BENEFITS HARMS FACILITATION MANUAL

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Acknowledgments

Part One: Facilitator's Guidebook

Introduction

This manual is for relief and development workers thinking about applying benefits-harms analysis to their work. The workshop laid out herein can be run by anyone with basic facilitation skills—you do not have to be a professional trainer or facilitator. Nor do you need any prior working experience in human rights, rights-based programming or the benefits-harms concept. If you do have experience in any of these areas, however, you can use the manual as a tool to stimulate your own thinking and approaches.

This manual has two main parts. Part One is the Facilitator's Guidebook; Part Two is the Participants' Workbook. The Facilitator's Guidebook is solely for the facilitator, and is designed to help you run the three-day workshop. The Participants' Workbook should be copied for use by participants during the workshop and will act as a resource for them afterwards.

Manual

Part One

Part Two

Facilitator's Guidebook

- 📂 preparatory materials
- 📂 facilitation guidelines for each session
- 📂 the handouts to be copied for participants

Participants' Workbook

- 📂 worksheets for each workshop session
- 📂 reference materials in the appendices
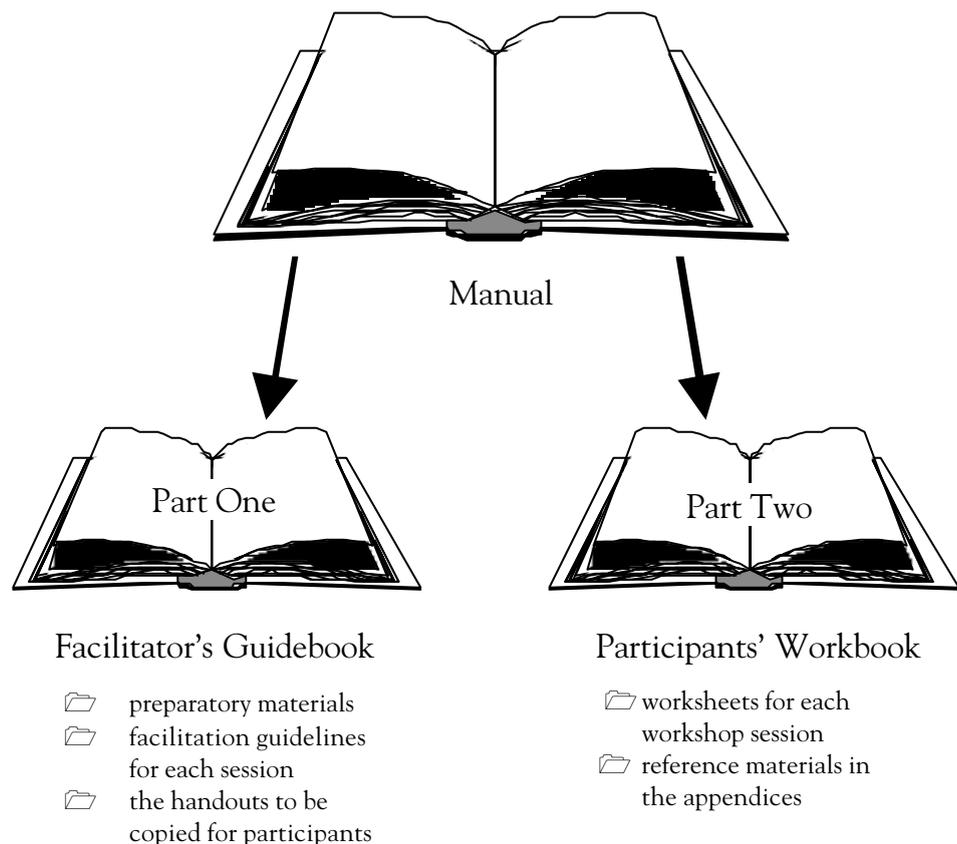
Preparatory Materials

Objective	The aim of these preparatory materials is to help the reader prepare to facilitate a benefits-harms workshop. To get the most out of these materials, you should read the Benefits-Harms Handbook beforehand.

These materials should be read before you conduct the facilitation workshop. Part A of these preparatory materials aims to help you orient yourself around this manual, before and during the workshop. Part B provides facilitation suggestions for the workshop, Part C will help you prepare for the workshop logistically, and Part D is the workshop agenda and program.

A. How to use this Manual

1. The Building Blocks of the Workshop

The suggested workshop itself is divided into six blocks, each of which deals with a separate issue, and each of which builds on the block before. The objectives for all six blocks are laid out in Session Two of the Participants' Workbook. You may want to look at this diagram now to get a feel for the flow of the workshop.

Each block is divided into the "sessions" of the workshop. Each session has its own objective. The "Workshop Agenda and Program" (below) contains all of the objectives for the different sessions. You may want to glance at this now as well.

Session Guidelines contain suggested facilitation steps.

Session Guidelines contain tips on style and process.

Session Guidelines contain an estimated time to complete the session.

2. How this Manual is put Together

Both the Facilitator's Guidebook (Part One of the Manual) and the Participants' Workbook (Part Two of the Manual) follow the Workshop Agenda and Program. For each session in the workshop, there are worksheets for the participants, and guidelines for the facilitator. Both worksheets and guidelines contain the proposed objective; the Facilitator's Guidelines show the suggested amount of time for the session (clock symbols). The suggested time is also shown in the Workshop Agenda and Program so that participants can also take responsibility for keeping the workshop on track.

The Session Guidelines contain suggested steps (footprints symbol) for facilitation of the session, and tips (lightbulb symbol) on style or process for the facilitator.

3. Using the Workbook and Guidelines during the Workshop

A copy of the workbook should be distributed to each participant. It is to be used by each of them to work through exercises, to record personal reflections, and as a resource after the workshop. If resources do not allow a copy for every person, try to ensure that each participant can at least see a copy of each worksheet during the workshop so they can take their own notes.

Only the facilitator(s) need(s) to have a copy of the guidebook during the workshop. You may want to copy the session guidelines so that you are only holding one or two sheets in any given session. Ideally, you should read all the session guidelines before the workshop, and glance over them again before each session.

B. Facilitation Suggestions

1. What is the Role of the Facilitator?

There are important differences between a teacher or trainer on the one hand, and a facilitator on the other. Consider the following chart.

TEACHER/TRAINER	FACILITATOR
Teachers have the expertise, the information and the power.	The participants are the experts. Information and power are shared.
The "student's" goal is to receive knowledge from the teacher.	Everyone is both a student and a teacher, sharing his/her experience and learning.
We learn by hearing, recording, and memorizing the knowledge from the teacher.	We learn by looking at different situations or issues and working through them together.
The teacher is responsible for determining which answers are right and which are wrong.	There are many good answers to most questions. No one "owns" the right answer.

In participatory adult learning contexts, the goal of the facilitator is to create an environment in which people feel free to share their experience, work through problems together and teach each other. That is not always easy to

accomplish: Some participants find speaking in public very difficult while others will intimidate by their knowledge, authority or tone.

This workshop is designed to be run by a facilitator, not a teacher. The sessions aim to create a participatory learning experience in which participants teach each other. The task for the facilitator is to create an environment in which that can happen.

To create the right environment, especially when the subject matter is new or challenging, the facilitator needs to know when to *affirm individuals*, and when to *manage the group*. These two skills are important, so we discuss them in greater detail below

2. Affirming Individuals

What is it?

Affirmation is the opposite of tearing someone down. With affirmation, we build up learners by encouraging them and focusing on their positive achievements rather than on their shortcomings.

Why is it important?

As a facilitator you can build confidence as well as motivation by how you respond to a participant. Every time you affirm a participant, you send the implied message that participation is fun, and that speaking out is not so scary as some might think. Every time you correct or ignore a comment from a participant, you send the message that participation is a test and if they fail, they will be punished by censure or embarrassment.

How do you affirm in a workshop?

This workshop is designed for participants to self-teach and to teach each other. The key is to help them to do both those things. Encourage them to think and to talk, instead of doing both for them. When participants raise questions or concerns, ask others to respond. As much as possible, let participants do the work of teaching for you. Then as you go over the points that are important to what is being learned, you will be affirming and reinforcing what they have already said.

Is it easy to affirm?

One might think so—after all, it's as easy to be positive as to be negative. But, affirming someone else means giving them power and authority. It can actually be threatening for a facilitator to send the message that "I am not

the expert—you are." It can undermine one's sense of power and authority, which one might feel one needs to run a workshop. A good facilitator needs to let go of this feeling. It is essential to creating a genuinely participatory learning environment.

What do you do when someone "gets it wrong"?

Of course, it is important in some situations to correct a factual error or inappropriate statement, but those situations are more rare than most of us think. If you think a participant is trying to move the conversation in the right direction, try to focus more on the intent than the error. One can respond to a "wrong answer", for example, by asking "can you be more specific" or "can you develop that idea a bit more?" Or "What do others think?" "Do others agree or have another idea?"

Sometimes, however, you need to do more than affirm—you need to manage a group discussion so that it fulfils its objective.

3. Managing the Group

What is it?

Managing the group, in this context, means providing overall guidance, direction and moderation for every discussion.

Why is it important?

Each session should move the workshop forward in the right direction. Discussions can get derailed by interesting but less relevant points. Sometimes conversations need help starting; other times its hard to close a conversation down. One may even be required to be a peacekeeper during heated debates.

How do you manage the group?

Above all, managing a group means listening well and speaking clearly and simply. To manage a group effectively, you need to wear a number of different hats simultaneously. A good group manager is

☞ an *initiator,* who starts conversations and gives them direction, by asking questions during the discussion. Every session in this workbook provides suggested questions for starting discussions;

☞ a *moderator*, who ensures balanced participation between those who are shy and those who may dominate because of their confidence or authority;

☞ a *navigator,* who ensures that conversations stay on course, redirecting side tracks and focussing people on key points;

☞ a *pacesetter,* who ensures that the conversations move along and stay on time; and

☞ a *summarizer,* who briefly reviews key points made by participants, either to raise a question or to bring a particular discussion to a close.

Is it easy to manage group discussions?

Good group management is more of an art than a science. Manage too much, and you are a "facipulator", fail to manage enough, and you are "asleep on the job". Sounds difficult? Remember that no one in this workshop expects a professional facilitator. Convey to participants that everyone needs to take responsibility for making this workshop effective. Above all, the workshop is a shared learning experience.

What do you do when things go wrong?

No workshop passes without a few problems: too many participants or too few, language problems, participants that will not talk, others that will not shut up. There is no quick fix to all these potential challenges, but there are three things you can do that will usually help. First, prepare well; second, ask advice; and third, use your initiative.

☞ *Prepare well*: Solid preparation will give you a good overall picture of what needs to happen and when, and will help you know how to adapt when things go wrong. If you have read and thought about the Benefits-Harms Handbook and this Facilitation Manual before the workshop, you should be well prepared.

☞ *Ask advice*: Your fellow participants are experienced adults who want this workshop to be useful. Ask the advice of key individuals when faced with challenges.

☞ *Use your initiative*: Finally, remember that this is just a *guide*book. It is a tool, and only a tool. Never let it get in the way of your own initiative. If something is not working for you, change it. Stay close to your intuition and you will be a much stronger facilitator.

C. Logistics Suggestions

With solid logistical preparation, the workshop will run smoothly, and the facilitator can focus on the learning process, rather than logistical or administrative issues.

1. How many Facilitators can you have?

This workshop can be managed quite easily by one facilitator, but consider bringing in a team to make it easier and more fun. In deciding how many facilitators the workshop should have, there are some things to keep in mind. Sharing the facilitation experience lightens the logistical workload and gives facilitators breaks during the workshop. When teams work well together, it is more enjoyable and provides useful checks and balances. However, it also requires coordination, and time for meetings to get and stay "on the same page". If you decide to go with a team, it can help to nominate a lead facilitator to manage the overall process.

2. Overall Timing for the Workshop

Each of the six blocks in the workshop is three hours and forty-five minutes long, and should be completed in a half day. However, because the blocks "stand-alone", there are a lot of options for the overall timing of the workshop. If, for example, you want to start by just training a half day, you can try Block One, the introduction to human rights. Running Blocks One and Two together would mean you could offer a one-day training in human rights and rights-based programming. And so on. While each block does flow into the next, there is no law saying that you have to do all six blocks "back-to-back" over three days.

If you do decide to run the workshop in one go, we recommend that you divide your mornings and afternoons evenly. Any of the following would work well:

> Mornings 8:00 to 12:00 and afternoons 1:00 to 5:00.

> Mornings 8:30 to 12:30 and afternoons 1:30 to 5:30.

> Mornings 9:00 to 1:00 and afternoons 2:00 to 6:00.

The workshop agenda (below) suggests a time limit for each session but does not include the actual starting and ending times. We recommend that you copy the agenda and fill in your chosen schedule for the workshop.

3. Staying in Control of Time

Managing time will be important. The workshop has twenty-seven partici-patory sessions over three days (averaging about 45 minutes per session). Each of these has been tested a number of times, and can be done comfort-ably within the time allotted, as long as the group sticks to the guidelines. If you are able to complete any session or exercise under the time suggested, feel free to cut that session or exercise short. You will almost certainly be able to use the extra time somewhere else.

Time management issues usually occur when 1) conversations go off in unanticipated directions, 2) the facilitator does not manage the time for sessions, or 3) language skills or learning capacity require that the group slows down. In such cases, you have a number of options:

Most desirable. Add extra days to the workshop. Giving yourself an extra half day, or even a full day, will give you more flexibility. Of course, you should make this decision before you invite participants.

Somewhat desirable. Lengthen the time in each day. We have scheduled the workshop to run for 9 hours each day (for example from 8 a.m. to 5 p.m.), including an hour and a half for breaks. Many good workshops go longer (for example, from 8 a.m. to 6 p.m.), especially when groups gather at workshop sites away from their homes. But be warned, these are already full days, and the longer a workshop, the more energy it takes from everyone as the workshop goes on.

Least desirable. Drop sessions. In each session, participants learn by doing. Each session objective is important to the overall content flow and learning experience. It will be difficult, therefore, to drop sessions if you run into time trouble. Of course sometimes this must be done. To guide you in cases where you just have to drop sessions, we have placed an asterisk beside critical sessions in the Workshop Agenda and Program. If you need to drop sessions, you should probably drop ones without an asterisk.

4. Materials Required

This workshop is designed for individuals and organizations without a lot of training resources—no PowerPoint presentations or overhead slide projec-tors are required. The workshop can be run anywhere, anytime. Beyond copies made from this manual, few other materials are required. Ideally enough copies of the Workbook should be made ahead of time so that each participant has a copy. At the end of this section is a checklist that should cover your basic logistical issues and materials you need to assemble. We suggest you assemble them beforehand.

5. Putting Groups Together

Group sizes generally work best between four and seven people. Some of the small group sessions will be friendly competitions, others will be discussions. For the competitive exercises, it will be more useful if the competitive groups are fairly balanced in terms of language skills and conceptual abilities.

Because the competition groups are fixed at the outset, and will continue to work together through the workshop, you should probably let other discussion groups be more varied, letting people self select, or at least ensuring they are differently constituted.

6. Seating

You will need a set up that allows for (a) participatory plenary sessions in which everyone can see the facilitator, and (b) small group work, where groups of 4-7 work together in the main room. The best arrangement is usually tables distributed

Suggested Seating Arrangement

around the working area with chairs around them. Try to ensure that people aren't too far away from the facilitator, and they can see as many other people as possible.

Because the competitive groups will work together in the main room throughout the workshop, you may want to ask them to sit together from the very beginning to save time.

You may also need break out areas for small groups to have other discussions. Usually folks prefer a change so you may want to suggest people go outside the main room, if your environment allows for that.

7. Prepare a Score Sheet for the Competition

During the workshop there will be 10 sessions where small groups will compete against each other in a friendly contest. To keep the groups' scores, you may want to draw out and tape up the following table on flip chart paper .

Phase of Competition	Group A	Group B	Group C	Group D	Group E	Group F
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
Total						

8. A Closing Comment for the Preparatory Materials

In developing guidelines for facilitators, there is always a trade off between providing solid guidance for nonprofessionals and encouraging creative discretion by more experienced facilitators. In this manual, we decided to provide a lot of structure and guidance. We did this for two reasons.

To promote participatory learning techniques. All the exercises in this workbook are based on the maxim "I hear, I forget. I see, I remember. I do, I understand." They have all been tested and found to be participatory, energizing and thought provoking.

To give adequate support to inexperienced facilitators. Facilitating this workshop should provide you with many insights into what works and what doesn't work in facilitation. If you are new to facilitation, we recommend that you try this workshop "as is". Thereafter, you may want to adapt it to suit your own needs and style. If you are an experienced facilitator, you may want to adapt it at the outset.

Above all, this workshop is meant to help relief and development workers think about the real reasons they are here--helping people to achieve dignified lives. It aims to promote a culture of open and honest discussion about simple but profound issues: Do we know enough about the contexts in which we work? Do we think enough about the overall impact of our work, and how do we take principled action when our principles are challenged?

A final thought: This workshop should be helpful in thinking seriously about serious issues, but it should also be a lot of fun. Our work is too serious too often, to take ourselves seriously too often.

Final checklist for workshop preparation	✔
Before the workshop	
☞Ensure accomodation and travel for all participants and facilitators	
☞Find and reserve a space to hold the workshop	
☞Ensure appropriate drinks are available for breaks	
☞Ensure that meals are available for all participants	
☞Make all the necessary copies (see Materials Required, below)	
The workshop area should	
☞Have seats and writing space for every participant	
☞Have access to toilets for both men and women	
☞Be climatically comfortable (air, light and temperature)	
☞Have break out areas for small groups, if the main area is small	
Materials required. The facilitator should have	
☞A copy of the facilitator's guidebook, either bound or in separate sheets	
☞Adequate copies of every handout. The number of handouts required is	
☞For handouts A and F -I one copy for every participant	
☞For handouts B-E, one copy for 1/4 the number of participants (e.g. if there are 30 people, make 8 of each)	
Materials required. Each participant should have	
☞A full copy of the participants' workbook, with appendices	
☞A pencil or pen	
☞A couple of sheets of blank paper (for name plates and rough work)	
Additional materials required	
☞Large markers (if using white board, dry erase markers)	
☞Large colored note cards or half sheets of paper	
☞Masking tape	

D. Workshop Program & Objectives

Block One: An Introduction to Human Rights		
Time	**Session**	**Objectives**
____ (45)	1. Introducing Participants*	Participants get to know each other, and share some motivations and barriers they find in their work.
____ (15)	2. Workshop Program and Objectives*	Participants understand how the workshop is put together and the overall objectives of the workshop.
____ (45)	3. Human Rights Issues in our Work	Using a case study, participants are able to identify common human rights issues and understand the concept of benefits-harms.
____	Break for 15 minutes	
____ (45)	4. What are Human Rights?*	Participants discuss and understand what human rights are and how they are different from other types of rights.
____ (75)	5. The International Bill of Rights*	Participants become familiar with the human rights in the International Bill of Rights and understand where they came from.
____	Lunch break for 60 minutes	

Block Two: The Rights and Responsibilities Approach to Relief and Development		
Time	**Session**	**Objectives**
____ (45)	6. Gifts versus Rights*	Participants demonstrate a clear understanding of the difference between a right and a gift.
____ (45)	7. Needs-Based versus Rights-Based Approaches*	Participants understand one key difference between needs-based and rights-based approaches: Rights-based approaches trigger responsibilities whereas needs-based approaches don't.
____ (60)	8. Taking Responsibiliiy Ourselves	Participants understand what it means to take responsibility for the human rights impact of our work.
____	Break for 15 minutes	
____ (60)	9. Holding Others Responsible	Participants understand what it means to hold others accountable for their human rights responsibilities.
____ (15)	10. Evaluation of Blocks One and Two	Participants evaluate the work they have done, and make suggestions for how to improve the sessions in Blocks Three through Six
____	End of day--distribute Handout F for night reading	

*Essential Sessions

Program & Objectives, Continued

Block Three: The Benefits Harms Approach		
Time	Session	Objectives
_____ (45)	11. Refresher on Blocks One and Two	Participants refresh their recollections on the key points covered in Blocks One and Two.
_____ (60)	12. Three Categories of Human Rights*	Participants categorize human rights in the UDHR into 1) economic, social and cultural rights; 2) political rights; and 3) security rights.
_____ (60)	13. Three Reasons for Unintended Impacts*	Participants understand three reasons why unintended impacts occur, related to 1) knowledge, 2) analysis, and 3) decision-making.
_____	Break for 20 minutes	
_____ (60)	14. Creating the Benefits-Harms Toolbox*	Participants understand and are able to categorize the nine different benefits-harms tools.
_____	Lunch break for 60 minutes	

Block Four: The Profile Tools		
Time	Session	Objectives
_____ (75)	15. Knowledge and Communication*	Participants understand why there are unintended impacts related to issues of knowledge and communication.
_____ (75)	16. Using the Profile Tools*	Participants become familar with and apply the profile tools to a concrete case study.
_____	Break for 15 minutes	
_____ (60)	17. Integrating Profile Tools into your Work	Participants discuss whether, when, how, and why they would use profile tools in their work.
_____ (15)	18. Evaluation of Blocks Three and Four	Participants evaluate Blocks Three and Four, and make suggestions for how to improve Blocks Five and Six.
_____	End of day	

*Essential Sessions

Block Five: The Impact Tools		
Time	Session	Objectives
_____ (45)	19. Refresher on Blocks Three and Four	Participants refresh their recollections on the key points covered in yesterday's discussions.
_____ (60)	20. Causes and Impacts*	Participants understand how lack of analysis can lead to unintended impacts.
_____ (60)	21. Using the Impact Tools*	Participants become familar with and apply the impact tools to a concrete case study.
_____	Break for 15 minutes	
_____ (60)	22. Integrating Impact Tools into your Work	Participants discuss whether, when, how and why they would use impact tools in their work.
_____	Lunch break for 60 minutes	

Block Six: The Decision Tools		
Time	Session	Objectives
_____ (45)	23. Decision-Making Issues*	Participants understand why there are unintended impacts due to issues of decision-making.
_____ (45)	24. Using the Decision Tools*	Participants become familar with and apply the decision tools to a concrete case study.
_____	Break for 20 minutes	
_____ (60)	25. Integrating Decision Tools into your Work	Participants discuss whether, when, how and why they would use decision tools in their work.
_____ (60)	26. Motivations & Barriers	Participants consider whether discussions or concepts from this workshop will help to strengthen their motivations or help them to address the barriers they face in their work.
_____ (15)	27. Evaluation of the Workshop	Participants share their feedback on the workshop and provide guidance for the facilitator for future workshops.
_____	End of workshop	

*Essential Sessions

Session 1. Introducing Participants

Objective
Participants get to know each other and share some motivations and barriers they find in their work.
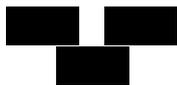
Steps

1. Introduce yourself and welcome participants to the workshop (and go through any official opening ceremonies that are required).

2. Ask participants to turn to Session One of the workbook, and introduce themselves to the person next to them. They should ask their neighbor the questions in the table and fill in the responses from their neighbor.

3. 15 minutes for both introductions should be adequate. You should probably tell participants that they have about 7 minutes each to fill in the information from their neighbor.

Time

4. Once the introductions are complete, you should ask each person to introduce the person sitting next to them, using the table as necessary.

5. When everyone has been introduced, ask participants to write one name they would like to be called by others on a folded piece of A4 paper. They should put it on the table in front of them so that others can see it. If the seating arrangement does not permit this, participants can write their names on a piece of masking tape and stick it on their shirt or jacket.

6. At this stage, you may want to rearrange the seating of the participants so that it is best for participation and group competition. See the sections on "Putting Groups Together" and "Seating" in the Preparatory Materials.

Tips

Try to make this introductory exercise as lively and as relaxed as possible. It will help to set the climate for an engaging participatory workshop.

The main aims of this session are to get people talking comfortably about issues that are relevant to them. There are no "right" or "wrong" answers in this session.

Session 2. Workshop Program and Objectives

| Objective | Participants understand how the workshop is put together and the overall objectives of the workshop. |
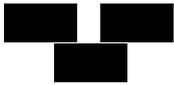
1. Before running this session, you should have a very clear idea of the workshop agenda and objectives.

2. Refer the participants to Session Two of their workbooks.

3. Walk the participants through the objectives for each of the six blocks, starting from Block One (at the bottom) and finishing with Block Six (at the top).

4. You may want to ask different participants to read out the short paragraphs on the right, summarizing the various blocks of the workshop. The important thing is that participants see how each block aims to contribute to and build on the one before.

5. At the bottom is the "process objective" for the workshop. It may be useful to ask someone to read this out also and to make the point that you are there as a facilitator, not a trainer (see the preparatory materials).

6. If there are logistical or administrative issues that you want to raise with participants, this might be a good place to do it. Here is a short checklist of issues you might want to raise:

> Toilets & amenities. (where are they?)
>
> Meals and accommodation issues. (Where, when, how?)
>
> Punctuality. (It is a packed schedule.)
>
> Financial issues (per diems, allowances, transport costs).
>
> You may also want to distribute Handout I--the sign up sheet to get the contact information for your participants. If you are doing a training for participants from different organizations, others may want copies of the sign up sheet so that they can stay in touch.

You may want to take questions for clarity here, but you should probably not get into substantive discussions on issues you will address later on. (E.g. "What is a rights-based approach?" or "What is benefits-harms analysis")

Where appropriate, you may want to refer the participants to the workshop agenda and objectives (in the front of their workbooks) if they want to get a better sense of what will go into each session.

Session 3. Human Rights Issues in our Work

Objective

Using a case study, participants are able to identify common human rights issues and understand the concept of benefits-harms.
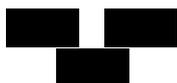
1. Ask participants to read *Food Fund: Friend or Fiend* story in Session Three of their workbooks. If necessary, they should discuss the story with their neighbor to ensure they are clear on what happened.

2. While they are reading, draw out a blank chart on a flip chart like the one on this page (or like the one in the workbook).

3. After 20 minutes, ask participants to suggest benefits and harms that they identified (filling out the left column as they share their answers).

4. After you have received five benefits and five harms, ask them whether each benefit or harm raises a human rights issue. Write down the majority view in the right hand column.

5. In the left column below are suggested benefits and harms. The participants may come up with others. The right column suggests some human rights connections. Remember, you are trying to help participants make these connections themselves.

Benefits, Harms and Human Rights Issues	
Benefit	Is there a human rights issue? (Yes / No)
Improved health	Yes. (The right to health care)
Reduced hunger	Yes. (The right to food)
Children have returned to school	Yes. (The children's right to education)
Children don't need to forage for food	Yes. (The children's right to rest and leisure)
Dress making industry has restarted	Yes. (The right to earn a living)
Harms	Is there a human rights issue? (Yes / No)
Disempowerment of local leaders	Yes. (The right to have the leaders of our choice)
Attacks from the Pakesh	Yes. (The rights to life, liberty and security)
Women abducted	Yes. (Freedom from slavery)
Domestic violence rises	Yes. (The right to liberty)
Dependency on relief food	Yes. (The right to food, dignity and respect of self)

6. Conclude this session by raising the questions at the end of Session Three worksheet.

At this stage, don't worry too much about whether folks are correct in identifying benefits, harms or whether they are human rights. The main aim of this exercise is to introduce folks to the ideas of benefits and harms, and to help them see some connection to human rights.

Session 4. What are Human Rights?

Objective

Participants discuss and understand what human rights are and how they are different from other types of rights.
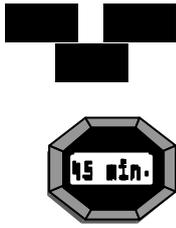
Competitive Exercise No. 1

1. Explain that this is the first phase of the group competition.

2. Divide people into same size groups of between 4 and 7 people. Groups should move their chairs so that they can consult together. (See "Putting Groups Together" in the Preparatory Materials.)

3. Give each group a letter and ask them to name their group with a word starting with their letter. (E.g. "Bs" might be the "Buffoons".)

4. Tell groups they have 20 minutes to discuss and answer the four questions.

5. While groups are working, tape the scoring sheet onto the wall where everyone can see it. (See Workshop Preparation Section.)

6. With about two minutes to go, instruct groups to fill out one sheet with their group's agreed answers, putting the name of their group on that sheet.

7. When time is up, tell groups to stop writing, and exchange their answer sheets with another group.

8. Ask participants to turn to Appendix I of their workbooks. Each group should review the answers carefully, and mark the score sheets of the other groups accordingly.

9. Ask groups to tell you how the other group scored. Give one point for a correct answer, nothing for no answer, and minus one for a wrong answer.

10. *OPTIONAL*: If you have time, and feel comfortable with the reasoning for the different answers, you can offer bonus questions. Ask whether any group can explain the reasoning behind the correct answer for Question A. Once a group member has volunteered, choose someone *else* from that group (to make sure that all participants were involved in the group reasoning). If their reasoning is accurate, give that group the extra point, and then move on to Question B.

11. At the end of the competition, make sure the total scores are clear.

The aim of the competition format is to have some fun, to focus people's attention and to ensure that people help each other through teamwork.

Session 5. The International Bill of Rights

Objective	Participants become familiar with the human rights in the International Bill of Rights, and understand where they came from.
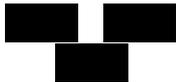
Competitive Exercises Nos. 2,3

75 min.

1. Explain that these are the second and third group competitions. Both will take a total time of seventy-five minutes.

2. Starting Competitive Exercise No. 2, groups should take five minutes to read the shaded passage in Session Five, clarifying points to each other where necessary. They should not begin the exercise until instructed.

3. When groups have read the passage, ask them to fill in the questions in Competitive Exercise No. 2, circling or filling in the right answer as appropriate. Groups should agree on a single answer and put it on a sheet with the group name marked on that sheet (about 20 minutes).

4. When time is up, ask groups to turn to Competitive Exercise No. 3. The instructions are in the workbook. The aim here is to get participants relating the different parts of the IBR. You simply need to ask them to read the instructions and begin (about 20 minutes).

5. When time is up (and be strict), ask groups to swap their group sheets. Then go through the correct answers to each question (about 20 minutes).

6. Score one point for a correct answer, no points for no answer, and take a point away for each wrong answer.

7. At the end of the competition, give groups a running total of their scores, and let them know that the competition will continue tomorrow morning.

8. If all goes well there may be time remaining for discussion. The key thing to remember in this, perhaps the most technical exercise, is that you are not expected to be a human rights expert. Throw difficult questions back to the group, and be prepared to say "I don't know" rather than fake it if you are not sure.

Be strict with groups that try to argue their case. Remember, in competition, the referee is a dictator, and you may need to be tough on one to be fair to all. But most of all, these exercises should be fun.

ANSWERS TO COMPETITIVE EXERCISE No. 2.

1. The first major United Nations document to mention "human rights" was **The UN Charter**.
2. The Universal Declaration of Human Rights was adopted in 19**48**.
3. The UDHR was the first document to **identify** an internationally agreed upon list of human rights.
4. Generally, declarations **are not** legally enforceable, and treaties and conventions **are** legally enforceable.
5. **False**. Historically, capitalist countries thought economic rights were the most important category of rights.
6. The three documents that make up the International Bill of Human Rights are the **UDHR**, **ICCPR** and **ICESCR**.
7. In which year did the ICCPR and the ICESCR enter into force? **1976**
8. Name two human rights conventions discussed above that are not in the IBR. The **CRC** and the **CEDAW**.
9. Amnesty International, Human Rights Watch, and Article 19 primarily focus on the rights in the **ICCPR**.
10. CARE International, Action Aid, and Concern Worldwide primarily focus on helping people to achieve the rights in the **ICESCR**.

ANSWERS TO COMPETITIVE EXERCISE No. 3.

UDHR	ICESCR	ICCPR
Article 3 *The right to life, liberty and personal security*	*N/A*	*6, 9*
Article 2 *The right to freedom from discrimination*	*2*	*2*
Article 4 *Freedom from slavery*	*6*	*8*
Article 13 *Freedom of movement*	*N/A*	*12*
Article 17 *The right to own property*	*N/A*	*N/A*
Aficle 25 *The right to a standard of living*	*11, 12*	*N/A*
Article 26 *The right to an education*	*13, 14*	*N/A*

Session 6. Gifts Versus Rights

Objective	Participants demonstrate a clear understanding of the difference between a right and a gift.
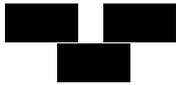
1. Refer participants to the drawing in Session Six. You may want to draw similar stick figures on a flip chart. The figures are meant to represent two friends on the left, one giving a gift to the other, and on the right side, a boss giving a paycheck to an employee.

2. Ask participants to identify who is playing each of the following roles (1) the gift giver, (2) the gift receiver, (3) the duty bearer and (4) the rights bearer. They can fill out these answers in the table in their workbooks.

3. Ask participants to share words to describe how each of the four roles feel. You may want to encourage participants to note the responses in their own workbooks.

4. The key point that needs to be brought out by participants is that the relationship between individuals is different when you receive something as a gift on the one hand and as a right on the other.

5. Raise the discussion question at the bottom of Session Seven. There is no right answer to this question, but it should raise some very interesting points. You may want to record participant responses on a flip chart sheet.

It is important that everyone understands the difference between a gift and a right. You may need to ask questions to quieter participants to ensure that this is the case.

Session 7. Needs–Based versus Rights–Based Approaches

Objective   Participants understand one key difference between needs-based and -rights-based approaches: Rights-based approaches trigger **responsibilities** whereas needs-based approaches don't.

1.   Ask participants to review the two cartoons.

2.   Raise the first discussion question. *(Is the person in the left hand drawing saying "I need food" or "I have a right to food"? Why?)* The point that should be brought out here (and brought out by a participant, not the facilitator) is that the person is probably saying "I need food" because he is on the island by himself. You can have needs in isolation from other people, but it only makes sense to talk about a person having a right, if you can think of someone having a responsibility.

3.   Raise the second discussion question *(What is the person in the right hand drawing saying? Why?)* A participant should raise the fact that this person is more likely to be thinking in terms of rights, because there is someone else on the island who might be held responsible. There are of course issues that can be raised--who owns the food, where did it come from, etc. but the underlying points should not be lost--rights inhererently trigger questions of responsibility, whereas needs don't.

4.   Ask participants to read the note at the bottom of the workbook page.

5.   It is important that all participants understand that rights and responsibilities come together as this concept forms the foundation for the rest of the day. The following two sessions look at two different types of responsibilities.

Session 8. Taking Responsibility Ourselves

Objective   Participants understand what it means to take responsibility for the human rights impact of our work.
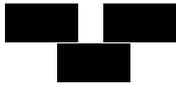
1.   Divide the room up into small groups of 4-7 persons (in different groups from the competitive groups). You can do this by asking participants to count off or by any other method you choose that ensures balance and representation across the groups.

2.   Ask the small groups to review the materials for this session, and then discuss the questions that follow.

3.   If they finish early, suggest that they may want to review the question "what does it mean to hold ourselves responsible" in the FAQs section of the appendices (Appendix H).

4.   It is not recommended that you ask the small groups to give specific feedback on their sessions. The purpose of these sessions is to give participants the chance to deepen their understanding and appreciation of our human rights responsibilities. If time allows, however, you may want to gather folks back into a plenary and ask them for their reflections on the group discussion: What was interesting? What was worrying? Did they hear or think anything new? Do they think that their organization should or should not hold itself accountable for its human rights impact?

5.   This is an important discussion in the workshop and needs to be given enough time. While, there are no right answers, there are important strategic and principled implications to taking responsibility for the human rights impact of our work.

Session 9. Holding Others Responsible

Objective	Participants understand what it means to hold others accountable for their human rights responsibilities.
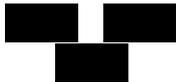
1. Small groups should stay together in the same groups from the last session.

2. Ask them to review the materials for this session, and then discuss the questions that follow.

3. If they finish early, suggest that they may want to review the question "what does it mean to hold others responsible" in the FAQs (Appendix H).

4. Again, this is an important session, and needs to be given adequate time. If you feel the small groups have had enough time to digest and discuss the questions and their implications, then you may want to ask them to come back into plenary and reflect on the small group discussions. Questions to stimulate plenary discussion might include "Do you think that your project or organization should or should not hold others accountable for their human rights responsibilities?" "What does it mean to treat the people we serve as rights bearers?" "What did you find interesting?" "What was worrying?" "Did you hear or think anything new?"

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Session 10. Evaluation of Blocks of One and Two

Objective	Participants evaluate the work they have done, and make suggestions for how to improve the sessions in Blocks Three through Six
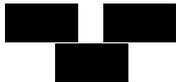
1. You should already have made enough copies of the evaluation sheet (Handout A at the end of the Guidebook). Distribute one to each participant.

2. Participants should answer the evaluation questions in Handout A, and give their responses to the facilitator. They should not write their names on the evaluation sheet.

3. In reviewing the evaluation sheets, look for common themes. Remember that you can't keep everyone happy all the time, so don't worry if one or two individuals give low scores, or complain about a particular issue (unless of course that issue is very serious).

4. When looking at comments on the speed of the workshop, look for the average. If some say the pace is too fast, and others say it's too slow, you are probably where you ought to be. If most say the pace is too fast, consider some of the ideas under "controlling time" in the preparatory materials. If they say it is going too slow (unlikely), consider shortening the plenary sessions and leaving more time for group work, which people almost always find rewarding.

6. If you decide that you need to make a change to the agenda as a result of feedback, you should probably let them know your idea. This shows that you are taking their evaluations seriously and thinking "on your feet".

6. You may want to remind them that the suggested reading for this evening is Appendix H of their workbooks--the Frequesntly Asked Questions. There will be questions in tomorrow's quiz the answers to which only appear in the FAQ.

Session 11. Refresher on Blocks One and Two

Objective	Participants refresh their recollections on the key points covered in Blocks One and Two.
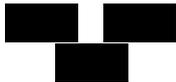
Competitive Exercise No. 4

1. This is the Competitive Exercise No. 4. Ask participants to get into their competitive groups and turn to Session 12 of their workbooks.

2. Groups should work together to fill out the answers to this session's questions. They should not refer to any materials from yesterday. (You may want to threaten that points will be deducted for "sneaking a peak".)

3. This exercise can be run in two ways, depending on time, and the facilitator's interest/style.

    a. Simple method. Give groups 15 minutes to complete the exercise, discussing questions with each other where necessary. When time is up, take the sheets, and have other groups score a point for each correct answer as you review the answers.

    b. More participatory method. Give the groups 25 minutes to complete the exercise (choose and tell them an exact time), but tell them that when it is complete you will call on particular individuals to answer questions, and so each group had better ensure that each member understood the answer. When time is up, tell groups to stop writing. Read out each question and call on a particular individual in each group to answer the question, making sure that groups get the same number of questions. Deduct points for whispered hints, and never call on the same person twice until everyone in a group has been called.

6. Correct answers follow on the next page. The right answer earns the group one point, the wrong answer minus one, and no answer gets zero. Keep the points as you go, and summarize the scores on the main score sheet at the end.

The trick here will be to make this exercise fun by allowing people to challenge each other without losing control over the proceedings. It is important of course that folks learn the right answer to key questions of fact. Take the opportunity to allow participants to clarify each other's issues, after points have been scored. Be careful about time and avoid dragging the exercise out too much.

Session 11. Continued

ANSWERS TO COMPETITIVE EXERCISE No. 4 (Refresher Quiz).

Question	Answer
1. T/F. To be *morally* entitled to human rights, you must live in a country that has signed a human rights treaty.	False. Everyone is morally entitled to human rights.
2. T/F. In some situations, human rights are luxuries.	False. Human rights are always essential claims for living with dignity.
3. T/F. If you have enough resources to stay alive, then your economic rights have been met.	False. Human rights guarantee more than survival.
4. What was the first international agreement after the second world war that mentions the words "human rights"?	The UN Charter
5. How long did it take the international community to agree on the first statement of human rights?	Three years, from 1945-48
6. T/F. In international law, a treaty usually is agreed upon before a declaration.	False. A declaration comes before a treaty.
7. What was the first post WWII international statement identifying the various human rights? (Initials will do.)	The UDHR
8. How many clauses are in the UDHR?	30
9. Write down the initials of the other two conventions in the International Bill of Rights.	ICCPR and ICESCR
10. Which one of the above has the US ratified, and which one has China ratified?	The US has ratified the ICCPR. China has ratified the ICESCR.
11. Name a source of human rights law, discussed yesterday, that is not in the IBR.	Examples: CRC (children), CEDAW (women), the Refugee convention.
12. Which rights do we work on more, civil and political rights; or economic, social and cultural rights?	Economic, social and cultural rights
13. In which IBR convention is the right to freedom from discrimination?	Both the ICCPR and the ICESCR
14. In which IBR convention is the right to free speech?	ICCPR
15. In which IBR convention is the right to shelter?	ICESCR
16. T/F. A gift giver does not have a choice to give a gift.	False. A true gift is always given as a matter of choice.
17. T/F. In a gift giving situation, the giver has most of the power, but in a rights situation, more power moves to the receiver.	True.
18. Finish this sentence: The main difference between needs and rights, for our purposes, is...	...rights trigger responsibilities whereas needs don't.
19. A rights based approach focuses on the responsibilities of which two sets of actors?	(1) relief and development actors, and (2) others
20. Two tools that help relief and development workers take responsibility for the human rights impact of their work are...	...Benefits Harms analysis, Do No Harm analysis, or Sphere guidelines. (Appendix H)
21. Two approaches designed to help others fulfil their human responsibilities include...	...capacity building, partnership, civil society strengthening, advocacy, etc. (Appendix H).

Session 12. Three Categories of Human Rights

Objective

Participants categorize human rights in the UDHR into 1) economic, social and cultural rights; 2) political rights and 3) security rights.
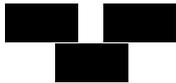
Competitive Exercises Nos. 5,6

1. This session contains Competitive Exercises Nos. 5 and 6. Ask participants to stay in the competitive groups and to turn to their workbooks, and read 'Three Categories of Human Rights'.

2. The groups should then turn to Competitive Exercise No. 5, and determine whether each article of the Universal Declaration of Human Rights deals with a *political* right (P), a *security* right (S), an *economic*, social, and cultural right (E), or addresses *all* of the three types of rights (A).

3. They should fill out the left hand column, inserting a P, S, or E or an A.

4. Give them 15-20 minutes depending on the group's capacity but be clear and firm on the time.

5. After the allotted time, tell groups to turn to Competitive Exercise No. 6, and follow the instructions on that sheet. Give them 15-20 minutes.

6. Then, have the groups pass their filled out sheets to another group, and read out the correct answers, asking the scorers to assign a point for each correct answer, minus one for each incorrect, and nothing for no answer.

If any participants disagree with the categorizations, ask them to reread the blurb in their workbooks in Session 13. If there is time, ask them to articulate why they believe the assignments within categories ought to be different.

Session 12. Continued.

ANSWERS TO COMPETITIVE EXERCISE No. 5.

P/ S/ E/ A	Summary of Rights in the Universal Declaration of Human Rights
A	1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
A	2. All the following rights should be applied without discrimination on basis of "race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."
S	3. Everyone has the right to life, liberty and security of person.
S	4. No one shall be held in slavery or servitude
S	5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
P	6. Everyone has the right to recognition everywhere as a person before the law.
P	7. All are entitled without any discrimination to equal protection of the law.
P	8. Everyone has the right to an effective legal remedy for rights violations.
S	9. No one shall be subjected to arbitrary arrest, detention or exile.
P	10. Everyone has the right to a fair trial.
P	11. Everyone has the right to be presumed innocent until proven guilty.
P	12. Everyone has the right to privacy and freedom from attacks upon ones reputation.
S	13. Everyone has the right to freedom of movement, to leave any country, and to return to ones country.
S	14. Everyone has the right to seek and enjoy asylum from persecution.
P	15. Everyone has the right to a nationality.
E	16. Everyone has the right to marry and to found a family.
E	17. Everyone has the right to own property alone as well as in association with others.
P	18. Everyone has the right to freedom of thought, conscience and religion.
P	19. Everyone has the right to freedom of opinion and expression.
P	20. Everyone has the right to freedom of peaceful assembly and association.
P	21. Everyone has the right to take part in the government of one's country.
E	22. Everyone is entitled to realization, through national effort & international co-operation and in accordance with the resources of each state, of the economic, social & cultural rights indispensable for his dignity & the free development of his personality.
E	23. Everyone has the right to work, to just conditions of work, and to equal pay for equal work.
E	24. Everyone has the right to rest and leisure.
E	25. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care.
E	26. Everyone has the right to education.
E	27. Everyone has the right freely to participate in the cultural life of the community
A	28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.
A	29. Everyone has duties to the community in which alone the full development of his personality is possible.
A	30. Nothing in this Declaration may be interpreted as implying for any State, group or person any right to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

ANSWERS TO COMPETITIVE EXERCISE No. 6.
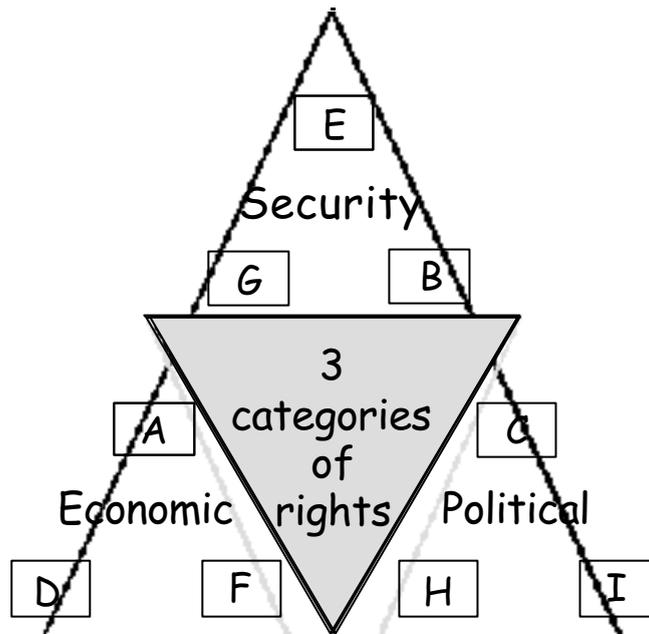
Example	UDHR Articles
A .Your office bans all vacations and holidays, next year.	24
B .A husband forces his wife to have sexual intercourse against his will.	3
C .A government doesn't allow its citizens to vote in elections.	21
D .The police burn down a local coffee plant, a community's main workplace.	23
E .The government refuses to protect non-heterosexuals from physical harassment	2 , 3
F .The government refuses to provide health clinics in certain rural areas, though they have the resources.	25
G .A mother forces her 14 year old daughter to undergo female circumcision against her will	3
H .The state makes Catholicism the official state religion, banning any form of Islamic practice.	2 , 18
I .To be elected into government office, you must come from a particular ethnic group in your country.	2 , 21

Session 13. Three Reasons for Unintended Impacts

Objective	Participants understand three reasons why unintended impacts occur, related to 1) knowledge, 2) analysis, and 3) decision-making.
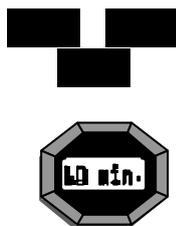
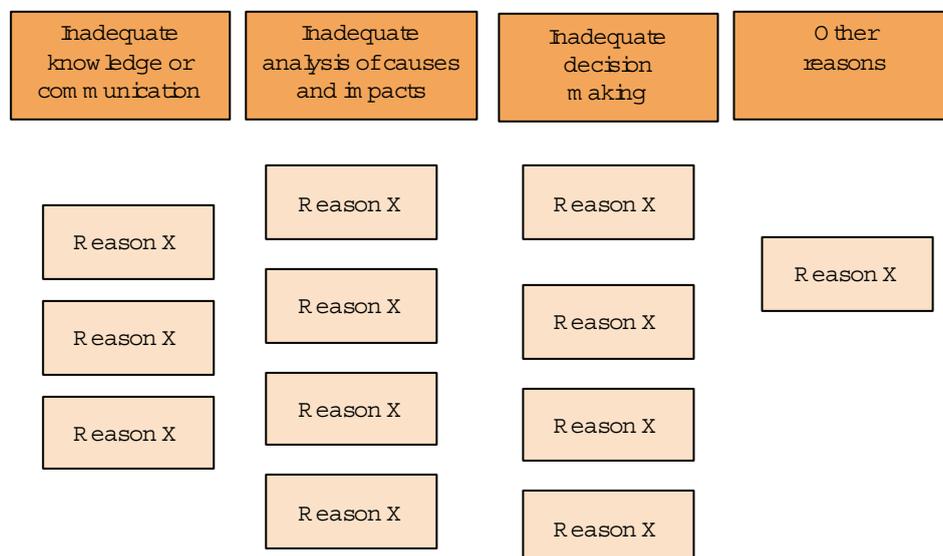1. Refer participants back to the *"Food Fund: Friend or Fiend?"* story from Session Three and ask them to review the unintended benefits and harms they identified in Session Three, Exercise A.

2. Working with their neighbor, ask them to select three unintended impacts (either benefits or harms) from that exercise, and discuss the reason why that unintended impact occurred.

3. For each impact, ask them to write up one (and only one) reason on an index card in large writing.

4. While they are discussing, write up four cards entitled (1) "inadequate knowledge or communication," (2) "inadequate analysis of causes and impacts," (3) "inaequate decision-making" and (4) "other reasons."

5. Place the four cards on the wall with space underneath each of them to place lots of additional cards.

6. After 15 minutes, ask participants to place their "reasons" under one of the following four headings, and to read cards written by others.

7. When your display looks something like the following, ask the participants to reflect on the discussion questions in their workbooks, and facilitate a discussion on these questions.

EXAMPLE OF PARTICIPANTS' OUTPUT

| Inadequate knowledge or communication	Inadequate analysis of causes and impacts	Inadequate decision making	Other reasons
	Reason X	Reason X	
Reason X			Reason X
	Reason X	Reason X	
Reason X			
	Reason X	Reason X	
Reason X			
	Reason X	Reason X	

Session 14. Creating the Benefit-Harms Toolbox

Objective

Participants understand and are able to categorize the nine different benefits-harms tools.
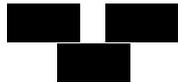
Competitive Exercise No. 7

1. Exercise A is very simple, and can be done by participants working alone, in 5 minutes or less.

2. Ask participants to read the blurb and text box at the top of the page, and then fill out the chart at the bottom. The answers are Profile, Impact, and Decision, in that order. This exercise helps participants think about how the different tools fit together.

3. Competitive Exercise No. 7 is the next phase of the competition. Ask participants to return to their competitive groups.

4. They have 30 minutes to complete the exercise. Upon your instruction to begin, participants fill in the benefits-harms triangle, following the instructions in their worksheets.

5. If any group is struggling, you may want to help them with the first example:

   An income-generating project that was very attractive for children did not think about how it would lower attendance in schools.

   The harm affects the childrens' right to education ("lowers attendance at schools"), which is an economic and social right, so you know it was an "E". The harm was caused by lack of analysis about causes and impact ("did not think"). Therefore, they should put the number "1" under the Impact category in the "E" box.

6. After the allotted time, tell participants to put down their pens and share their completed sheet with another group. Then go through the correct answers, (shown here) scoring as in previous exercises.
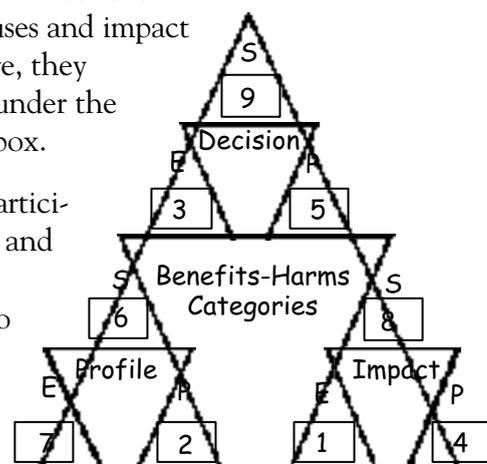
7. If there is time remaining, here are some further discussions questions: Are the examples from the exercises realistic? Do you think these harms might happen for the reasons stated? What, if anything, should NGOs do about these kinds of unintended impacts?

Session 15. Knowledge and Communication

Objective	Participants understand why there are unintended impacts due to issues of knowledge and communication.

Role Play

1. Divide all the participants into groups of four.

2. Groups should divide into the four roles: 1) a government District Administrator, 2) a Project Manager working for JUICE for ten years in the Jebel Mountains, 3) a Leader of the Jebel Community, and 4) the Director of JUICE. If there is a fifth person, they can choose whichever role they want to play, thus making two of that role.

3. Distribute the handouts for the roles to each group. (Handouts B, C, D and E). *Each role player gets one handout. Role players should only read the handouts for their own roles.*

4. Ask participants to read the general introduction in their workbooks, then the handouts. They should then begin their role play.

5. After 40 minutes, give them a 5-minute warning, and then cut the role play off, after 45 minutes.

6. Bring the groups back together and raise the following plenary questions. (Remember, the aim of these questions is to help participants think about why we need more knowledge of the contexts in which we work.)

Did the role play seem fake or realistic?

Before the project began, did S2S and JUICE have all the facts they needed to carry out this project effectively? Which key facts did they not have?
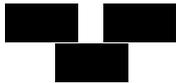
Would the project have been designed differently if S2S and JUICE were aware of these facts before hand? How?

Why do NGOs often not have the knowledge they need in project design?

Session 16. Using the Profile Tools

Objective	Participants become familiar with and apply the profile tools to a concrete case study.

75 min.

Competitive Exercise No. 8

1. Participants should return to their competitive groups for the eighth group competition.

2. Each participant should get a copy of Handout F (the Truck and Chuck Newsletter).

3. Working with their groups, participants should go to Appendix A of their workbooks, and fill out the Profile Tools for the Jebel community, based on information from the Truck and Chuck Daily stories, the role plays, and any prior knowledge of the Jebel region from earlier exercises. Groups should answer accurately as many questions in the profile tools as they can.

4. Encourage them to divide the profiles within their groups. *They won't have enough time to complete all the tools if they work together on everything, and probably won't have sufficient time no matter how they approach it.*

5. Give them about 45 minutes, and then stop the exercise. Get groups to share their profiles with other groups.

6. Read out the correct answers and points from the following sheets. If groups have additional suggestions, listen to them, and give points or not based on your judgment, but don't get into too much debate. You want to get through the scoring in about 15-20 minutes.

ANSWERS TO EXERCISE ON POLITICAL PROFILE TOOL

I. POLITICAL & SOCIAL GROUPS IN THE COMMUNITY		
Type	**Identify the political or social groups in the community**	**Which individuals/groups have power/influence?**
Racial, color, tribe, caste, language or ethnic groups	*Pakesh make up 3%. (1 pt)* *Jebel are 97%. (1 pt)*	*Jebel Tribal Council (1 pt)*
Political, religious or social change groups	*Utopistan National Alliance. (1 pt)* *Pakesh People's Party. (1 pt)* *Jebel Liberation Front. (1 pt)* *Christians are 60%, Muslims 30%, and Traditionalists 10%. (3pts)* *SOCK, IN THE, and JAW. (1 pt each)*	*UPN: Runnin Desho (2 pts)* *JLF: Stella Peedov (1 pt)*
Age, gender, sexual orientation or physically disabled	*75% of young men between 18 and 30 have left. (1 pt)* *80% are unemployed. (1 pt)* *10% of men and 40% of women can read. (1 pt)*	

II. POLITICAL POWER AND DISCRIMINATION	
Which group(s) in the community have most resources/power? What are the sources of their power?	*The Pakesh have political power because of their pro-government stand. (1 pt)* *Traditionalists have influence because of their control of the economy. (1 pt)* *Men have more power and control than women because of the patriarchal nature of the Jebel and Pakesh communities. (1 pt)*
Which group(s) have least access to resources/power? Do they face discrimination? Why have they been marginalized?	*The Jebels lack political voice-boycotted last elections. (1 pt).* *Women generally lack access to power and resources. E.g. The JUICE project only employs men. (1 pt)* *Muslims, at 30% of the population, suffer discrimination and therefore access to jobs. (1 pt)*

III. COMMUNITY'S POLITICAL RIGHTS & FREEDOMS	
How does the community participate politically? Are there free and fair elections?	*Periodic elections in Jebel (every 5 years). The District Administrator is directly elected by the people. (1 pt)* *Jebels voice their views on diverse matters through the Jebel Tribal Council, which also makes decisions on tribal matters. (1 pt)* *In the D.A.C. (but we don't know if it is elected or appointed). (1 pt)*
How free are people to gather together to share ideas, or form organizations or groups?	*In Jebel, political activity is curtailed by the government. Those critical of the government are denied licenses to hold meetings. (1 pt)* *Government critics are periodically harassed and charged with sedition and other crimes. (1 pt)*
How free are people to express their political or ideological opinions, or practice the religion of their choice?	*Political dissent is not tolerated and government critics are charged with sedition and other crimes. (1 pt)* *There is tension between the majority Christians and the Muslims and traditionalists. (1 pt)*

ANSWERS TO EXERCISE ON SECURITY PROFILE TOOL

I. INTER-COMMUNITY CONFLICT

What are the main forms of conflict between community members and others *outside* the community?	*There is a conflict between the government and the Jebels who are perceived to be anti-government. (1 pt)* *The Pakesh are the enemies of the Jebels. The Pakesh frequently raid the Jebel area. (1 pt)*
What are the stated reasons for the conflict?	*There is an armed struggle between the Jebel Rebels and the government of Utopistan. (1 pt)* *Jebel Rebels attack barracks at night. (1 pt)* *There are punitive raids by the Pakesh against the Jebels. (1 pt)*
How do(es) this conflict(s) directly impact community members?	*The political struggle between the Jebels and the government is based on the historical discrimination against the Jebels by governments in Utopistan. (1 pt)* *The armed struggle aims to force the GoU to respect the rights of the Jebels. (1 pt)* *The Pakesh raid the Jebels to steal resources such as food. (1 pt)*

II. CONFLICT BETWEEN GROUPS *IN* THE COMMUNITY

Issue	Group(s) & Explanation
What are the main forms of conflict *within* the community?	*There is a conflict between the Jebels and the ethnic Pakesh living in Jebel District. (1 pt)* *Conflict between the Chritisans, Muslims and the Traditionalists. (1 pt)* *There is a potential class conflict between the poor and the rich of Jebel. (1 pt)*
What are the stated reasons for the conflict?	*The tribal conflict is a product of discrimination against the Pakesh living in Jebel. (1 pt)* *The religious conflict is based on the discrimination that Muslims have been experiencing by the Christian district administration and the under-representation of Muslims in the District Administration Council. (1 pt)* *The cultural conflict arises because the youth are exposed to different worldviews unlike the older people. (1 pt)* *Class conflict is due to the rich poisoning the fish and thus the livelihood of the poor. (1 pt)*
How do(es) this internal conflict(s) directly impact community members?	*Violence against women, particularly wife beating, is common. (1 pt)* *Reported cases of violence against women has increased by 100 % in the last month. (1 pt)*

III. CONFLICT RESOLUTION PROFILE

What are the local forms of conflict resolution and judicial enforecment relied upon by the community, both judicial and/or traditional/cultural? Are they effective & fair?	*The Jebel Tribal Council resolves inter-Jebel conflicts using Jebel customary law. (1 pt)* *Jebel-Pakesh Peace Council. (1 pt)* *No information on fairness.*

ANSWERS TO EXERCISE ON ECONOMIC, SOCIAL AND CULTURAL PROFILE TOOL

| I. KEY ECONOMIC ASSETS/DEFICITS IN THE COMMUNITY		
The Right to	**Assets & Capacities**	**Deficits & Vulnerabilities**
work & adequate income	*The Food Fund and JUICE project have created employment for a number of people. (1 pt)* *Because of the local dress making industry, family incomes are rising. (1 pt)* *The fish farming project holds potential for raising incomes. (1 pt)* *JUICE's road building project is employing people. (1 pt)*	*Unemployment has gone from 50% to 80% in one year. (1 pt)* *Young men are leaving to look for work in urban areas or joining the rebels. (1 pt)* *The employment created by Food Fund and JUICE is temporary. (1 pt)* *The fish farming project is threatened by river pollution from the upstream oil refinery. (1 pt)* *People have abandoned cattle keeping because of the fish project. (1 pt)* *Pakesh continue to steal Jebel assets. (1 pt)*
a healthy environment	*Soil is rich. (1 pt)* *Forests have mahogony. (1 pt)* *Rivers full of fish. (1 pt)* *Plenty of cattle. (1 pt)*	*The oil refinery upstream is polluting Jebel river. (1 pt)* *The war between the Jebel Rebels and government soldiers is destroying indigenous forests. (1 pt)* *The recent drought led to poor vegetation cover. (1 pt)*
health & health care	*The Food Fund project may have led to improved health because of better nutrition through food donations. (1 pt)*	*No health services (1 pt)* *Fish are poisoned. (1 pt)*
food & adequate nutrition	*Food Fund delivered food. (1 pt)* *Traditional food is from cows (milk and meat). (1 pt)*	*The food being provided is less than the 2,100 calories a day recommended. (1 pt)* *The Pakesh frequently raid the food stores. (1 pt)*
education	*The JUICE project is offering education to the young men and women. (1 pt)*	*Families are not taking their girls to school, preferring instead that they stay at home to help their parents. (1 pt)* *Only 10% of girls and 40% of boys can read. (1 pt)*
shelter	*They make their famous houses with thatched roofs. (1 pt)*	*Pakesh raiders burn their shelters when they raid. (1 pt)*
clean water	*Plenty of river water (1 pt)*	*Access to clean water is worsening due to pollution of Jebel river. (1 pt)*

II. SOCIAL ATTITUDES	
Which groups have a significant number of members that show these capacities: self reliance, independence, confidence, partnership, shared values, cooperation, mutual respect.	*Traditional community leaders and religious leaders are trusted and respected. (1 pt)* *Young men working on the JINCSED project are working together effectively. (1 pt)*
Which groups have a significant number of members that show these vulnerabilities: dependency, fatalism, lack of confidence or energy, distrust, hostility, fear, lack of shared values.	*Jebel are vulnerable to recruitment into the rebel ranks. (1 pt)* *Young women are not being given opportunities and are vulnerable. (1 pt)* *Old people depend on handouts. (1 pt)* *All groups are susceptible to tribal/religious tensions. (1 pt)*

III. CULTURAL PRACTICES AND COPING MECHANISMS	
What are key traditional ways in which the community has addressed project-related needs?	*Work and income: Young men would travel to Hosoro or join the rebels.* *Food and nutruition: The traditional food came from cows-milk and meat.*

Session 17. Integrating Profile Tools into your Work

| Objective	Participants discuss whether, when, how, and why they would use profile tools in their work.
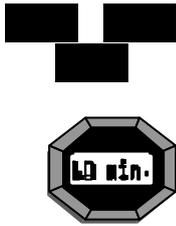
1. Participants consider the suggested project cycle. The cycle draws from CARE International's programming approach. If participants find it useful, they should use it. But if not, they can use any way of describing the different phases in a project's life span that makes sense to them.

2. Having reviewed the cycle, participants should break into small groups—not their competitive groups, and discuss the group discussion questions.

3. If there is time at the end, ask participants to share some of their own ideas, but be clear that there is no "one correct time" to use any benefits-harms tool. Nor is there a wrong time. Their purpose is to promote responsible discussions about our impact at any time convenient to those programmers.

Session 18. Evaluation of Blocks Three and Four

Objective

Participants evaluate Blocks Three and Four, and make suggestions for how to improve Blocks Five and Six.
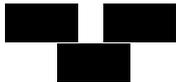
1. You should already have made enough copies of Handout G (evaluation form). Distribute one to each participant.

2. Participants should answer the evaluation questions in Handout G, and give their responses to facilitator. They should not write their names on the evaluation sheet.

3. In reviewing the evaluation sheets, look for common themes. Remember that you can't keep everyone happy all the time, so don't worry if one or two individuals give low scores, or complain about a particular issue (unless of course that issue is very serious).

4. When looking at comments on the speed of the workshop, look for the average. If some say the pace is too fast, and others say it's too slow, you are probably where you ought to be. If most say the pace is too fast, consider some of the ideas under "controlling time" in the preparatory materials. If they say it is going too slow (unlikely), consider shortening the plenary sessions and leaving more time for group work, which people almost always find rewarding.

6. If you decide that you need to make a change to the agenda as a result of feedback, you should probably let them know your idea. This shows that you are taking their evaluations seriously and thinking "on your feet".

Session 19. Refresher on Blocks Three and Four

Objective	Participants refresh their recollections and build on the key points covered in yesterday's discussion.
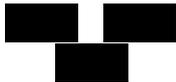
Competitive Exercise No. 9

1. This is the ninth group competition. Ask participants to get into their competitive groups and turn to this session in their workbooks.

2. Groups should work together to fill out the answers to Session 20's questions. They should not refer to any materials from yesterday (you may want to threaten them that points will be deducted for "sneaking a peak").

3. Like Session Eleven, this exercise can be run in two ways, depending on time, and the facilitator's interest/style.

   a. Simple method. Give groups 10 -15 minutes to complete the exercise (choose and tell participants and exact time), discussing questions with each other where necessary. When time is up, take the sheets, and have other groups score a point for each correct answer as you review the answers.

   b. More participatory method. Give the groups 20-30 minutes to complete the exercise (choose and tell them an exact time), but tell them that when it is complete you will call on particular individuals to answer questions, and so each group had better ensure that each member understood the answer.   When time is up, tell groups to stop writing.   Read out each question and call on a particular individual in each group to answer the question, making sure that groups get the same number of questions. Deduct points for whispered hints, and never call on the same person twice until everyone in a group has been called.

6. Correct answers follow in the next sheet. The right answer earns the group one point, minus one for a wrong answer and no points for no answer. Keep the points as you go, and summarize the scores on the main score sheet at the end.

Again, this exercise should be fun. Take the opportunity to clarify issues or allow participants to clarify each other's issues, after points have been scored. Be careful about time and avoid dragging the exercise out too much.

Session 19. Continued

ANSWERS TO COMPETITIVE EXERCISE No. 9.

Question	Answer
1. The benefits-harms tools categorize the rights in the IBR under the headings...	Political rights, Security rights, and Economic Social and Cultural rights.
2. The right to own property is what type of right?	Economic
3. The right to a fair trial is what type of right?	A political right
4. The right to freedom of association is what type of right?	A political right (as it guarantees, among other things, the right to form and operate organizations without undue interference)
5. The right to freedom from discrimination based on your sex or race is what type of right?	It is a right cutting across all of the three categories.
6. How many articles are there in the UDHR?	Thirty
7. How many benefits-harms tools are there?	Nine
8. True / False: Most of the time, benefits-harms analysis requires programmers to use all the tools in progression.	False. The tools are designed to be used independently, like a tool box.
9. True / False: To use the tools effectively, one really needs to have taken a basic course in human rights.	False. The tools can be used with no human rights training whatsoever.
10. True / False: Some unintended effects happen for no cause at all.	False. It is impossible to have an effect that has no cause.
11. True / False: Some unintended negative impacts cannot be avoided.	True. Even with the best planning, and knowledge, there are some impacts that are unavoidable.
12. If a project was aware that the local committee, through which it was working, underrepresented a particular group in the community, which of the nine tools should the project use?	The political decision tool
13. If a health project had not thought about how its new clinic was likely to attract thieves to an area, what tool would you suggest they use?	The security impact tool
14. If a project was not aware of the history of conflict and ongoing animosities between different groups in a community, which tool should they use?	The security profile tool

Session 20. Causes and Impacts

Objective	Participants understand how lack of analysis can lead to unintended impacts.
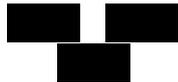
Competitive Exercise No. 10

1. This is the tenth and final group exercise. Participants stay in their competitive groups. You may want to tell them that they can score a lot of points here, and no group is "out of the running yet".

2. They should read the instructions for the next exercise and work together to connect up the effects with their various causes. They should work off one person's sheet.

3. After 10-15 minutes (choose a time and tell it to participants) cut off the exercise, and ask groups to pass their group sheet to another group.

4. They should then consider the puzzle, and write their answer down. After 2 minutes, get them to stop writing.

SCORING:

5. For the chart, one point is scored for each arrow, irrespective of what it is connected to. Do not tell groups this beforehand. E.g. A group that connects all causes to all effects scores 60 points.

6. For the bonus puzzle, right answers score 10 points each, wrong answers minus 10, and no answer scores nothing.

> How is that possible? The surgeon is the child's mother! People often make sexist assumptions, that only men can be doctors.

7. With the remaining time, facilitate a discussion around the discussion questions in the workbook.

The point of the first exercise is to demonstrate that any one of these causes could have led to any one of these effects, if only indirectly. If there is dissent or concern around this issue, pick what seems a ridiculous example to make the point clear—
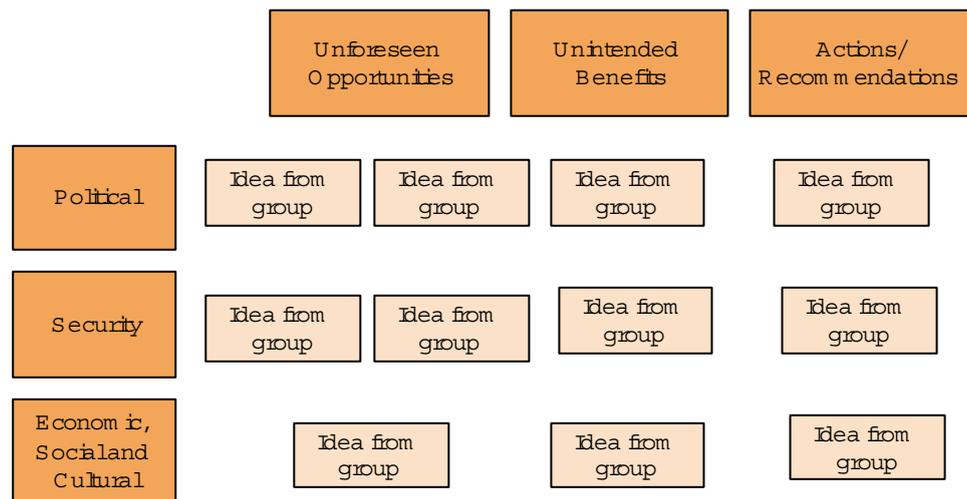
How could provision of free condoms lead to lower amount of fish in the rivers? Ask the groups to use their imaginations and they will come up with something. E.g. more condom use, means less AIDS related deaths, which means more people, which means more need for food, and therefore less fish.

Session 21. Using the Impact tools

| Objective	Participants become familiar with and apply the impact tools to a concrete case-study.
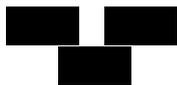
1. Divide the participants into 3 or 6 groups (but not the competitive groupings). (See "Putting the Groups Together" in the Preparatory Materials.)

2. Assign an impact tool to each group. E.g. Group One works on the Political Impact Tool, another on the Security Impact Tool, etc., and ask them to follow the instructions in their workbooks.

3. While participants are talking and writing up their cards, put up the dark shaded cards as in the chart below.

4. After about 30 minutes, ask participants to write their findings on large cards and place them on the chart (e.g. like the light colored cards below). The presentation of the cards should look something like this chart.

5. You may want to ask participants if they would ever use a chart such as this in their proposals or their reports. What might be the advantages or disadvantages of explicitly describing possible benefits and harms?

	Unforeseen Opportunities	Unintended Benefits	Actions/ Recommendations
Political	Idea from group Idea from group	Idea from group	Idea from group
Security	Idea from group Idea from group	Idea from group	Idea from group
Economic, Social and Cultural	Idea from group	Idea from group	Idea from group

Session 22. Integrating the Impact tools into your Work

Objective	Participants discuss whether, when, how, and why they would use impact tools in their work.
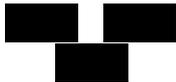
1. Again, if participants find the suggested project cycle useful, they should use it. If not, they can use any way of describing the different phases in a project's life span that makes sense to them.

2. Having reviewed the cycle, participants should break into small groups—not their competitive groups, and discuss the group discussion questions.

If there is time at the end, ask participants to share some of their ideas, but be clear that there is no "one correct time" to use any benefits-harms tool. Nor is there a wrong time. Their purpose is to promote responsible discussions about our impact at any time convenient to those programmers.

Session 23. Decision-Making Issues

| Objective	Participants understand why there are unintended impacts due to issues of decision making.

45 min.
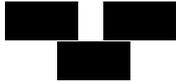
1. Ask participants to study the chart with the circles, and read the paragraph that follows.

2. As they should recall, Food Fund's requirement that only women could sign up for food disbursement led to tensions between men and women, and to an increase in domestic violence.

3. Ask each participant to mark somewhere in the circles to show where they think this issue is for Food Fund. You might want to take a hand count for every circle just to show where people are voting.

4. Then ask a representative from every zone that was chosen to explain their reasoning.

5. It is not important whether participants get the right answer, so much as understand the concept between controlling, influencing, being concerned about something and having no concern at all.

6. That said, it is probably the case that Food Fund has the ability to influence domestic violence generally by how it distributes the food, and it may even have had the ability to control the *increase in* domestic violence that resulted from food distributions. That does not mean it should cut off food delivery. It only means that it should take responsibility for the impact of its work.

Session 24. Using the Decision Tools

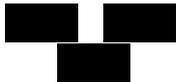| Objective	Participants become familiar with and apply the decision tools to a concrete case study.
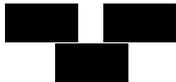
1. Ask groups to break into small groups (not the competitive groups) and read the group instructions.

2. Individuals should take five to ten minutes *alone* to think about an unintended impact that requires a decision, then share those ideas in their groups as instructed in the participants' worksheets. The individual reflection time of 5-10 minutes is so that everyone can add to the brainstorm list. It is useful to have everyone's ideas presented before making a choice on what to discuss.

3. By this stage of the workshop, they should be ready and interested to move from case study discussions to real life situations. If a small group is struggling with the purpose of the exercise, encourage them to think about their projects or organizations and real issues that they are facing. You may need to remind them that benefits-harms analysis focuses on impacts related to *the people we serve*, not impacts related to us, our projects or our organizations. So it should be an impact that falls into one of the three categories—political; security or economic, social and cultural, affecting the people we serve.

4. The groups should then select an issue for discussion in the manner suggested in the participants' worksheets, and use the Decision Tools in Appendix C.

5. The group should capture its thinking on a sheet or two in the suggested format, and paste it up on a board where other folks can read it.

6. Try to get the groups to finish and post their answers with ten minutes left so that they can view the output of other groups, by walking up to them and reading them. If you want to have each group present their findings, be aware that this takes time, and can be a "low energy" exercise, if the presenters are tired.

Session 25. Integrating Decision Tools into your Work

| Objective	Participants discuss whether, when, how and why they would use decision tools in their work.

1. Again, if participants find the suggested project cycle useful, they should use it. If not, they can use any way of describing the different phases in a project's life span that makes sense to them.

2. Having reviewed the cycle, participants should break into small groups—not their competitive groups, and discuss the group discussion questions.

3. If there is time at the end, ask participants to share some of their own ideas, but be clear that there is no "one correct time" to use any benefits-harms tool. Nor is there a wrong time. Their purpose is to promote responsible discussions about our impact at any time convenient to those programmers.

Session 26. Motivations and Barriers

Objective   Participants consider whether discussions or concepts from this workshop will help to strengthen their motivations or help them to address the barriers they face in their work.
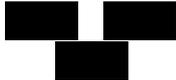
1.   First, ask participants to turn back to Session One of their workbooks, where they should have the information from the person they were sitting beside at that time.

2.   Ask them to look at question 5, and to write out on a card any ideas that that they wrote down. One idea per card.

3.   Put the following dark shaded cards up on the wall, and ask them to go up and place the card in the appropriate quadrant. For example, if it is a hope from the head, place it in the top right corner. This should take 20 minutes. The display should look like the following when done.
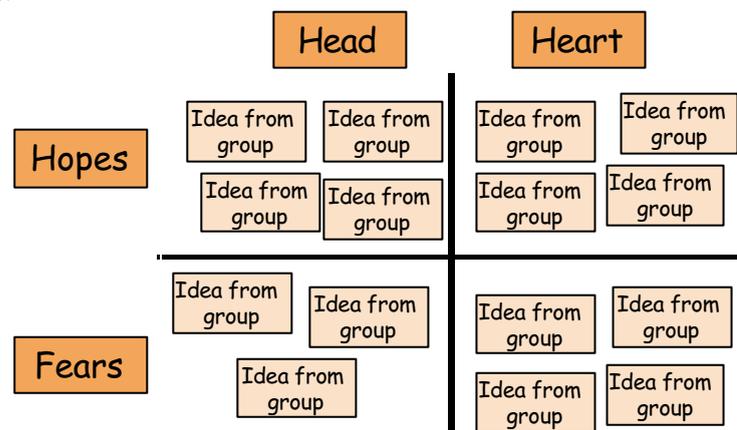

4.   Participants should then go back into noncompetitive groups, and review and discuss the group questions.

5.   With about 10 minutes remaining, you should ask people to come back together before the end, and consider raising some of the following, as appropriate:

☞   What did you find when you looked at your motivations or barriers through the rights and benefits-harms lens?

☞   Do you think that any of the ideas you have shared in this workshop may help you to take responsibility for addressing the barriers in your work?

You should close the workshop in any manner that you deem appropriate, but you probably want to thank the various people who helped to put the workshop together and make it successful.

Session 27. Evaluation of the Workshop

Objective	Participants share their feedback on the workshop, and provide guidance to the facilitator for future workshops
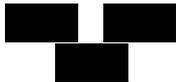
1. You should already have made enough copies of Handout H (evaluation form). Distribute one to each participant.

2. Participants should answer the evaluation questions in Handout H, and give their responses to the facilitator. They should not write their names on the evaluation sheet.

3. In reviewing the final evaluation sheets, look for common themes. Remember that you can't keep everyone happy all the time, so don't worry if one or two individuals give low scores, or complain about a particular issue (unless of course that issue is very serious).

4. Use the feedback to think about what you would change next time around. How might you address the participant's concerns or fulfill their hopes?

4. Finally, if you've got to this session at the end of a benefits-harms workshop…congratulations.   You have helped your fellow relief and development professionals to think about and discuss some of the most important questions in our business. Like the projects we seek to strengthen, the impact of those discussions can ripple for a long way.