



Rights-Based Approach Training Modules



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The Civic Space is a Technical Assistance Project funded by the European Union. It aims at contributing to build in the Turkish Cypriot community, a stronger civil society, which supports democratic changes and confidence-building measures.

Within this context, Civic Space aims at ensuring that:

- The public and the Turkish Cypriot community are better informed about CSOs' actions and are more involved in CSOs' actions and management,
- CSOs improve their capacities in general and adopt a rights-based approach to advocate for democratic changes, confidence-building measures, and a more enabling environment for civil society,
- Local bodies are better informed about CSOs' roles and activities and are supported in promoting a fully enabling environment for civil society,
- Exchanges and joint actions between Greek and Turkish Cypriot CSOs are mainstreamed throughout the project's activities.

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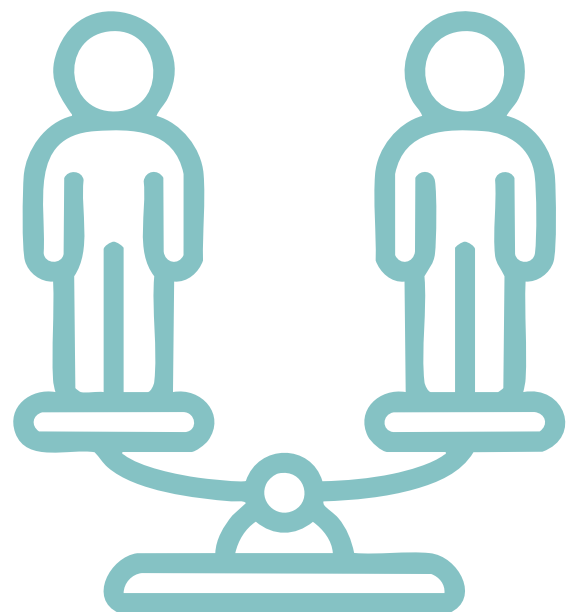
Introduction

Civic Space has developed a range of programs, activities, and tools to promote the mainstreaming of the rights-based approach (RBA) in Cypriot civil society. Beyond the support offered through its Grow Civic in-kind support program, which is grounded in RBA, Civic Space has also published a comprehensive [Guideline on Mainstreaming the Rights-Based Approach](#). This guideline not only aims to provide insights into the conceptual framework of the RBA but also helps civil society organizations (CSOs) deepen their understanding by offering key references related to the approach. Another objective of the Guideline is to create user-friendly content, presenting practical field examples that CSOs can implement independently. It is designed to assist CSOs in self-evaluation and in identifying specific, actionable steps to mainstream the rights-based approach into their operations and activities effectively. In addition to publishing guidelines on mainstreaming the Rights-Based Approach (RBA), Civic Space has also developed guidelines to facilitate the mainstreaming of cross-cutting rights areas such as accessibility, ecology, gender and youth. This collection, by conceptually explaining the rights-based approach across various fields and illustrating implementation strategies through examples, has simplified access to RBA mainstreaming in civil society, which is often dispersed and complex. Furthermore, it has rendered the topic more visible and actionable for CSOs.

As a follow-up stage in RBA mainstreaming, Civic Space aims to further engage and deepen the understanding of CSOs through workshops and trainings. This Guide is developed in this context: to support the trainers who will conduct workshops and training sessions on RBA. The Guide offers methods and processes that trainers can adopt and explore while mainstreaming RBA by way of training sessions.

The RBA Trainer's Guide is basically designed for the mainstreaming of the "human rights-based" approach within and by CSOs. Nevertheless, through conceptual and thematic adjustments, it can also serve as a blueprint for developing training modules in other right areas (such as accessibility, ecology, gender and youth).

The RBA Trainer's Guide was developed in four stages, in collaboration with trainers from the Civic Space pool. The initial stage involved a workshop with trainers who had completed Civic Space's training of trainers (ToT), in which the trainers, through collective group efforts, developed and conducted workshops under three main RBA themes. In the second stage, the workshops were revised by ToT trainers, which were then piloted to the trainers' pool with the aim to receive their feedback as participants. This stage also provided an opportunity to assess the workshops in terms of training skills. Following this stage, the ToT trainers incorporated the feedback and contributions received from the group into a draft document. Finally, in the fourth and last stage, the draft Guide was shared with the trainers and finalized by incorporating their final feedback.



¹ For more information about Civic Space Mainstreaming Guidelines: <https://civicspace.eu/en/ana-akimlastirma-kilavuzlari/>



Points To Be Considered When Using The Guide

01

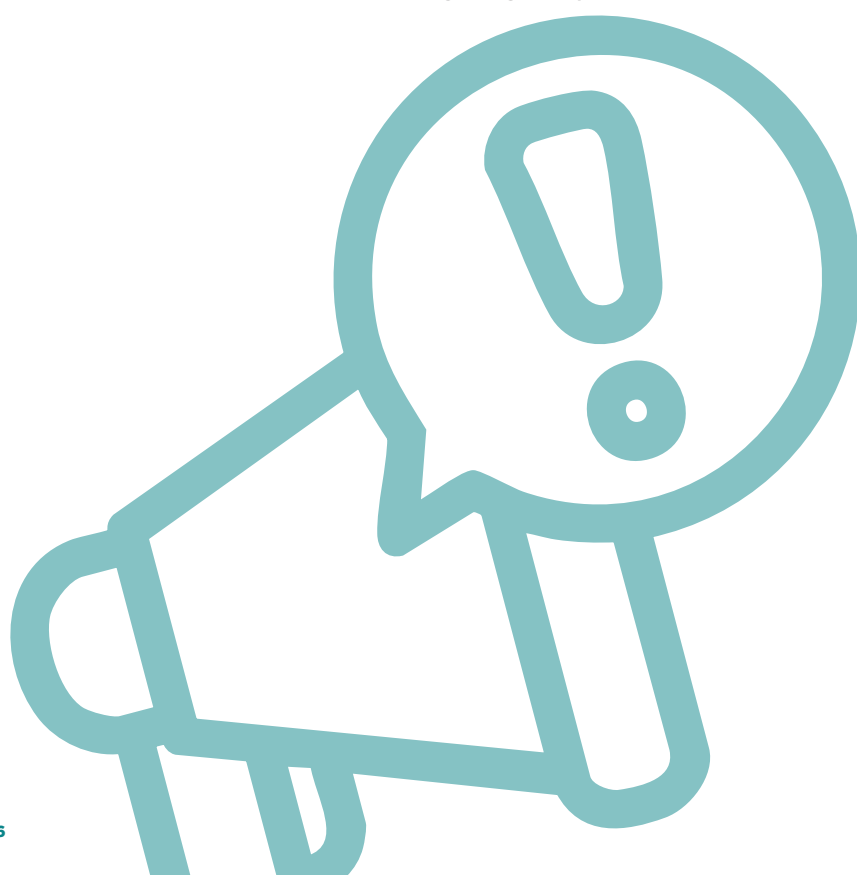
The RBA Training Guideline consists of three main workshops and focuses on the following titles: **“What is the rights-based approach?”**, **“How should the rights-based approach be implemented when working with the target group?”** and **“How to mainstream the rights-based approach within the organisation?”**

02

These workshops have been designed modularly, with each module featuring its distinct learning objectives. While modules can function as standalone workshops, they are also adaptable to be combined. The rationale behind this modular design and creation of the workshops, informed by the feedback from Civic Space trainers, is to accommodate resource limitations (like time and space) and the diverse needs encountered.

03

Each workshop can be conducted independently (stand-alone), tailored to the specific needs and resources of the participants and CSOs. If the need and/or resources permit, combining 2 and/or 3 workshops for a full-day or one-and-a-half-day training session is possible. Alternatively, three different workshops can be delivered to the same group over different days (or consecutive days). Implementing the workshops in a one or one-and-a-half-day format, or consecutively across several days, offers participants a more comprehensive and inclusive learning experience. This approach covers everything from understanding the core of RBA to its practical relationship with the target group.

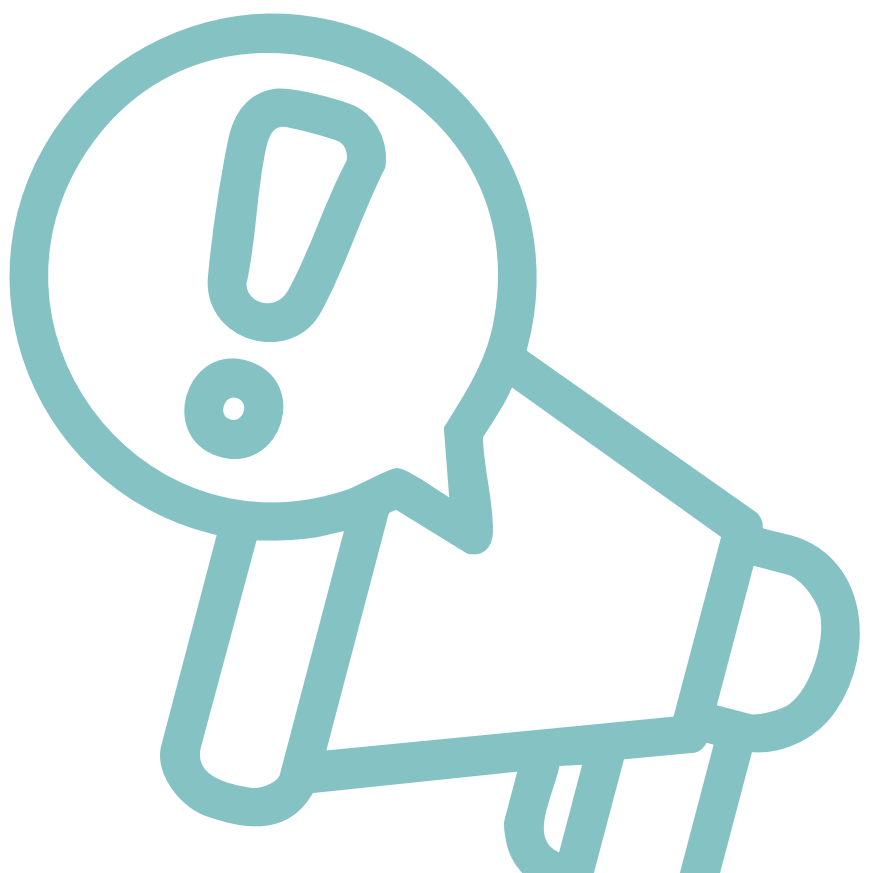


04

The workshop content is crafted based on local experiences. While it caters to general needs, adaptations are necessary when implementing it in various localities and with different target groups. Trainers are therefore advised to consider the participants' experiences, their work areas, and the domains where they seek to achieve (learning) change during each session. Additionally, as previously mentioned, the modules/workshops are conceptualized for the general mainstreaming of "human rights" and for adoption by organizations. When used as a template, these modules/workshops can be adapted and applied to various rights areas. In cases where trainers conduct workshops with a homogeneous group (or nearly homogeneous) in terms of interests or focuses (such as all participants from a single CSO or those working in a specific field like youth), we suggest making adaptations that align closely with the participants' experiences.

05

The guidelines for the modules/workshops are designed to streamline the trainer's process. In this regard, they offer recommendations for structuring and managing the training. However, trainers are expected and required to utilize additional resources to enhance the training content and tailor it to the specific needs of the target group. Comprehensive bibliographies are provided at the end of this guideline and, in greater detail, at the end of the Civic Space's Guideline on Mainstreaming the Rights-Based Approach. Trainers are advised to engage with these resources, particularly those listed in the bibliography of this guideline.





Planning the Content of the Training

When planning the training content, two critical factors need consideration.

01

The first is the needs of the participant group and the resources available for the training. As previously mentioned, the content of modules/workshops can be altered to suit the participants' needs (such as modifying scenarios used in exercises). In parallel, the available resources will influence the training content and the attainment of learning objectives. These resources encompass various elements such as the time needed for the training, the conditions of the participants (whether they can spare the required time), and the training venue.

02

The most important reason for structuring the modules in such a way that they can be implemented independently and in combination is to ensure optimal resource utilization. For instance, if a full-day training isn't feasible, trainers are advised to conduct workshops over several days to maintain consistent participant attendance. Similarly, while introducing RBA to some groups may offer transformative learning, others might already possess awareness and knowledge of the subject. In such cases, engaging these groups in a more in-depth discussion, perhaps through a workshop focusing on "mainstreaming RBA within the organisation" could be more impactful. Therefore, trainers are encouraged to use the RBA training guideline in a modular fashion, adapting it to suit varying circumstances.

03

When workshops are implemented individually or in combination, integrating activities that strengthen group dynamics is a key step to ensure they are learner-friendly. In combined workshops, since activities like introductions, programme overviews, and icebreakers won't be repeated in each module, it's crucial to carefully plan the schedule and diversify group dynamics activities. To vary these group-strengthening practices, trainers can refer to the publications suggested in the resources section.

04

Another aspect to consider is the conceptual framework of RBA. If modules are organized sequentially into a training session (such as a one-day or one-and-a-half-day program), participants will encounter and discuss the main concepts in a chronological sequence. However, if workshops are conducted as stand-alone (single) or modular sessions, the participants might engage in advanced discussions (like organizational mainstreaming) without a foundational understanding of certain concepts (such as RBA). Also, in workshops held on non-consecutive days (for example, chronologically but with a month apart), participants might forget or confuse previously discussed topics (like the definition of RBA). To prevent these issues, trainers are advised to begin each independent or non-consecutive workshop with introductory or refresher discussions and information.

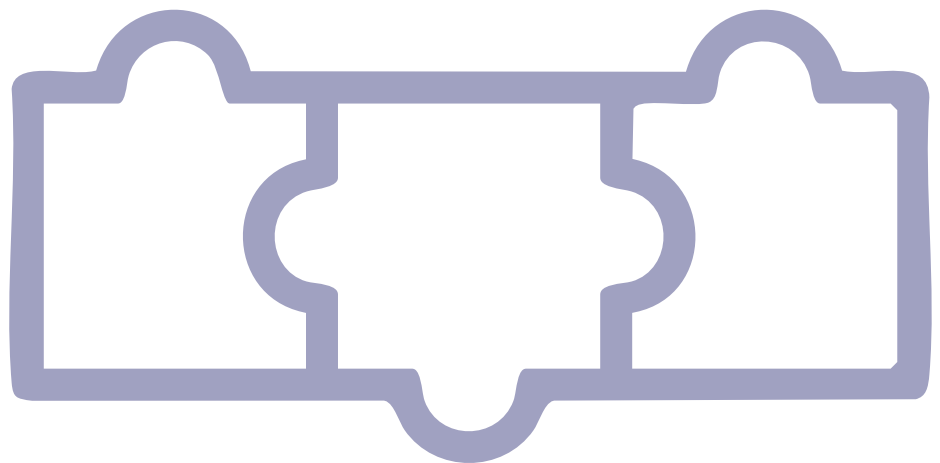
Lastly, it's crucial to remember that RBA is a dynamic conceptual framework, subject to evolution and change in various contexts, shaped by the diverse needs of participants and organizations. Therefore, treating this guideline as a general reference and continuously refining it with feedback gathered from the field (both from participants and trainers) is both important and beneficial.



References

Sample references for Group Dynamics

- <https://mspguide.org/msp-tools/>
- <https://www.mmsa.info/sites/default/files/Icebreakers%20and%20Name%20Games.pdf>
- <https://www.maryville.edu/cse/wp-content/uploads/sites/62/2016/09/Icebreakers-Team-Builders.pdf>
- <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials>
- <https://www.trainingwizard.com.au/energisers/>
- <https://www.sessionlab.com/library/energiser>
- www.salto-youth.net/downloads/4-17-2694/GP_Tools-For-Learning-in-non-formal-educ_GB_130912_HD.pdf



Module/ Workshop 1

What is
**Rights-Based
Approach?**

Module/ Workshop 1

What is Rights-Based Approach?

	Title	What is Rights-Based Approach? Why is it important?
	Duration / Number of Trainers	120 minutes - 2 trainers
	Learning Objectives	■ Increased knowledge about the basic principles and values of human rights ■ To be able to identify right holders and duty-bearers ■ Developing the belief that the human rights-based approach is egalitarian and respectful of human dignity
	Group Size	8 to 20 persons
	Material and Supply Training Space	■ Poster Papers ■ Board Markers ■ Reproduction of the materials to be used in the activities ■ Situation sentences ■ Rights (for the Timeline) ■ Reproduction of the Table Comparing Rights-Based, Needs-Based, and Service-Based Approaches (if conducting only one workshop) ■ Removable wall adhesives
	Preparation	■ Setting up the seating arrangement ■ Setting blank walls for activities ■ Photocopying/printing materials for use

Module/ Workshop 1 | Programme Flow

 Duration	“What is Rights-Based Approach?” Module Time Plan
15-20 min	Opening and Introduction
15-20 min	Discussions on the concept of Human Rights
50 min	Discussions on the concept of Human Rights (situation sentences)
40 min	Debates on Generation Rights (elective)
20-30 min	What is Rights-based Approach (RBA)?
10 min	Evaluation and Closing





Opening and Introduction

At the opening of the module, right after greeting (welcoming) the participants in the plenary, briefly outline the module's (workshop's) objectives and the program's content.

Then, move on to a brief introduction activity with the participants. During this stage, ask them to introduce themselves briefly and share information about the area in which their organization operates or with which they are affiliated.



Note to the trainer(s)

Introductions can be generic, but they can also be relevant to and/or feed into your learning objectives. For this module, it is advisable to ask your participants to mention their fields of work when introducing themselves, as these fields may directly relate to the module's content. This approach also helps prepare your participants for the next stage.

Remember to share the agenda and learning objectives of the workshop/training with the participants, whether it's a single workshop or a one-to-one-and-a-half-day training session.

At the opening of the workshop, in addition to introductions and sharing the programme, allocate time to establish the workshop's (common) rules. These rules can vary from "no use of mobile phones during the workshop" to "avoiding interruptions when someone else is speaking". You can develop these (common) rules collaboratively with the participants or the trainer can set essential boundaries for effective learning and discuss them with the participants. The aim of establishing workshop rules is to facilitate participant learning and create a safe and conducive environment for discussion.

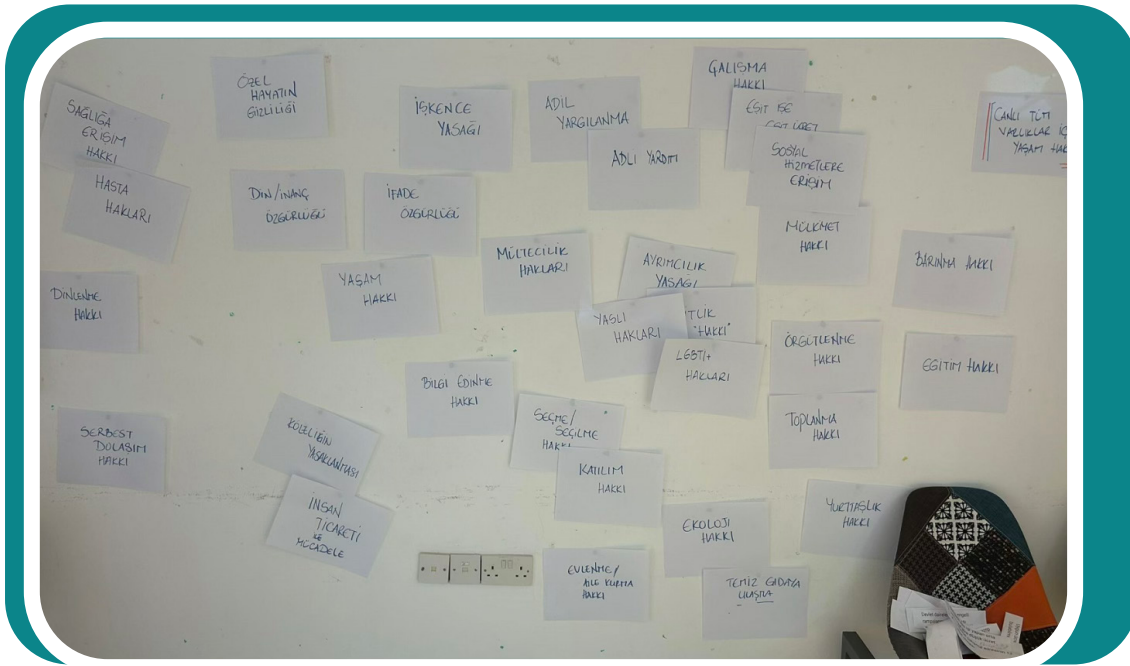
After each participant introduces themselves and shares their area of work, start the first phase of the session by asking, 'What comes to your mind when you think of rights?' At this point, you can note down their responses on poster paper for future reference in the session or during the reflection discussion. It is advisable to use this brainstorming activity as an initial step in engaging participants in a discussion about rights.



Discussion on the Concept of Human Rights

After the brainstorming, ask the participants the question “Could you share with us the rights related to or associated with your field of work, with reference to the Declaration of Human Rights?” While asking the question, remind the participants to mention their respective fields of work. This approach allows the entire group to understand each participant’s field and the related human rights, and also enables others to contribute if someone struggles to make connections.

At this stage, as each participant identifies relevant rights, write them down on A4 or A5 sheets of paper in the order they’re mentioned. Then, display them individually on the wall, similar to the arrangement in photo 1.



Photograph 1: Map of the areas where the participants work

After all participants have finished, group together rights that fall under similar or identical categories. Then, ask the entire group to identify any rights they feel are missing. At this point, you can hand out copies of the Universal Declaration of Human Rights or suggest they refer to a digital version. If there are missing rights areas despite the group’s input, trainers may add these. Finally, request the participants to examine the rights (and groups of rights) displayed on the wall and to point out any missing areas or to add any questions or comments they might have. If there are no further inputs or queries from the participants, proceed to the next activity **(15-20 min.)**.

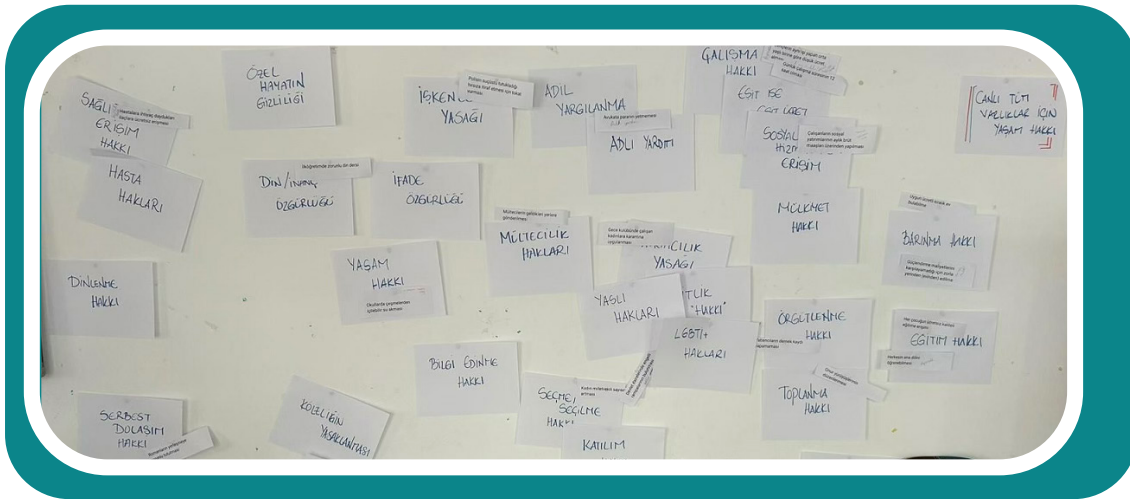
Following the identification of the rights groups, divide the participants into **4 groups**.

Distribute the **“sentences to be associated with rights”** (individually cut out) that you will find under the “Materials to be Prepared and Printed” section at the end of the chapter. Do this randomly and in equal numbers among the groups.

Instruct the groups to assess the distributed sentences and place them under the rights area they deem relevant or connected (you can ask, “Under which rights area would you like to place them?”). Allocate time according to the number of sentences distributed. Typically, each group receives 5 sentences and about 10-15 minutes for assessment.

Once the groups have completed their evaluations, ask each group to place their sentences under the designated rights area. Have each group read their sentences aloud and briefly justify their placement in unclear cases.

After all groups have positioned their sentences (see Photo 2), return back to the larger group discussion (20 min.)



Photograph 2: Map of sentences related to rights



Note to the trainer(s)

Before starting the exercise mentioned above, remember to prepare an adequate number of sentences to suit the number of participants and groups. It's important that these sentences are easily readable by participants and can be followed when displayed on the wall. Lastly, you have the flexibility to increase the number of sentences, adapt them to fit your target group, and/or modify their content. Consider adding sentences pertaining to topics more or less related to your target group to enhance the learning experience.

When returning to the large group, the participants are asked the following reflection questions:

01

What are your thoughts on the rights and situation pairings you see displayed on the wall?

02

Is there any sentence where you feel, “I would have placed this situation differently”?

03

Do you think these situation sentences would correlate with these rights in another part of the world? (A question to be used for relating human rights to the principle of universality)

04

Do you have any thoughts on any of the rights being more inclusive or prioritized (A question related to the principles of indivisibility, inalienability, and non-transferability of human rights)?

05

Are there any rights that you think might come into tension or conflict with each other? (A question for discussing potential conflicts within human rights)

While the large group discussion is going on, the trainers will reference relevant literature and provide brief insights on the topics of the universality versus locality debate in human rights; the principles of indivisibility, inalienability, and non-transferability; and existing debates on conflicts within human rights. **(30 min.)**



Note to the trainer(s)

After the discussion on the concept of human rights, it is advisable to take a break. The break not only gives participants the opportunity to discuss “human rights” amongst themselves but also serves as a clear indication that the previous group discussion has concluded.



Discussion on the Generations of Human Rights

Divide the participants into **3 groups**.

Distribute the pre-prepared A5-format sets of rights (7-9 rights) found under '**List of Rights for Historical Development**' in the "Materials to be Prepared and Printed" section.

Instruct the groups to "make a timetable using the rights you have".
Allocate approximately **15-20 minutes** for group work.



Note to the trainer(s)

When giving instructions to the participants, you can further clarify the task "make a timetable using the rights you have" by asking 'Which rights do you think were established earlier?'

If participants seek further clarification, such as asking which geographical context they should consider for the ranking, inform them that the decision is theirs to make.

The purpose of this discussion is not for participants to produce a definitive answer. Instead, it is to help them recognize that human rights have evolved at different paces over time, shaped by struggles and varying across different geographies and conditions.

Ask the groups to stick/place the timetable of rights in a row vertically on a wall in the training area, as you can see in Photo 3.



Photograph 3:
Time tunnel of rights

After the groups have placed their rights on the wall, have them sit facing the wall. You can use the following questions in the large group discussion.

01

Are there differences between your group's ranking and that of other groups?

02

What are the commonalities in these rankings?

03

What are the common features among the rights that have been prioritized?
(A question to initiate discussion on the 1st generation rights)

04

What are the common characteristics of the rights listed second?
(A question to initiate discussion on the 2nd generation rights)

05

Whose responsibility is it to ensure the realization of these rights (vesting)?

06

What role does civil society play in this context? (Question to link to the discussion on civil society (and/or civic space))

During the larger group discussion, as participants explore the evolution of human rights, trainers should draw attention to generational rights. One of the important points to mention here is “negative” and “positive” rights. An important aspect to focus on is the distinction between “negative” and “positive” rights. Defining these terms is crucial as it helps identify the entities responsible for the realization of rights. If the state’s role in the realization of rights is defined here, it will simplify referencing relevant discussions in subsequent stages. Additionally, the role of civil society can be contextualized in relation to the state’s (public’s) role. (See Photographs 4 and 5)

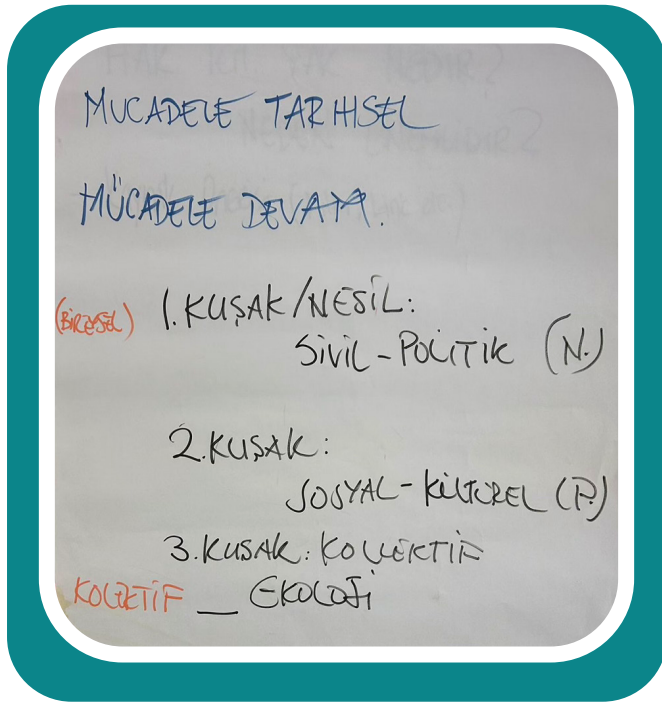
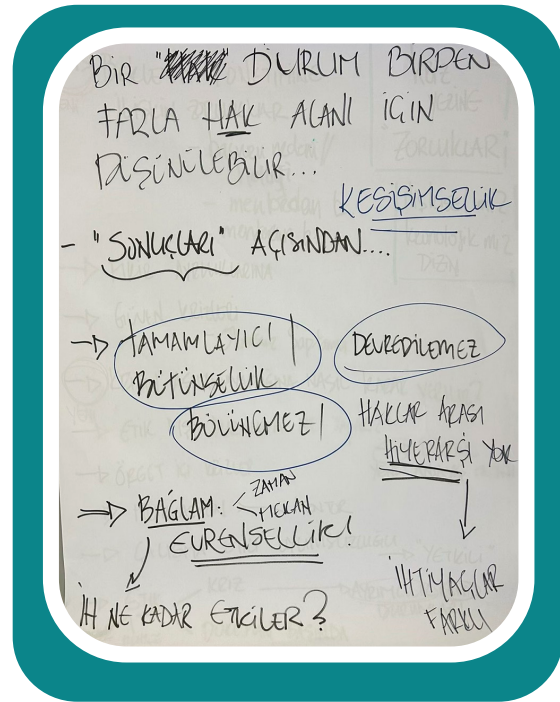


Photo 4: Classification of rights



Photograph 5: Characteristics of human rights

In the final stage of this exercise, participants are expected to freely reflect on the role of civil society. At this point, the trainers can document the participants’ thoughts about civil society’s role on poster paper for future reference in subsequent discussions. (40 min.)



Note to the trainer(s)

If you choose to skip the “Generational Rights” section (see general trainer’s note), it is advisable to incorporate the reflection questions about the role of civil society into the discussion of a summary section.



What is Rights-Based Approach?

In discussing the role of civil society with participants, attention is drawn to the different roles of civil society in ensuring relevant rights. At this stage, the categorization of civil society organisations and activities into “rights-based”, “service-based” and “needs-based” is illustrated using the responses from the participants.

In the next step, trainers define the “Rights-based Approach” (RBA). The level of detail in the RBA definition depends on whether the training is conducted as a single workshop or as part of a 1.5-day program.

If it is planned as a standalone (single) workshop, it is recommended to use the information and relevant table from the Civic Space’s Guideline on Mainstreaming the Rights-Based Approach. If it is part of a 1.5-day training, a detailed explanation of the RBA is suggested to be reserved for the module (workshop) “Working with the target group on RBA” (20 - 30 min).



Information Note

Below are notes summarizing key information about the Rights-Based Approach (RBA):

a.

The RBA is developed based on the human rights-based approach, anchored in universal human rights principles and standards. The safeguarding and realization of human rights should be evaluated and implemented within the context of the needs of duty-bearers and individuals.

b.

In its work, the RBA identifies both the rights holders and those who have obligations related to these rights. Human rights define the inherent rights of every individual. Duty-bearers are responsible for ensuring and fulfilling these rights.

c.

To understand the elements that distinguish the RBA from charity-based and needs-based approaches, you can refer to Civic Space’s Guideline on Mainstreaming the Rights-Based Approach and the table provided below.



Charity Approach

Focuses on input, not outcome

Emphasizes increasing charity

Recognizes moral responsibility of the rich toward poor

Individuals are seen as victims

Individuals deserve assistance

Focuses on the manifestation of problems



Needs Approach

Focuses on input and outcome

Emphasizes meeting needs

Recognizes needs as valid claims

Individuals are objects of development interventions

Individuals deserve assistance

Focuses on immediate causes of problems



Rights-Based Approach

Focuses on process and outcome

Emphasizes realizing rights

Recognizes individual and group rights as claims toward legal and moral duty-bearers

Individuals and groups are empowered to claim their rights

Individuals are entitled to assistance

Focuses on structural causes and their manifestations

Source: Jakob Kirkemann Boesen and Tomas Martin, 'Applying a Rights-Based Approach: An Inspirational Guide for Civil Society' (2007) The Danish Institute for Human Rights <https://gsd-rc.org/document-library/applying-a-rights-based-approach-an-inspirational-guide-for-civil-society/> accessed 6 February 2022.



Workshop Closure

In the final phase of the workshop, under the heading “after this workshop” you can discuss potential future actions. In the “after this workshop” section, share future activities (or planned activities) relevant to the training and RBA. Additionally, consider using potential topics participants want to develop regarding RBA for discussion and to facilitate sharing among them, fostering potential future collaborations.

Finally, getting brief feedback from participants about the content and process can be valuable for planning your future workshops. This feedback can also be shared with other trainers to enhance both the methodology and content of the process.



Note to the trainer(s)

“What is RBA?” is a module designed to foster an understanding of and raise awareness about “human rights” among participants. If the participant count is less than 10 or if discussions are not in-depth, all practices within the workshop can be implemented without time constraints. However, with more than 10 participants or deeper discussions, completing all workshop practices may require time-controlled (strict) moderation. If you prefer to keep discussions broad and avoid time constraints, consider skipping the “generations of human rights” exercise. Right after the exercise that focuses on discussing “the concept of human rights”, you can proceed with the “rights-based approach, needs-based approach, and service-based approach.”

Before starting the “What is RBA?” workshop, it is highly recommended that trainers thoroughly review necessary and relevant resources related to the conceptual discussion of human rights.”



References

For conceptual discussion and categorisation of human rights:

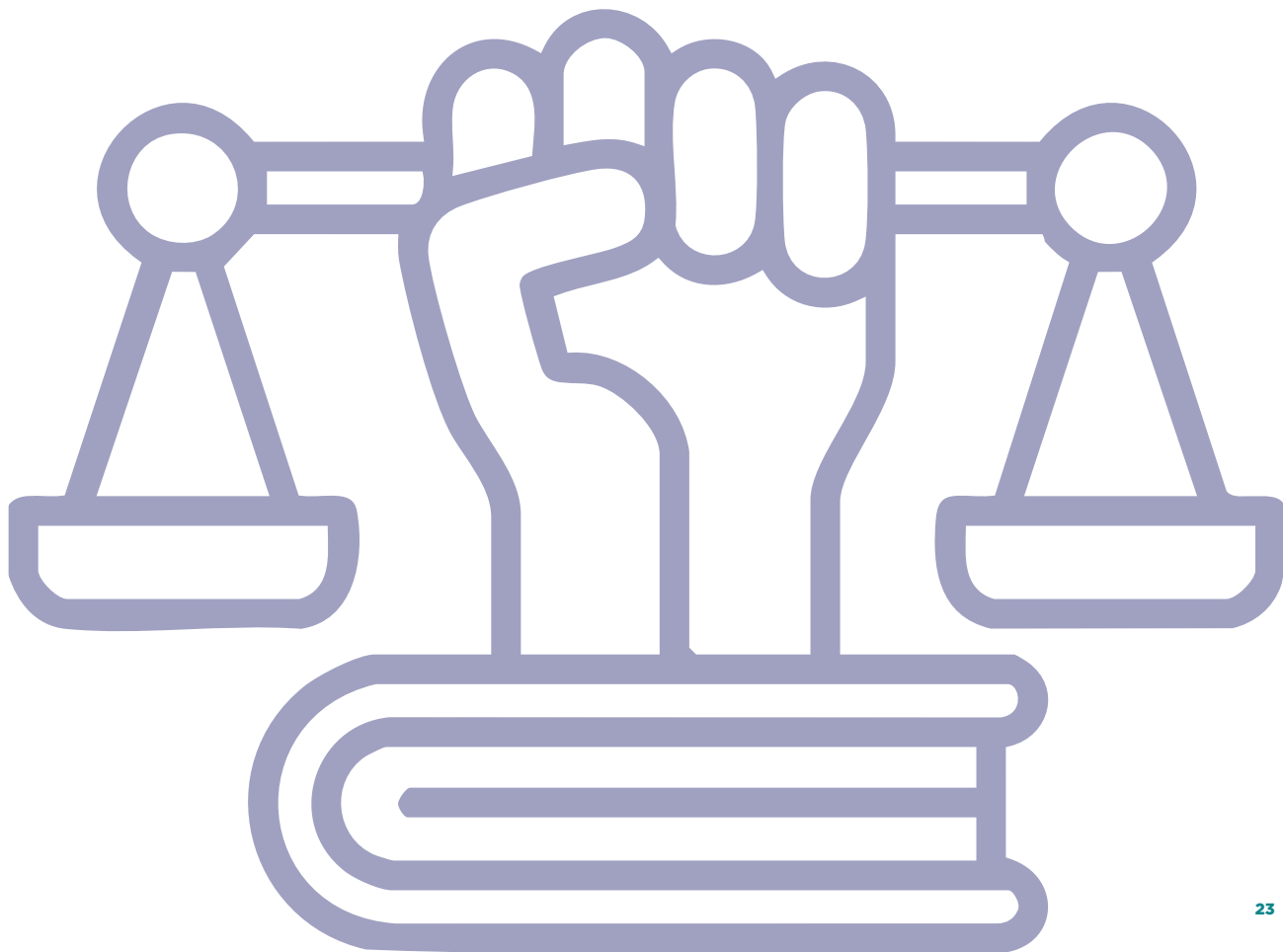
- <https://www.coe.int/en/web/compass>

For rights-based approach:

- https://international-partnerships.ec.europa.eu/system/files/2021-07/swd-2021-human-right-based-approach_en.pdf
- <https://rm.coe.int/coe-humanrightsapproach-r01-v05-light-final-version/1680a22410>
- <https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach>

For the mainstreaming of rights-based approach:

- <https://civicspace.eu/wp-content/uploads/2022/07/Hak-Temelli-Yaklasim-Ana-Akim-lastirilmasi-Kilavuzu-1.pdf>





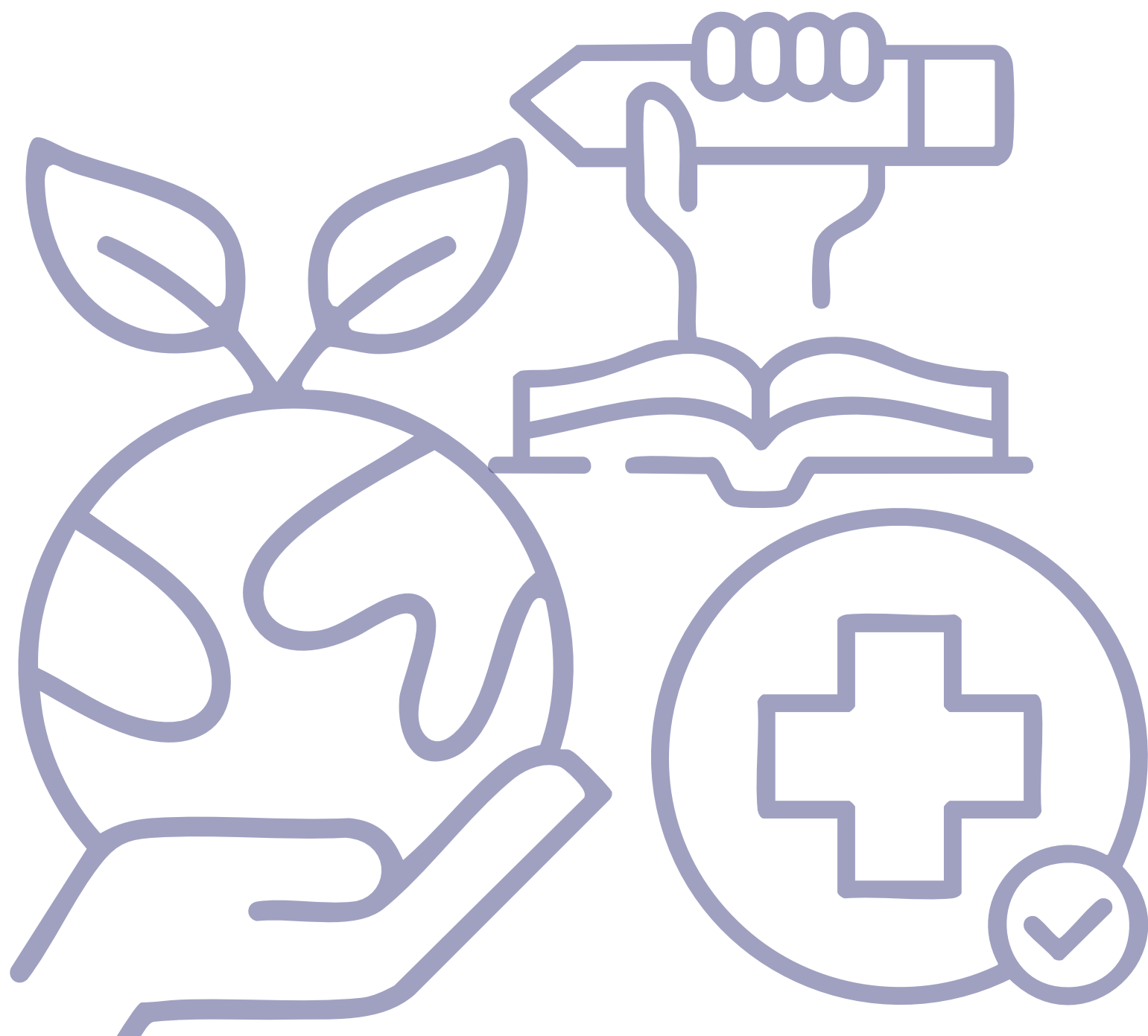
Materials to be Prepared and Printed

Sentences to be Associated with Rights

Drinkable water flowing from fountains in schools
Making compost from household food waste
Ability to find affordable rental housing
Police slapping a thief caught red-handed to coerce a confession
Repatriation of refugees back to their countries of origin
Foreigners failing to register their associations
Social security contributions of employees is based on their monthly gross salaries
Organisation of Pride marches
Increase in the number of women deputies
Availability of disabled ramps in government offices
Free access to necessary medications for patients
Access to free and quality education for all children
Inability to afford a lawyer
Deportation of migrants living with HIV
Quarantine measures for women working in nightclubs
12 hours of daily working time
Low wages for young people compared to middle-aged people doing the same job
Compulsory religious education in primary education
Marriage with the person of one's choice
The opportunity for everyone to learn their mother tongue
Forcing Roma communities into permanent settlements
Forced displacement (eviction) due to inability to afford the cost of retrofitting their dwelling/building

List of Rights to be Listed For Historical Development

Property rights
Right to vote and be elected
Right to education
Right to a fair trial
Right to rest
The right not to be held in slavery or servitude
Right to health
Right to freedom of association
Ecological rights



Module/ Workshop 2

**How should the
Rights-Based Approach be
implemented when working
with the target group?**

Module/ Workshop 2

How should the Rights-Based Approach be implemented when working with the target group?

	Title	RBA when working with the target group
	Duration / Number of Trainers	150 min / 2 trainers
	Learning Objectives	■ Enhancing understanding of the rights-based approach and its distinctions from other approaches ■ Enabling CSOs to differentiate between “charity-based”, “needs-based” and “rights-based” approaches in their mission, vision, and activities ■ CSOs’ adoption of RBA in actions and activities
	Group Size	8-20 persons
	Material and Material / Education Area	■ A4 paper, board markers, sentences will be placed under headings ■ RBA chart, projection
	Preparation	For conducting the workshop, first, carefully cut out the sentences provided below. Distribute them among three groups, ensuring each group receives a mix of sentences from every category.

Module/ Workshop 2 | Programme Flow

 Duration	“What is Rights-based Approach?” Module Time Plan
15-20 min.	Opening and Introduction
60-70 min.	What is Rights-Based Approach? How does it differ from other approaches? (Wall Chart)
50 min.	Towards a Rights-Based Approach (Changing sentences)
10 min.	Evaluation and Closing





Opening and Introduction

At the opening of the workshop, right after welcoming the participants, share a brief overview of the workshop's objectives and the agenda.

Next, move into a brief introduction exercise with the participants. Ask them to introduce themselves briefly and share the area in which their organization operates or with which they are associated. If this session is part of ongoing training with participants from the first workshop, you can move on to the next part since introductions have already been completed.



What is Rights-Based Approach? How does it differ from other approaches?

Before starting this session, prepare the wall by writing “charity-based,” “needs-based,” and “rights-based” on 3 different A4 papers separately, as shown in Photograph 6.

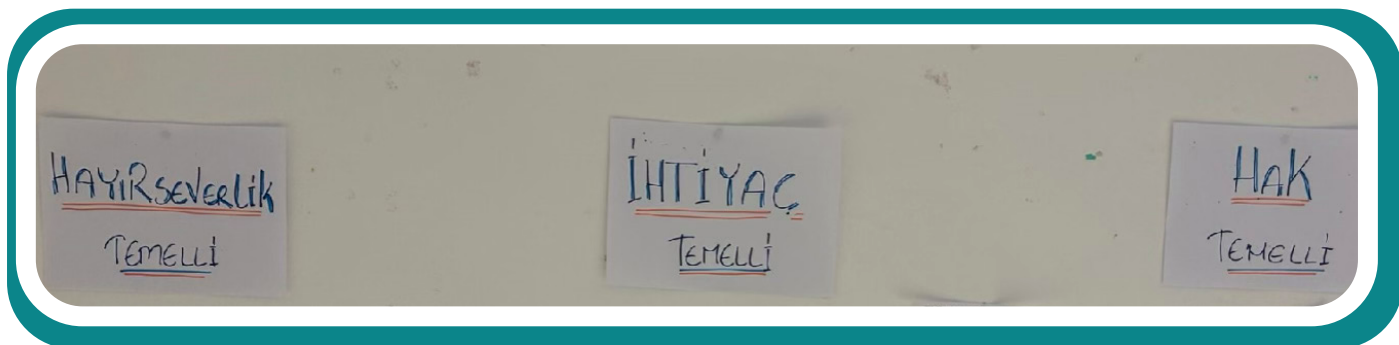


Photo 6: Table of classification of organisations/activities according to their approach

Remind participants of the discussion and definition of the Rights-Based Approach from the previous workshop. If you are conducting this workshop independently of the first one, share with your participants the definition of RBA and its details, referring to the information from the final session of the first workshop. **(Refer to Workshop 1)**

If this workshop is a continuation of module/workshop 1, remind them that you covered the RBA concept in the previous module. Then, explain to the participants the purpose and methodology of the upcoming exercise. Before beginning, ask if they have any questions about the concepts of “rights-based”, “charity-based” and “needs-based” approaches. If clarification is needed, provide a brief explanation (in 2-3 sentences) of these concepts.

Next, divide the participants into 3 groups and distribute sentences found in the 'Materials to be Prepared and Printed' section (see: *Materials and Supply to be Prepared*). Instruct them to place these sentences under the three main headings on the board/wall. Distribute the previously cut-out sentences among the three groups, ensuring that each group receives 2-3 sentences from each category.

Inform the groups that they have 20 minutes to complete this task.

At the end of the allotted time, gather all the groups in the large group. Ask each group to select a spokesperson. Then, invite the spokespersons to come forward, one by one, to the board/wall. Each spokesperson should first read the sentence their group worked on (sharing it with everyone) and then place it under the heading they consider most relevant.

At this stage, if the groups request, allow them to place the sentences between the headings. In such cases, ask them to explain to everyone the reasoning behind their placement and, if applicable, to identify which headings they prioritize. This approach will be beneficial for the subsequent discussion.



Note to the trainer(s)

Being prepared for using walls or boards during training sessions is essential for trainers. As wall use is significant in this session, there are several considerations to keep in mind;

When positioning the headings on the wall or board, space them apart enough so that if participants wish to place a sentence between two headings, there is ample room to do so.

During the group work phase, if participants struggle to place sentences under a specific heading (equally associating with two headings) and/or wish to place them under two or three headings, encourage them to prioritize and choose one.

For the table, you can refer to Civic Space's Guideline on Mainstreaming the Rights-Based Approach.

After all the sentences have been narrated and placed, start a discussion with the participants based on the following questions.

Discussion questions

01

How did you find the group activity? Were you able to easily determine where to place the sentences?

02

What criteria or ideas guided you in placing the sentences?

03

Did you encounter any challenges during this activity? If so, what were they and why did they occur?

04

Looking at the arrangement on the table, do you have any reservations or doubts about any of the placements? Is there a particular sentence you wish to highlight or discuss? Why?

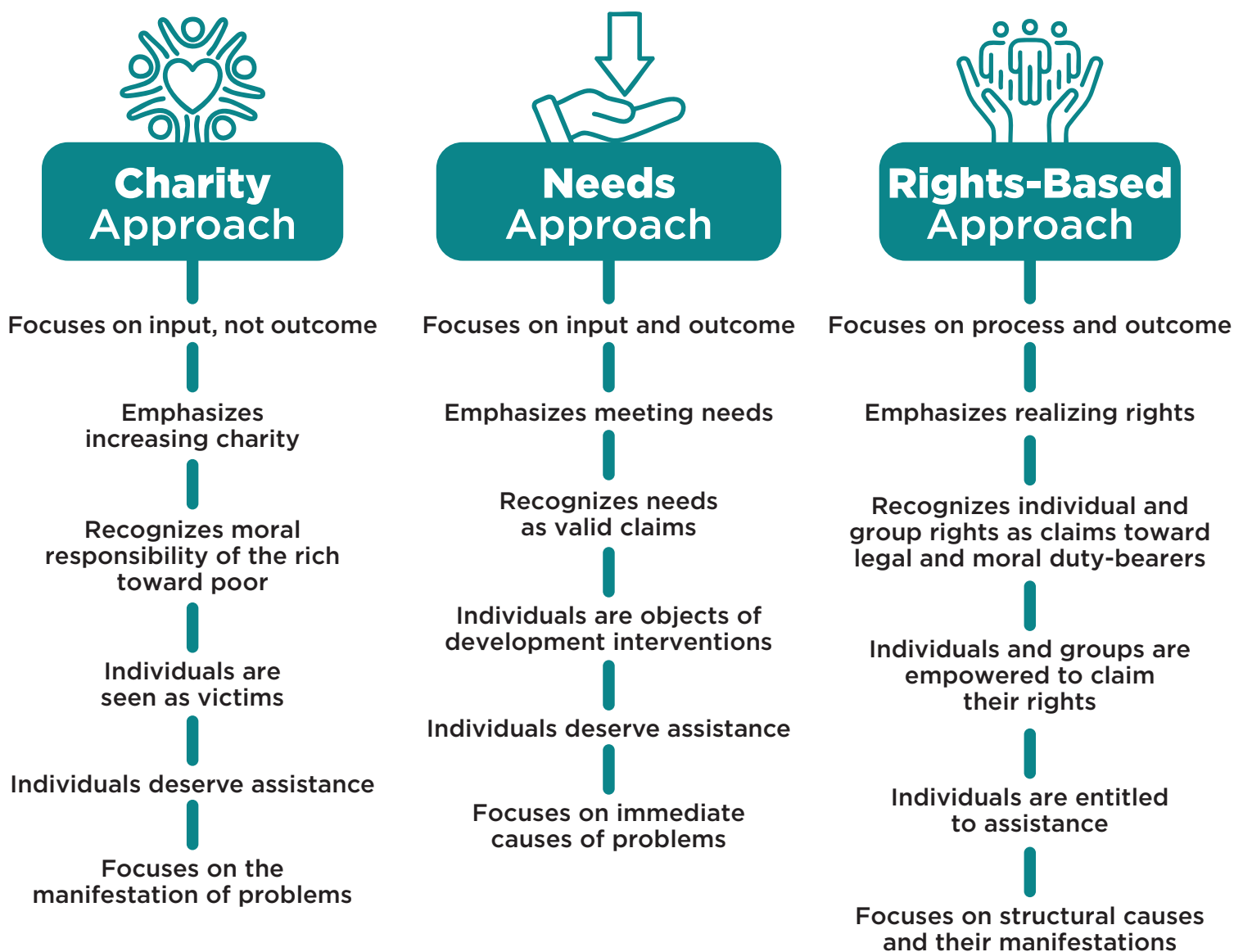
05

Did listening to other groups make you consider rearranging any of your own sentences, even briefly? If yes, which ones and why?

06

Observing the overall display on the wall, what kind of relationship do you perceive between the different approaches?





Source: Jakob Kirkemann Boesen and Tomas Martin, 'Applying a Rights-Based Approach: An Inspirational Guide for Civil Society' (2007) The Danish Institute for Human Rights <https://gsd-rc.org/document-library/applying-a-rights-based-approach-an-inspirational-guide-for-civil-society/> accessed 6 February 2022.

Immediately after the discussion, use the table (Approach Table) provided in Civic Space's Guideline on Mainstreaming the Rights-Based Approach to explain the differences between these approaches. For this purpose, you can project the table with a projector or hang the table on the wall for direct demonstration. After addressing any questions from the participants and ensuring their comprehension of the table, revisit the sentences on the wall. Together with the participants, adjust any placements that need correction (if any).



Note to the trainer(s)

The rights-based approach stands apart from charity-based or needs-based approaches by advocating for structural change. To effectively highlight and clarify the key differences among them, ensure that the table you use includes clear examples that facilitate distinguishing these approaches.



Towards a Rights-Based Approach

After a break, reconvene the participants into the same groups. Distribute the sentences under the charity-based and needs-based approaches equally among them. You can do this by printing an additional set of sentences or by removing and distributing the ones already on the wall. Ensure that the sentences under the rights-based approach remain displayed on the board/wall.

Instruct the groups to explore how modifications to the given sentences/actions/situations could reflect a rights-based approach (15).

At the end of the allotted time, invite the groups to share their revised sentences/actions/situations in a large circle. Gathering feedback, comments, and questions from participants not in the presenting group is crucial, especially for addressing any unclear or unresolved issues.

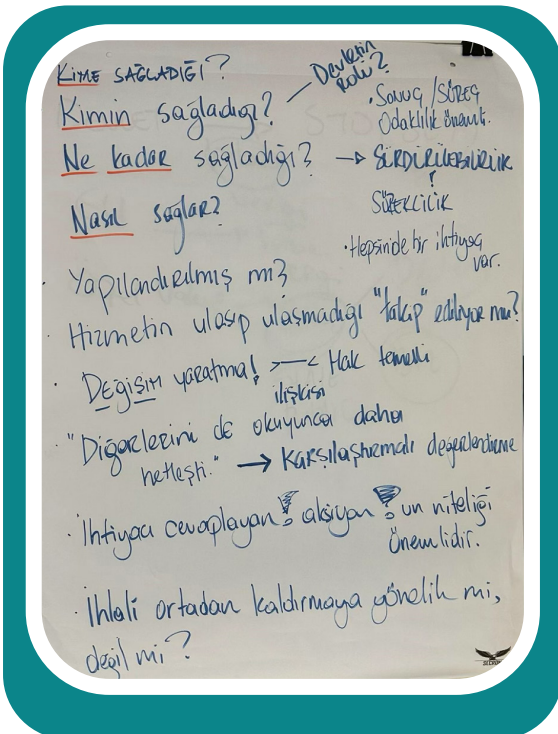


Photo 7: Questions and answers for the categorisation of activities

After addressing any issues requiring correction or further discussion, ask these two reflective questions to the participants, encouraging them to think about the approaches within their own organizations;



Are your organization's activities aligned with a rights-based approach? How can they be modified to conform more closely to this approach?



How can you apply what you have learned in this workshop/training within your organisation?

If you think that a follow up discussion and sharing will be beneficial and significant, consider extending this part of the session. Facilitate exchanges around these questions while being mindful of the participants' energy levels and the overall workshop duration. If time constraints are an issue, suggest that participants ponder and discuss these questions with their colleagues back at their organizations and then bring the session to a close. Regardless of whether there's enough time to discuss these questions in the group setting, it's advantageous to encourage participants to continue reflecting and discussing these points with their teams upon returning to their organizations.



Workshop Closure

At the final stage of the workshop, under the heading “after this workshop”, you can discuss potential future actions and share ideas. In the “after this workshop” section, talk about future activities or plans specific to the training and RBA. Additionally, consider exploring topics that participants would like to further develop regarding the RBA approach, and encourage them to share these with other participants to foster potential future collaborations.

Finally, getting brief feedback from participants about the content and process can be invaluable for planning your future workshops. This feedback can also be shared with other trainers to enhance both the methodology and content of the process.



Note to the trainer(s)

If this workshop is the second workshop of a 1.5-day training, you may need to give references from the first workshop, or you may need to exclude some of the discussions and activities that took place in the first workshop to avoid repetition.

If you are organising the workshop independently from the previous workshop or with different participants, it will be crucial to review the content of the 1st workshop. In particular, you can use the information provided at the end of the 1st workshop, especially the section on the definition of RBA and the roles of civil society and the public sector.



References

Civic Space's Guideline on Mainstreaming the Rights-Based Approach (including references in the last section):

- <https://civicspace.eu/wp-content/uploads/2022/07/Hak-Temelli-Yaklasim-A-na-Akimlastirilmesi-Kilavuzu-1.pdf>
- <https://wikis.ec.europa.eu/pages/viewpage.action?pageId=50108948>
- <https://rm.coe.int/coe-humanrightsapproach-r01-v05-light-final-version/1680a22410>



Materials to be Prepared and Printed

Sentences For The Charity-Based Approach

Donating food to a local food bank to help the hungry.

Contributing to a fundraising campaign to provide medical treatment for a seriously ill child.

Giving money to help a beggar on the street with his urgent needs.

Volunteering at a soup kitchen to serve meals to the homeless.

Providing free haircuts to the homeless.

Donating used household goods to a charity thrift store.

Sponsoring a child in a developing country to meet their basic needs.

Organising a charity event to raise money for a specific cause or organisation.

Participating in a charity bazaar to raise funds for a local non-profit organisation.

Providing free private tuition to economically disadvantaged students.

Hosting a charity bake sale to support disaster relief efforts.

Donating blood to the blood bank to help people in medical emergencies.

Supplying holiday gifts to poor families through a charity campaign.

Supporting a crowd funding campaign to help a family in financial hardship.

Sentences For The Needs-Based Approach

Establishing a scholarship programme to support low-income students in pursuing higher education.

Establishing a subsidised housing programme for individuals and families struggling to secure safe and stable housing.

Providing free or low-cost health clinics in underserved communities.

Offering job placement and vocational training programmes to unemployed individuals.

Distributing free school supplies to students in economically disadvantaged neighbourhoods.

Implementing a programme offering free legal aid to disadvantaged people unable to afford it.

Initiating a “community garden project” to address food insecurity in low-income areas.

Supporting after-school programmes offering academic assistance and mentoring to at-risk youth.

Conducting financial literacy workshops to help individuals manage their finances effectively.

Offering free or discounted public transport to low-income citizens.

Establishing shelters and support services for victims of domestic violence.

Creating a programme to provide free eyeglasses and vision care to individuals with limited resources.

Organising job fairs and creating employment opportunities for marginalised communities.

Setting up community centres offering counselling and mental health support to those in need.

Providing addiction recovery programmes and rehabilitation services for those struggling with substance addiction.

Sentences For The Rights-Based Approach

Organising meetings with employer organisations to promote equal pay for equal work and fair working practices.

Developing policy recommendations to improve access to education and quality of education for children with disabilities.

Launching a national campaign to demand free and accessible health care services.

Organising a petition campaign urging the government to sign the Paris Agreement.

Monitoring and reporting on the trials of journalists in countries with restricted media environments, defending freedom of expression and press freedom.

Collaborating with the bar association to establish a legal aid desk to protect the rights of refugees and asylum seekers.

Conducting training for social service departments on facilitating the return to school of children working in seasonal agriculture.

Campaigning for affordable housing policies to ensure the right to adequate housing.

Lobbying MPs to defend women's right to alimony.

Taking part in the committee organising a pride parade.

Organising meetings to bring together the private and public sectors for the installation of disabled ramps in public buildings.



Module/ Workshop 3

**How to Mainstream
Rights-Based Approach
in Organisations?**

Module/ Workshop 3

How to Mainstream Rights-Based Approach in Organisations?

	Title	How to Mainstream Rights-Based Approach in Organisations?
	Duration / Number of Trainers	120 min / 2 Trainers
	Learning Objectives	■ Gaining knowledge about the concept of mainstreaming ■ Learning about the rights-based mainstreaming checklist ■ Developing the ability to integrate the rights-based approach into organizational practices ■ Increased awareness about the impact and benefits of RBA within the organisation, ■ Adoption of the RBA approach within the organisation
	Group Size	8-20 people
	Material and Material / Education Area	■ Checklist on RBA mainstreaming, pen, A4 paper, board markers, poem and task sheets
	Preparation	■ Printing the poem used in the mainstreaming narrative for each participant ■ Printing the mainstreaming checklist for each participant
	References	Civic Space's Guideline on Mainstreaming the Rights-Based Approach

Module/ Workshop **3** | Programme Flow

 Duration	"What is the Rights-Based Approach?" Module Time Plan
10-15 min.	Opening and Introduction
30-40 min.	What is Mainstreaming (The Enchanted World)
60 min.	Checklist for Mainstreaming the Rights-Based Approach
10 min.	Evaluation and Closing





Opening and Introduction

At the opening of the workshop, right after welcoming the participants, share a brief overview of the workshop's objectives and the agenda.

Next, move into a brief introduction exercise with the participants. Ask them to introduce themselves briefly and share the organisation they come from or with which they are associated. If this session is part of ongoing training with participants from previous workshops, you can move on to the next session since introductions have already been completed.



What is Mainstreaming: The Enchanted World

This activity is designed to facilitate an experience for discussing and understanding what mainstreaming entails.

Inform each participant that they will engage in a small exercise involving a poem from the end of the chapter, 'The Enchanted World.' To give the impression that each person receives unique content, ask them to read the content on their paper silently and carefully, ensuring it's only visible to them.

After the participants have read the poem, discreetly distribute individual task sheets, prepared and printed in advance, ensuring only the recipient can view them. A list of 8 distinct tasks is ready for this purpose. If there are more than 8 participants, ensure some tasks are printed and distributed multiple times. Confirm that having duplicate tasks won't negatively impact the activity. If you anticipate any issues, feel free to creatively modify the tasks. For groups larger than 16, consider conducting this exercise in pairs.

Once the participants have read both the tasks and the poem, invite them to read the poem aloud to the entire group, considering their assigned tasks. After each reading, facilitate a group discussion in a large circle, **using the following structured questions:**



Do you like the poem?



Did anyone read a different poem?
Why do you think the poems were read differently?



What do you think is written on each other's task sheets?



What were we aiming to experience through this exercise?

Next, invite all participants to share with the whole group what is written on their task sheets. Following this, initiate a discussion on mainstreaming, considering the exercise. Conduct a brief brainstorming session with the question, 'What do you think mainstreaming is?' Write the responses from participants on a poster paper. Then, based on Civic Space's Guideline on Mainstreaming the Rights-Based Approach, share with the participants the definition and insights about what mainstreaming entails.



Information Note

Mainstreaming is the process by which something starts to be taken for granted.

a.

In the context of CSOs (Civil Society Organisations) and human rights issues, mainstreaming involves integrating human rights principles, standards, and perspectives into every facet of an organization's operations, rather than viewing human rights as a separate or specialized field.

b.

The purpose of mainstreaming is to embed human rights as a core and integral part of an organization's mission, strategies, policies, and daily activities.

c.

In essence, mainstreaming human rights within CSOs means embedding human rights issues into the very fabric of the organization's work. This approach is holistic, ensuring respect, protection, and fulfilment of human rights across all areas of the organization's activities, rather than being an isolated or specialized function.



Checklist for Mainstreaming the Rights-Based Approach

After a break, inform the participants that you will conduct a study focusing on their respective organizations, utilizing the measures outlined in Civic Space's Guideline on Mainstreaming the Rights-Based Approach.

The measures for mainstreaming rights-based work (with 8 key measures detailed in the Guideline) can be found in the Guideline. Share with the participants an overview of the necessary steps for mainstreaming a rights-based approach, in a concise and summarized manner. Facilitate the participants' understanding by presenting the measures through projection or printed materials.

Ask the participants to individually complete the printed checklist for mainstreaming the rights-based approach, as a means to evaluate their organizations. Emphasize that the checklist is to be completed on behalf of the organization, not as individuals. Therefore, participants from different organizations should complete the exercise separately. If multiple participants are from the same organization, group them together for collaborative work. In cases where all participants are from a single organization, divide them into small groups, each not exceeding three members, for the task.



Note to the trainer(s)

There may be concepts in the mainstreaming checklist that the participants are not familiar with or are not sure of their meaning. When distributing the checklist, inform them that you are available to clarify any “concepts in the text they might not fully understand”.

For instance, they might not be familiar with the term “strategy document.” In such cases, briefly explaining the concept’s scope is important for effective implementation and learning.

After all participants fill in the checklist by thinking about their organisation, divide them into 3-5 small groups, each with no more than 5 members. In these groups, encourage them to discuss and share areas identified by the checklist where they need improvement and areas where they are performing well.

Then, gather all groups in a large circle to share the insights and discussions from both the individual and group exercises.



Note to the trainer(s)

Participants may not grasp how certain areas or headings in the checklist are interconnected or why they are relevant.

For example, the link between data collection or research and mainstreaming might not be immediately apparent. In such cases, it’s crucial for trainers to provide examples and clarify these connections, drawing upon the Rights-Based Approach (RBA) Guidelines for further illustration.

After the sharing session, conduct a wrap-up. During this wrap-up, reiterate the importance of mainstreaming a rights-based approach and summarize the necessary steps for the process. Emphasize that this session is meant for sharing and brainstorming rather than pinpointing rights or wrongs. Discuss how gathering as an organization to create an action plan, while considering these measures, can be beneficial. Conclude the session and the day.



Workshop Closure

In the final part of the workshop, under the theme “after this workshop” share ideas about potential future activities (or planned activities) that are specific to the training and the rights-based approach. The “after this workshop” section, is an opportunity for participants to consider topics related to RBA they wish to develop further and to share these with others, fostering potential future collaborations.

Lastly, obtaining brief feedback from participants about the content and process can greatly contribute to the improvement of future workshops. Sharing these insights with other trainers can help enhance both the methodology and content of the process. If this workshop is the concluding segment of a 1.5-day training, it would be beneficial to conduct a session to evaluate the entire 1.5-day experience.





Note to the trainer(s)

Emphasize that mainstreaming a rights-based approach is a continuous and dedicated process that requires commitment at all levels of an organization. This process will become most effective when it naturally integrates into the organization's culture and daily operations. It's crucial to warn/prepare your participants for the reality that this process will not be immediate, easy, or without challenges.

Mainstreaming in the context of a Rights-Based Approach (RBA) is not always a process where change happens instantly. It involves building internal consensus within the organization, which requires discussions, decision-making, and agreement among various actors. Therefore, reaching a consensus on each aspect may be challenging or time-consuming.

In some cases, the actors may have no reservations about reaching a consensus in principle, but the resources of the organisation may be insufficient to carry out such a process.



References

Civic Space’s Guideline on Mainstreaming the Rights-Based Approach

- <https://civicspace.eu/wp-content/uploads/2022/07/Hak-Temelli-Yaklasim-A-na-Akimlastirilmesi-Kilavuzu-1.pdf>



Materials to be Prepared and Printed

The Enchanted World

Stars twinkle in the sky,
The wind whirls a dance in my hair,
With love, the sea caresses the shore,
In the night’s deep silence, I’m lost evermore,
Your eyes, the sweetest song in my soul’s chart,
In the magical world of love, I blaze apart.

Tasks for the Poem “The Enchanted World”

Read only words beginning with a vowel.
Read only words beginning with a consonant.
Read only words ending in a vowel.
Read only words beginning with a consonant.
If there is a Turkish character in your words, do not read that word.
Read the last word of each verse.
Read all Zs as S
Read all the A’s as E’s.



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