSION 11
EVALUATION AND CLOSING
(30 minutes)

Lead Responsibility	Lead Facilitator
Materials/ Equipment	<ul style="list-style-type: none"> ➤ Final evaluation sheet ➤ Pre & post workshop comparison table on the wall ➤ Flipchart
Session Purpose and Objectives	<p>Purpose: Obtain feed back and evaluations from participants</p>
Session Outputs	<p>Completed evaluation sheets Participants feedback recorded by facilitator on a flipchart</p>
Format and Timing	<ul style="list-style-type: none"> ➤ Ask participants to provide feedback on the workshop and write on a flipchart (10 min) ➤ Participants fill in the evaluations (10 min) ➤ Show the comparison between pre workshop knowledge and skills and end-of-workshop knowledge and skills (5 min) ➤ Closing remarks from the UNRC (5 min)
Trainer Notes	<p>During the feed back session record everything without attempting to provide answers or clarifications</p>

ANNEX I

Country Training Workshops on HRBA

General Objective

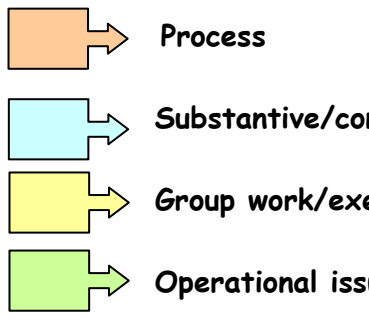
By the end of the workshop participants will:

- Have strengthened capacity and commitment to integrate the Human Rights Based Approach into UN programming in support of national priorities, including the MD/MDGs, international conferences and human rights obligations

Specific Objectives

By the end of the workshop participants will:

- Be able to understand the centrality of human rights to the work of the UN within the national context
- Be able to explain the requirements of the human rights based approach and apply the tools in all phases of the programming process
- Understand the concrete implications of the HRBA in relation to gender equality, conflict and humanitarian issues
- Have agreed upon a set of follow up activities to integrate the human rights based approach in programming

DAY ONE	DAY TWO	DAY THREE
<p><i>Welcome and Introduction</i> 40 min</p>	<p>5. Linking Rights with results: Causality Analysis 120 min</p>	<p>9. Support available to UN Teams 45 min</p>
<p>1. Human Rights in the context of UN Reform: linkages with human development, peace & security, and humanitarian action 90 min</p>	<p>6. Linking rights with results: Role pattern and capacity gap analysis 90 min</p>	<p>10. Next steps: strategies action planning 90 min</p>
<p>2. Human rights protection systems 60 min</p>		<p>11. Evaluation and Closing 30 min</p>
LUNCH	LUNCH	LUNCH
<p>3. Applying the Human Rights Based Approach 105 min</p>	<p>7. Linking rights with results: Designing and implementing strategic interventions 120 min</p>	
<p>4. The Human Rights Based Approach in the programming process 90 min</p>	<p>8. Linking rights with results: M & E 60 min</p>	

Country Orientation Workshop on the HRBA

Date: 29 January - 2 February 2007

1. On a scale of 1 to 6 (where 6 is high and 1 is low), how would you assess the achievement of the objectives of the workshop?

Overall Objective

By the end of the workshop, participants will:

Have strengthened capacity and commitment to integrate the Human Rights Based Approach into UN programming in support of national priorities, including the MD/MDGs, international conferences and human rights obligations

1	2	3	4	5	6
---	---	---	---	---	---

Specific Objectives

By the end of the workshop, participants will be able to:

Be able to understand the centrality of human rights to the work of the UN within the national context

1	2	3	4	5	6
---	---	---	---	---	---

Be able to explain the requirements of the human rights based approach and apply the tools in all phases of the programming process

1	2	3	4	5	6
---	---	---	---	---	---

Understand the concrete implications of the HRBA in relation to gender equality, conflict and humanitarian issues

1	2	3	4	5	6
---	---	---	---	---	---

Have agreed upon a set of follow up activities to integrate the human rights based approach in programming

1	2	3	4	5	6
---	---	---	---	---	---

2. How would you rate the following?

i. The workshop facilitation

1	2	3	4	5	6
---	---	---	---	---	---

ii. The organization of the workshop

1	2	3	4	5	6
---	---	---	---	---	---

iii. The venue

1	2	3	4	5	6
---	---	---	---	---	---

3. Which parts of the workshop did you find the most useful and why?

4. What changes would you make to the workshops and why?

5. What topics/areas, if any, would you add or give more time to?

6. How relevant was the workshops to your work (6 is high and 1 is low)?

1	2	3	4	5	6
---	---	---	---	---	---

7. Overall, how worthwhile was it to you to attend the workshops ?

1	2	3	4	5	6
---	---	---	---	---	---

8. Any additional comments/suggestions?

Thank you

ANNEX III
Guiding questions for women's human rights 'leaders'
(draft for discussion)

- Causal Analysis

Does the analysis of the problem identified reflect the different ways that men and women experience the problem?

Is disaggregated data about the problem available?

Do men and women enjoy on an equal basis the right identified?

- Role analysis (responsibilities and capacity gaps)

Do men and women have the same kind of responsibility with respect to the problem identified?

Do men and women experience the same type of capacity gaps?

Do DBs have the capacity to understand and address the gender dimension of the problem identified and related right/s?

- Designing and implementing strategic interventions

Do the proposed programmatic interventions address in any way elements of gender inequality and or discrimination that are related to the problems to be addressed and related rights to be fulfilled?

Is there any measure required for ensuring gender equality is guaranteed during the implementation phase of the identified interventions?

- M&E

Is there any disaggregated data available allowing an assessment of how the problem addressed impact on men and women?

Identify qualitative information to assess whether there has been any advancement on the specific rights of women as a result of the intervention

Guiding questions for conflict issues 'leaders'
(draft for discussion)

Identify the stage of the conflict and main characteristics

ANALYSIS

Within the problem tree, identify manifestation and/or causes of conflict (actual/potential)

NB: Think of causes according to six categories:

1. Personal security
2. Military and arms
3. Political stability and governance
4. Economic stability and resources
5. Social and communal stability
6. External conflicts

ROLE PATTERNS

- In addition to right-holders and duty-bearers, identify other relevant actors.
- Take into consideration all actors in terms of their (i) stated interests; (ii) resources for reaching their goals
- Identify agents of positive change (not only actors, but also institutions, mechanisms, values, etc.)

CAPACITY ANALYSIS

- Analyze whether agents have the capacity to manage conflict
- Identify gaps
- Identify possible actions to address these gaps

DESIGN AND IMPLEMENTING INTERVENTIONS

- Address gender, age and diversity concerns
- Focus on excluded and marginalized
- Analyze to what extent the proposed intervention addresses causes of conflict, and whether there is a risk of unintentionally reinforcing them
- Analyze to what extent the proposed intervention builds on agents for positive change, and whether there is a risk of unintentionally weakening them
- What is likely to happen following this intervention? How do you think the conflict dynamic is going to evolve? Is there a risk of increased conflict? How can this be addressed?

MONITORING AND EVALUATION

- Monitor causes of conflict over time
- Monitor agents of change over time
- Monitor conflict management processes

ANNEX IV
Worksheet for Step-by-Step Approach to HRBA

Roles and Responsibilities	CAPACITY GAPS (Knowledge/Information, Communication, Participation, Freedom, Influence)
Claim holder 1 Claim Holder 2	
	CAPACITY GAPS (Responsibility, Authority, Resources, Decision-making)
Duty Bearer 1 Duty Bearer 2	