

Part Two: Participants' Workbook

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 Responsibility 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

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 familiar 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

Workshop Program & Objectives, Continued

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 familiar 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 familiar 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.

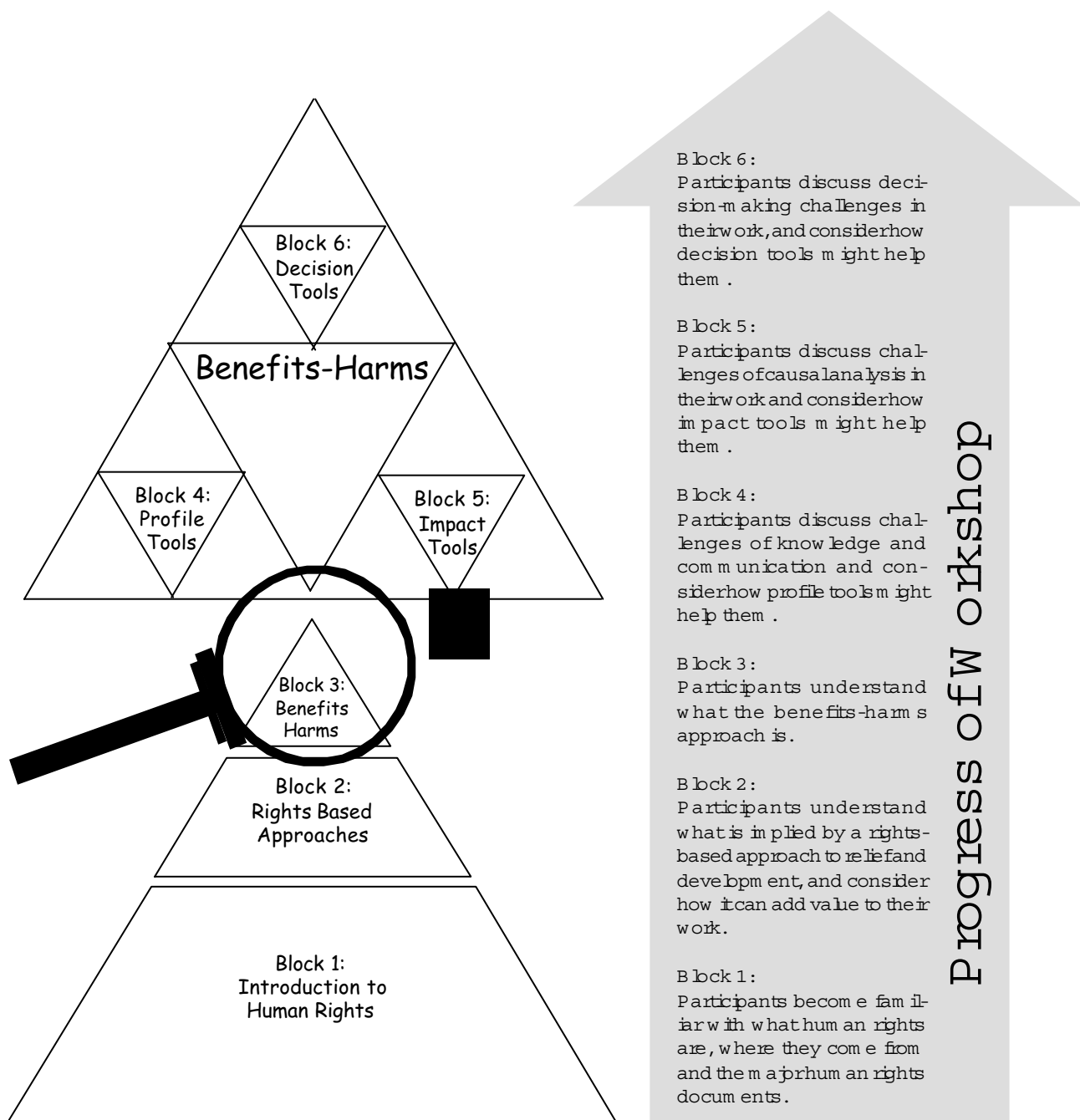
Please ask your neighbor the following questions and be prepared to introduce your neighbor
1. Name:
2. Job & Project or Organization:
3. Think about and write down one motivation you have for doing the work that you do. (A motivation can be something that makes your work fulfilling or meaningful.)
4. Think about and write down one barrier that you face in your work. (A barrier can be something about you or the world around you. It should be something that hinders you in achieving your intended impact in your work.)
5. When you think about integrating human rights-based approaches into your work, what are your reactions? (They may be negative or positive, intellectual or emotional.)
6. What is your favorite activity when nobody is watching?

You should be prepared to introduce the person next to you at the end of this session, using this page if necessary.

WE HOPE THAT YOU FIND this workshop strengthens your professional motivation and helps you to address the barriers you face in your work. We also hope you find it fun.

Session 2. Workshop Program & Objectives

Objective Participants understand how the workshop is put together and the overall objectives of the workshop.



THE OVERALL PROCESS OBJECTIVE of the workshop is to create a participatory learning environment where all participants feel equally empowered to teach and learn from each other.

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.

Truck & Chuck Daily

Volume XLNIV

29 February 2005

FOOD FUND: FRIEND OR FIEND?

By Yumuz Bejowkin

① **One month ago, a large food convoy, organized by an International NGO, Food Fund, rolled into the Jebel Mountains in central Utopistan.**

For the population of 10,000 Jebels, the food was a gift from heaven. The 1,000 metric tons of grains, cereals, and rice left by the convoy should have provided just enough for every person to have 2,100 kilocalories of food every day until the harvest arrived.

② After months of intense conflict that slowed food delivery, the Jebel community quickly came back to life. Local health clinics reported a decrease in patients, parents were no longer requiring children to forage for food all day, and many children started to return to school.

③ The food was delivered through the local representatives of the Food Fund, who very quickly became the most popular people in town. A Jebel Chief was heard to complain "No-one wants to come and see me anymore. That Food Fund woman has all the resources, and so she has all the power." When asked about this, one local woman said "It's true, we don't need to deal with our local leaders anymore, and I'm glad—I never liked them anyway."

④ However, life is not all roses. In the last month there has been an increase in attacks from the Pakesh, a tribe allied to the government, and enemies of the minority Jebels. Last week, the Pakesh raided Jebel food stores, taking or destroying 500 metric tons of food. During this attack, many Jebels were hurt and 20 women and children were taken captive. The local Chief commented "Food Fund should distribute its food more regularly and in smaller batches so that it doesn't create such a magnet for the Pakesh." When asked why he didn't provide better security for his people, he responded "If they don't want my political leadership, they are not going to get my protection."



The food has also raised tensions on the home front. Under Food Fund rules, only women can sign up for food disbursements. A local women's group claims that domestic violence has increased as a result of fighting between men and women over control of food. When questioned, Food Fund claimed to have heard these rumors but refused to get involved, arguing "We do food, not security."

⑥ All is not doom and gloom however. Some enterprising Jebel women have been selling their excess food supplies to Pakesh traders in exchange for materials, and restarting their famous dress making businesses. These dresses are sold for a tidy sum to exporters.

⑦ Others have been using excess grains to make alcohol, which is sold to young men. Although the number of violent incidents related to drunkenness has gone up, it certainly is livelier in Jebel town on a Friday night. Whether that is a benefit or a harm, who am I to say?

⑥

⑦

⑧

Session 3. Continued

Exercise A Once you have read the exercise, think of different ways in which Food Fund *benefited* the Jebel community, and different ways in which Food Fund’s actions directly or indirectly *harmed* that community. You can summarize your answers in the left-hand column below.

When you have listed some benefits and harms, think about whether each one involves a human right, and in the right hand column write “yes” or “no” for each benefit and/or harm.

Benefits	Is there a human rights issue here? (yes/no)
1.	
2.	
3.	
4.	
5.	
Harms	
1.	
2.	
3.	
4.	
5.	

Discussion Questions Do you think it is normal or unusual for a project to have both benefits and harms? Why (not)?

Do you think that most benefits and harms are related to a particular human right in some way? Why (not)?

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

Once the facilitator has divided participants into competitive groups and asked you to begin, groups should work as quickly as possible to agree on and



check off one correct answer for each question below. Every person in your group must be able to explain the reasoning behind the group's choice of answer. Points will be awarded for the right answer *and the explanation*.

A. Who is entitled to human rights? *Does the Jebel Rebel in the picture have a right to food?*

- 1. Yes, because she is a citizen of Utopistan.
- 2. No, because she is a rebel. Only government supporters have a right to food.
- 3. Yes, because she is a human being. Every human being has a right to food.
- 4. No, because she comes from a poor country that does not have enough food.

B. Where do human rights come from? *In this picture, has the Jebel Rebel lost her right to food?*

- 1. Yes, because the Bolder Soldier is stealing her food.
- 2. No, because she didn't have a right to food in the first place.
- 3. Yes, because she is clearly starving.
- 4. No, she still has the right to food, even if she is not able to enjoy that right.

C. Who can violate human rights? *Did the Bolder Soldier violate her right to food?*

- 1. Yes, any human can violate the human rights of any other person.
- 2. No, because he is a soldier and therefore entitled to take food from rebels.
- 3. Yes, because he is her husband and it's a wife's duty to feed her man.
- 4. No, because only the state can violate human rights.

D. How much food is "the human right to food"? *What food would the Jebel Rebel need to meet her right to food?*

- 1. Whatever she asks for, as it is her right to choose the food she eats.
- 2. Just enough to ensure that she stays alive as a human being.
- 3. Enough food for her to be healthy and productive, and to live with dignity.
 - 4. Impossible to know because human rights don't imply any particular standard.

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.

Read the following overview of the origins and development of the International Bill of Rights. When the Facilitator suggests, fill in Competitive Exercises 2 and 3. Your group has a limited time to do this, and should do it in such a way that everyone in the group understands the answer to the questions—explain your reasoning to each other where necessary.

In 1945, the United Nations was formed to ensure that another world war would never occur. One of the UN's main purposes was (and remains) "promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion" (UN Charter, Article 1.3). Human rights were seen as necessary preconditions for peace and stability.

1948 saw the development of the first UN document identifying the fundamental rights of all human beings. It was called the Universal Declaration of Human Rights (UDHR). As a "declaration", its purpose was to exert moral and political pressure on states, but it was not legally binding. It was signed by 48 of the 56 UN member states that existed at that time: Any country that was a colony in 1948 did not participate in that decision-making process. Although the developers of the UDHR were not representative of the world's people, most human rights workers around the world today agree that the UDHR accurately identifies the fundamental human rights that belong to all of us.

Following the development of the UDHR, the United Nations then planned to develop a single treaty or convention, based on the UDHR, which states could sign and legally enforce in their own countries. However, as cold war rivalries worsened, this goal became impossible. Socialist/communist states, led by the Soviet Union, wanted economic and social rights (such as the rights to work, health care and education) to be given more prominence and priority in the treaty. Capitalist states, led by the USA, argued for the supremacy of civil and political rights (such as the freedoms of religion, opinion and speech).

To resolve the impasse, two separate treaties were developed: the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR), both of which entered into force in 1976. States could sign whichever one they so chose. To this day, the USA has ratified the ICCPR but not the ICESCR, while China has ratified the ICESCR, but not the ICCPR.

The three instruments described above constitute the International Bill of Rights (IBR), and are the core building blocks of human rights law. Many other declarations and treaties apply the rights in the IBR to particularly vulnerable populations, in order to guarantee them special protection (for example the Convention on the Elimination of All Forms of Discrimination Against Women (1981) and the Convention on the Rights of the Child (1990). For the purposes of this workshop, however, familiarity with the rights in the IBR will be more than sufficient.

Competitive
Exercise
No. 2

FILL IN THE FOLLOWING BLANKS

1. The first major United Nations document to mention “human rights” was _____.
2. The Universal Declaration of Human Rights was adopted in 19_____.
3. The UDHR was the first document to identify / create an internationally agreed upon list of human rights. (Circle one)
4. Generally, declarations are / are not legally binding (circle one), and treaties and conventions are / are not legally binding. (Circle one)
5. True / False Historically, capitalist countries thought economic rights were the most important category of rights. (Circle one)
6. The three documents that make up the International Bill of Human Rights are (initials will do, but they must be exact) _____, _____, and _____.
7. In which year did the two conventions in the IBR enter into force? _____
8. Name two human rights conventions discussed above that are not in the IBR. (Initials will do, but they must be exact) _____ and _____
9. Amnesty International, Human Rights Watch, and Article 19 primarily focus on the rights in which IBR convention? _____
10. CARE International, Action Aid, and Concern Worldwide primarily focus on helping people to achieve the rights in which IBR convention? _____

Competitive
Exercise
No. 3

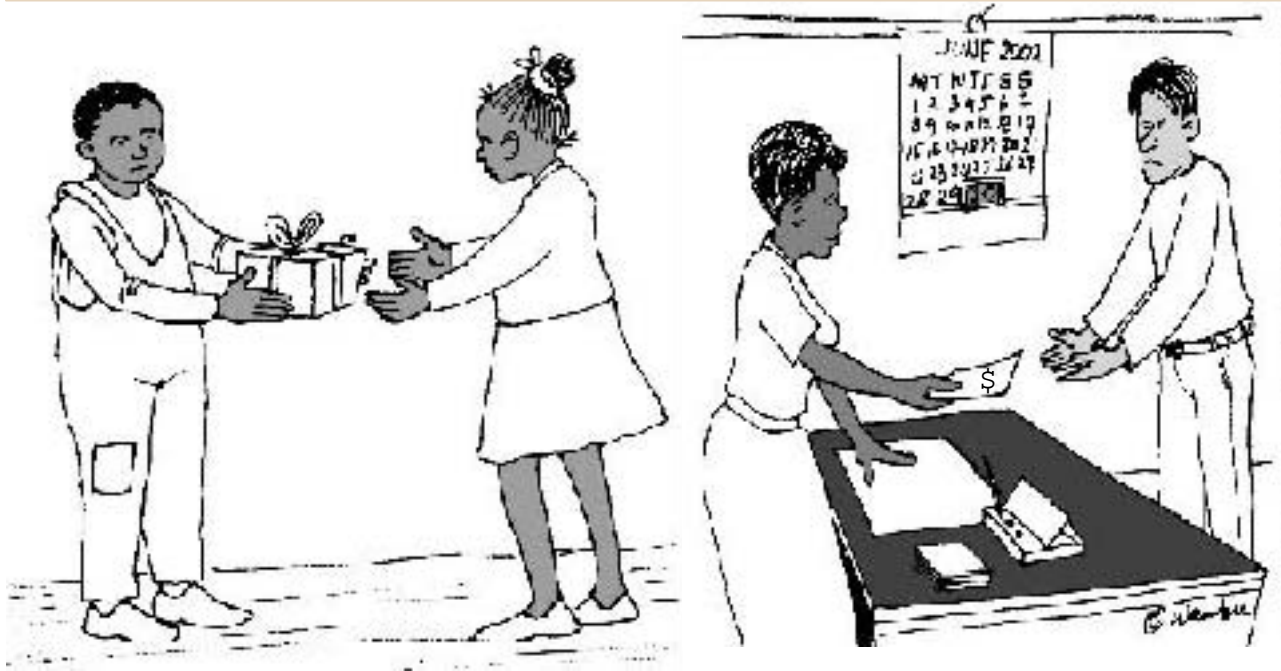
PUTTING THE IBR TOGETHER

In the left-hand column below, note the right from the UDHR (Appendix E). Then, using Appendices F and G, find the corresponding clause(s) in the ICCPR or ICESCR. Insert the number of the clause(s) in the appropriate column. The first row below (Article 3) is an example. **Note:** One point will be awarded for every article that is correctly identified, but one point will be taken away for every article that is wrongly inserted, so be sure!

UDHR	ICESCR	ICCPR
Article 3 <i>The right to life, liberty and personal security</i>	N/A	6, 9
Article 2		
Article 4		
Article 13		
Article 17		
Article 25		
Article 26		

Session 6. Gifts Versus Rights

Objective Participants demonstrate a clear understanding of the difference between a right and a gift.



Friend

Friend

Boss

Employee

Identify who is in each of the following roles, and think of words to describe how each of them feel in their different roles.

Role	Who has this role?	How do they feel?
The gift giver		
The gift receiver		
The duty bearer		
The rights bearer		

Discussion Questions

In relief and development work, if we think of our work as helping people to access their human rights, what difference will it make (if any)?

A RIGHTS BASED APPROACH to relief and development aims to help people claim and access their human rights in a sustainable way.

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.



Discussion Questions

Is the person in the left-hand drawing saying “I need food” or “I have a right to food”? Why?

What is the person in the right-hand drawing saying? Why?

THE MAIN DIFFERENCE between needs and rights is that while needs can exist in isolation from others, rights always trigger responsibilities. A rights-based approach to relief and development helps us to (a) take responsibility for the human rights in part of our work and (b) hold other accountable for their human responsibilities. For more on what this means and its practical implications, see Appendix H.

In the next two sessions, small groups will discuss at these two areas of rights and responsibilities in more detail.

Session 8. Taking Responsibility Ourselves

Objective Participants understand what it means to take responsibility for the human rights impact of our work.

RE: FOOD FUND FIGHTS BACK

Dear Editor of Truck and Chuck:

We write in protest regarding your article "Food Fund: Friend or Fiend".

You seem to blame Food Fund for raising insecurity in the Jebel Mountains. We cannot be held responsible if criminals and militias steal our food and hurt others while doing so. Why don't you place blame where it should be placed, on the Pakesh?

You imply that we should have brought in food in smaller batches so as not to raise insecurity. As we have explained to the many Jebels who have made this same point, our donor simply will not allow us to do so. Under our contract with them, we only have funds to travel to the Jebel Mountains once a month. If we don't comply with donor regulations, we will be out of business.

Let's not forget that most people in the Jebel held areas now have 1000 kilocalories of food every day because of us. Maybe this is less than the 2100 kcal we originally promised them, but that is not our fault. This food after all is our gift to the people of Jebel.

Yours sincerely,

Iva Clearconscience, President
Food Fund

Discussion Questions Should Food Fund be held responsible for unintended impacts of its work, like increased insecurity, even if others were more directly responsible for causing those harms?

To whom should Food Fund hold itself responsible: its donors, the government of Utopistan, or the people it serves? What if donor interests and community interests are not the same?

The Humanitarian Charter (developed by the Sphere Project) holds that every person is entitled to 2100 kilocalories of food per day. Food Fund promised to deliver that amount, but failed to do so. Should they be held accountable?

Session 9. Holding Others Responsible

Objective

Participants understand what it means to hold others accountable for their human rights responsibilities.

Truck & Chuck Daily

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1 September 2005

FOOD FUND IS UP TO SOMETHING FISHY

By Yumuz Bejowkin

In an effort to move away from the huge food deliveries that raised insecurity, Food Fund recently began a fishing project in the Jebel Mountains, supplying nets, hooks and training to interested Jebel community members. Food Fund manager for this project, Donna Vaclue, commented “It’s time we moved from giving people fish to teaching them how to fish.” She then noted wisely “Hey, that’s a good new saying—we should copyright it.”

Despite plentiful rainfall and a well stocked river running through the Jebel Mountains, catches have not been good so far. Many of the fish that have been caught are discolored and sick looking. Some locals say an oil factory 50 miles up river is dumping its waste material into the river, and that is the source of the problem. The government is strongly promoting the oil exploration project saying that if successful, oil revenues will develop the Jebel region, and “famine will be a thing of the past”.



Discussion Questions

Which actors not including Food Fund have responsibilities in this situation?

What if anything should Food Fund do to help those actors (if any) to live up to their responsibilities?

Session 10. Evaluation of Blocks One and Two. The facilitator will distribute evaluation sheets.

Session 11. Refresher on Blocks One & Two

Objective Participants refresh their recollections on key points covered in Blocks One and Two.

Competitive Exercise No. 4 Working together in your competition groups, fill out the answers to the following questions. Stick to the time given by the facilitator and no peeking at answers in the workbook! (T/F = True/False)

Question	Answer
1. T/F. To be <i>morally</i> entitled to human rights, you must live in a country that has signed a human rights treaty.	
2. T/F. In some situations, human rights are luxuries.	
3. T/F. If you have enough resources to stay alive, then your economic rights have been met.	
4. What was the first international agreement after the second world war that mentions the words "human rights"?	
5. How long did it take the international community to agree on the first statement of human rights?	
6. T/F. In international law, a treaty usually is agreed upon before a declaration.	
7. What was the first post WWII international statement identifying the various human rights? (Initials will do.)	
8. How many clauses are in the UDHR?	
9. Write down the initials of the other two conventions in the International Bill of Rights.	
10. Which one of the above has the US ratified, and which one has China ratified?	
11. Name a source of human rights law, discussed yesterday, that is not in the IBR.	
12. Which rights do we work on more, civil and political rights; or economic, social and cultural rights?	
13. In which IBR convention is the right to freedom from discrimination?	
14. In which IBR convention is the right to free speech?	
15. In which IBR convention is the right to shelter?	
16. T/F. A gift giver does not have a choice to give a gift.	
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.	
18. Finish this sentence: The main difference between needs and rights, for our purposes, is...	
19. A rights based approach focuses on the responsibilities of which two sets of actors?	
20. Two tools that help relief and development workers take responsibility for the human rights impact of their work are...	
21. Two approaches designed to help others fulfil their human responsibilities include...	

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.

Read the following passage and then complete the exercise on the next page.

The rights in the International Covenant on Civil and Political Rights can be further categorized into two: political rights and security rights. This now makes three categories of categories of human rights (a) political rights, (b) security rights and (c) economic, social and cultural rights.

Political rights cover the rights of political identity, equal protection, freedom, and participation. They include (a) rights to nationality and recognition before the law; (b) rights to a fair trial, equality before the law, and innocence until proven guilty; (c) the freedoms of thought, conscience, religion, opinion, and expression; and (d) the rights to assembly, association, and political participation in the power structures that affect people's lives.

Security rights cover all those rights relating to people's physical security. They include the rights to life, liberty, security, freedom of movement and political asylum from persecution as well as rights to freedom from slavery, torture, forced displacement, degrading treatment, sexual assault in any form, and arbitrary arrest and detention.

Economic, social, and cultural rights cover all those rights essential to livelihood security, such the rights to work and adequate income, nutrition, food security, water, health, education, a clean environment, shelter, and the right to participate in one's culture.

Competitive CATEGORIZE THE RIGHTS IN THE UDHR

Exercise
No. 5

With your competition group, review the following summary of the Universal Declaration of Human Rights, and decide whether each of the articles of the UDHR deals with **political** rights (P), **security** rights (S), or **economic, social, and cultural** rights (E), or addresses **all** of the rights (A).

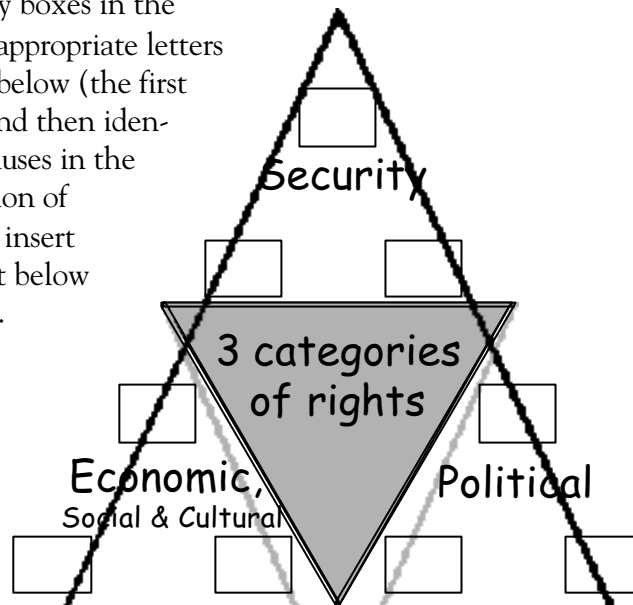
P/S/ E/A	Summary of Rights in The UDHR
	1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
	2. All the following rights should be applied without discrimination on basis of "race,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

Session 12. Continued

Competitive Exercise No. 6

CATEGORIZING HUMAN RIGHTS VIOLATIONS

Into the nine empty boxes in the triangle, insert the appropriate letters from the examples below (the first example is "A"), and then identify the relevant clauses in the Universal Declaration of Human Rights and insert them into the chart below (see previous page).



Example	UDHR Articles
A . A soldier steals a family's food, leaving them with nothing to eat.	
B . During a cattle raid, a group takes women slaves from a village.	
C . A government doesn't allow its citizens to vote in elections.	
D . The police burn down a local coffee plant, a community's main workplace.	
E . A mother allows her son to go to school, but refuses her daughter permission to go, telling her she needs to stay at home.	
F . The government refuses to provide health clinics in certain rural areas, though they have the resources.	
G . The state makes Catholicism the official state religion, banning any form of Islamic practice.	
H . Your office bans all vacations and holidays, ever.	
I . To be elected into government office, you must come from a particular ethnic group in your country.	

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.

Working with your neighbor, consider each of your answers to **Session 3, Exercise A**. Identify three of the unintended impacts (either benefits or harms) that resulted because of an action or inaction of Food Fund (you did this already in Session 3--the point here is just to select three to discuss now). In the right column, note the reasons why those unintended impacts occurred.

To share your ideas with others, write up your reasons on note cards in large writing, and paste them underneath one of the four headings put up by the facilitator: (a) "inadequate knowledge or communication," (b) "inadequate analysis of causes and impacts," (c) "inadequate decision-making" and (d) "other reasons."

Unintended Impact	Reasons why Unintended Impact Occurred
1.	
2.	
3.	

Discussion Questions

What is your reaction when you look at how the participants have categorized the reasons?

Do unintended impacts ever happen for no reason at all?




Which of the three named types of reasons are most common in our business? Why?

BENEFITS-HARMS TOOLS aim to help us look deeper at issues of (a) information and knowledge, (b) impact and (c) decision-making. Blocks four, five and six of the workshop are devoted to each of these three issues.

Session 14. Creating the Benefits-Harms Toolbox

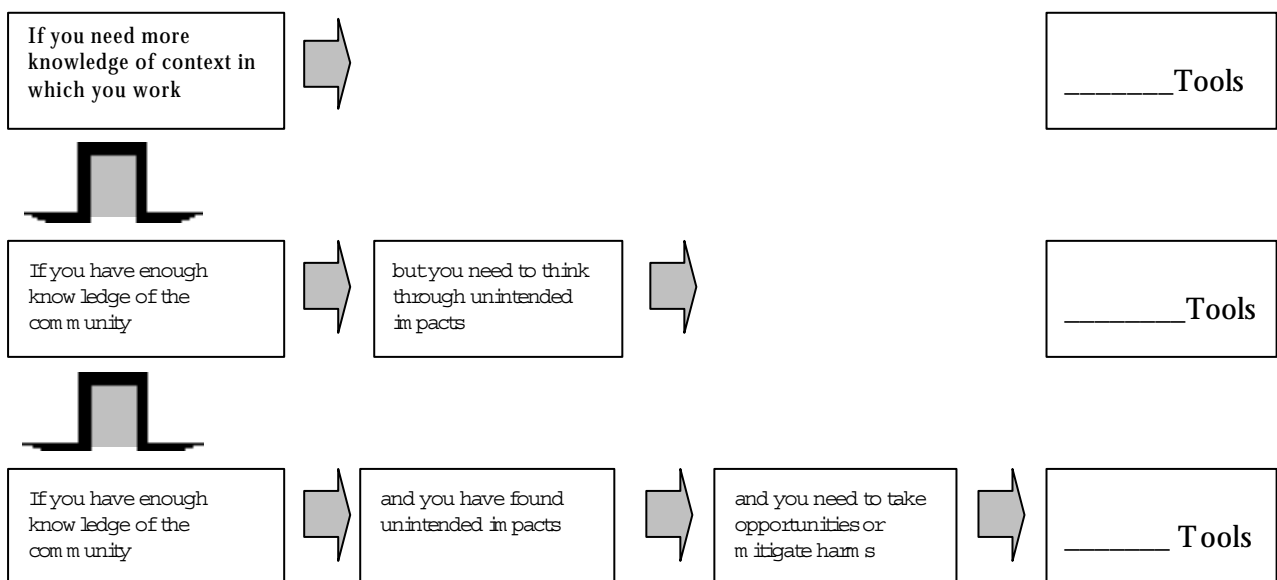
Objective Participants understand and are able to categorize the nine different benefits-harms tools.

Three major reasons why projects have unintended consequences are: 1) we may not know enough about the contexts in which we work, 2) we may not think through the unintended impact of projects, and 3) we may not make the necessary decisions to mitigate harms or maximize previously unintended benefits. To help address these three challenges, this handbook offers three different types of tools.

	Profile Tools aim to help users strengthen their understanding of the contexts in which they work or plan to work.
	Impact Tools aim to help users consider the causes and effects that may lead to unintended impacts.
	Decision Tools aim to help users choose a course of action to minimize unintended harms or maximize benefits.

Exercise A THREE DIFFERENT TYPES OF TOOLS

From your reading of the above statements, which benefits-harms tools might you use in each of the following situations?

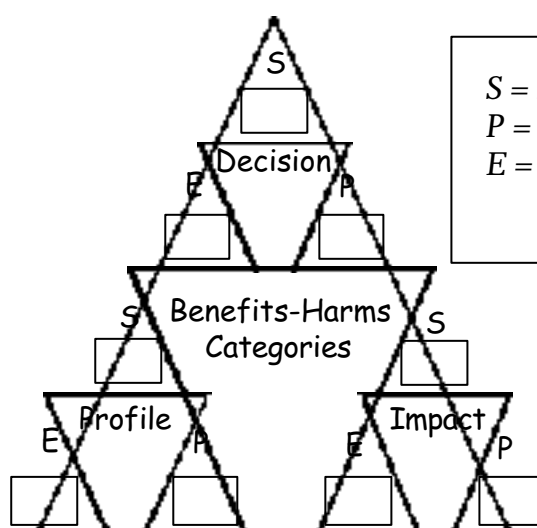


Session 14. Continued

Competitive Exercise No. 7

In the table below, consider (a) the kind of harm, and (b) the reason for the harm. Insert the right sentence number into the appropriate box in the following triangle. Remember to focus on the type of right that has been impacted rather than the type of project.

1.	An income generating project that was very attractive for children, did not think about how it would lower attendance at schools.
2.	A food security project didn't know that the local political leaders administering the distribution came exclusively from one of many ethnic groups in the community, thereby marginalizing other ethnic groups.
3.	An NGO running an IDP camp provided survival services only over 10 years. They knew that they were lowering people's capacity to employ themselves, but did nothing about it.
4.	An income generating project didn't think about how its selection of only male committee members would undermine the voice of women in the community.
5.	An NGO knew that if it appointed the headmaster for a new village school without consulting the elders, it would undermine the political influence of elders in the village, but went ahead anyway.
6.	A relief project set up a health center in a place they did not know was often attacked by violent militias after the rainy season.
7.	A "seeds and tools" project did not know that there was a local blacksmith making good tools that would be put out of business by the free tools given out by the project.
8.	A housing project did not think about how building houses close together would increase violence between two local clans.
9.	A road building project continued after they found out that rebels were attacking any community members that worked on the roads.



S = Security
 P = Political
 E = Economic, Social & Cultural

THESE ARE THEN IN THE BENEFITS-HARMS CATEGORIES. This exercise should help you to see how different situations might call for different benefits-harms tools. The remainder of the workshop considers these tools and looks in detail at issues they raise.

Session 15. Knowledge and Communication

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

- Role Play**
1. The facilitator will divide participants into groups of four or five.
 2. There are four roles in the role play: 1) a government District Administrator, 2) a Program Manager working for JUICE for ten years in the Jebel Mountains; 3) a Leader of the Jebel Community, and 4) The Director of JUICE.
 3. Each person should take a role, read the general background below and then read the handout for the role they have chosen. *You should not read the handouts for the other roles.*

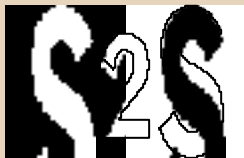
GENERAL INTRODUCTION. Please read this first.

JUICE (Joint Utopistan International Cooperation Effort) is a nongovernmental organization. It is funded by donors internationally and in Utopistan, and is not affiliated to the government. JUICE provides development support and emergency relief throughout Utopistan.



Last year, Support to the South (S2S), a large Northern donor, developed a project idea for income generation in the Jebel Mountains, and requested applications from NGOs. JUICE made an application to S2S and was successful. The project has been going on for six months,

JUICE's project in the Jebel Mountains is paying 500 young Jebel men to construct a road that will connect the Jebel mountains to the main road to Hosoro (the capital of Utopistan). The project will open up the Jebel Mountains to the rest of Utopistan for business and travel, making development of the area much easier. As well as helping the men generate income, the project is giving them some training on saving and small business development. Children of workers are being given education as well. The education component requires that families are required to send all their girls and boys between 5 and 15 years, or none at all. The project is called the Jebel Income Savings & Education Project or "JINCSED" (pronounced "JINXED").



Recently, there has been some trouble in Jebel, apparently related to the project. The Project Manager has asked the JUICE Country Director to come from Hosoro to discuss these issues. A meeting with a community leader and the District Administrator has been arranged. The role play is that meeting.

The role play can start with a question from the Country Director to determine what the problems are.

Session 16. Using the Profile Tools

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

Competitive Exercise No. 8 Using the role play materials and Handout F (the latest edition of Truck & Chuck Daily), as well as prior knowledge of the Jebel region from earlier exercises, groups should answer accurately as many questions in the profile tools (in Appendix A) as they can. Individuals may want to write on their own copies, but the groups should also identify one copy where they will put group answers for scoring purposes.

Groups score points for answers that are actually in the newsletters and role play materials. No points are scored for creative genius—if it isn't in the materials, don't make it up.

You will have limited time, and need to divide your group work as strategically as possible. It will be very difficult, if not impossible to get all the profile questions done in the time allotted, so you will have to work fast, and strategically.

When time is up, the facilitator will halt the exercise, ask you to share your answer sheets with another group, which will then be marked based on the facilitator's answers and judgment. The facilitator is the final arbiter of all disputes.

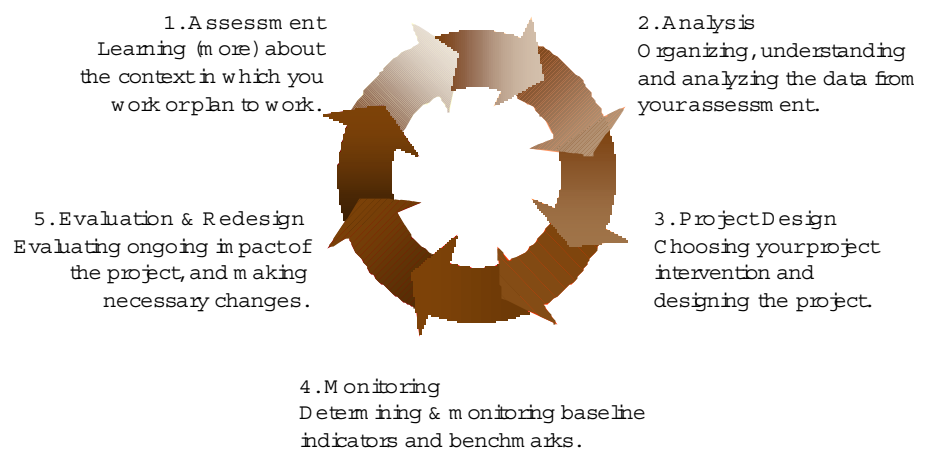
Session 17. Integrating Profile Tools into your Work

Objective

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

FOR SOME SUGGESTIONS on when one might use benefits-harms tools in the project design cycle, see the Benefits-Harms Handbook and/or the introductions to the tools themselves.

A Project Design Cycle



Discussion Questions

Does this project design process make sense to you? How is it different from the one that you or your organization uses?

Whatever process you use for designing and redesigning projects, when should you use profile tools?

How might using profile tools help to strengthen the impact of your organization's projects? Identify and discuss at least one project or issue from a real life situation.

Profile tools can help programmers get a more holistic understanding of the hopes and concerns of the individuals and communities they serve.



Session 18. Evaluation of Blocks Three and Four. The facilitator will distribute evaluation sheets.

Session 19. Refresher on Blocks Three and Four

Objective Participants refresh their recollections on the key points covered in yesterday's discussions.

Competitive Exercise No. 9 In your competitive groups, discuss and fill in the answers to the following questions.

Question	Answer
1. The benefits-harms tools categorize the rights in the IBR under the headings...	
2. The right to own property is what type of right?	
3. The right to a fair trial is what type of right?	
4. The right to freedom of association is what type of right?	
5. The right to freedom from discrimination based on your sex or race is what type of right?	
6. How many articles are there in the UDHR?	
7. How many benefits-harms tools are there?	
8. True / False: Most of the time, benefits-harms analysis requires programmers to use all nine tools in progression.	
9. True / False: To use the tools effectively, one really needs to have taken a basic course in human rights.	
10. True / False: Some unintended effects happen for no cause at all.	
11. True / False: Some unintended negative impacts cannot be avoided.	
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?	
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?	
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?	

Session 20. Causes and Impacts

Objective Participants understand how lack of analysis can lead to unintended impacts.

Competitive Exercise No. 10 This is the last Competitive Exercise. There is a good chance to score a lot of points here. In your competitive groups, review the following causes and impacts and, **on one group sheet**, connect up any impact that *may* intentionally or unintentionally, directly or indirectly have resulted from one of these causes. If a particular impact could have been resulted from more than one cause, feel free to make all those connections. The first example below has been done.

Cause	Impact
Increased rights awareness among women	<ul style="list-style-type: none"> 1. Improvement in general household nutrition 2. Lower amount of fish in local rivers 3. Fewer marriages 4. Rise in school enrollment 5. Rise in prostitution by school children
Creation of employment opportunities	<ul style="list-style-type: none"> 6. Rise in alcoholism 7. Rise in polygamy 8. Decrease in violence against women 9. Reduced infections caused by sexually transmitted diseases
Provision of free condoms	<ul style="list-style-type: none"> 10. Rise in employment opportunities 11. Reduction in unwanted pregnancies 12. Increase in rural-urban migration
Development of an oil refinery	<ul style="list-style-type: none"> 13. Reduction in practice of female genital mutilation 14. Increase in divorce cases 15. Rise in prostitution

Bonus for 5 points. Answer the following puzzle: A father and son are in a car accident. The father is killed. The son is rushed to the emergency room. The surgeon walks in and truthfully says "Oh no, that is my son." How is that possible? Why is this a puzzle at all?

Discussion Questions What is the difference between intended and unintended impacts?

Do we always need to analyze all unintended impacts? Why (not)?

Session 21. Using the Impact Tools

Objective

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

Read the following statement from the Northern donor, Support to the South (otherwise known as S2S).



To all established humanitarian organizations working in Utopistan:

S2S is pleased to announce a major project in the Jebel Mountains for which we are accepting proposals: the Jebel Livelihood Betterment Enterprise (JELIBEEN). As with all our Request For Applications, a team of highly qualified S2S consultants has developed a top quality project design, and we are looking for a top quality aid agency to implement JELIBEEN as it is described here. Adopting a holistic approach, the project aims to significantly impact the livelihoods of the 10,000 strong Jebel community.

The greatest concerns for most Jebels are economic and physical security. In a ground-breaking joint venture with Jebel businessman and multimillionaire, Chomi Demoney, JELIBEEN will set up a cooperatively owned slaughterhouse for pigs on the banks of the Jebel river. Mr. Demoney will cover the cost of the initial construction of the slaughterhouse, and contribute 51% of the project funds for 3 years, in return for which he will get a 51% ownership of the slaughterhouse at the end of three years.

The project will train young Jebel men on how to work in and ultimately manage the slaughterhouse. In three years (once the road to Hosoro is completed), we expect the slaughterhouse to be self-sustaining and employ more than 100 people. JELIBEEN will also set up a processing area for the production of pig leather. Jebel women are famed for their sewing prowess. They will be trained on how to do design work in pig leather.

To guarantee local ownership, a Slaughterhouse Cooperative Board will manage the slaughterhouse. It will be selected from the local community by the JELIBEEN project manager, with the full consultation and agreement of the District Administrator. The project manager should ensure that the Cooperative Board is not controlled by the Jebel Tribal Council, or any other ethnic, religious or political group.

Pig farming will be encouraged through a basic incentive scheme. Piglets will be given to village representatives in the Jebel Mountains (selected by the Cooperative Board) who will then be expected to reproduce and redistribute more pigs within that community. The expected increase in pig meat consumption may cause some health risks. It is critical that pig meat is cooked well, and is not stored for long periods. Health awareness training will be conducted regularly.

The project should also lower insecurity. The greatest traditional source of conflict for the Jebels has been cattle raiding by the neighboring Pakesh. Because pigs can't walk long distances, the switch to pig farming will decrease attacks against the Jebels by the Pakesh. Furthermore, a large pig will be given away to any person giving up their arms to the local authorities.

Research shows that alcohol abuse is a major cause of domestic violence in the district and this is due to male workers having cash from other income generating projects. Slaughterhouse workers will be required to bring home the bacon, (pig meat) instead of cash. Fifty per cent of their salaries will be paid in pork, bacon and ham. This should help to address domestic violence.

All requests to alter the program design will be dealt with skeptically, and must be supported by strong arguments.

Exercise A USING THE IMPACT TOOLS

The facilitator will divide participants into three or six groups and assign each group an impact tool to use. Following your review of S2S's Request for Applications, use the assigned impact tool (in Appendix B) to discuss whether there may be unintended harms or unforeseen opportunities in this project. You may want to use the following process.

Using the impact tool, each individual goes through the questions and consider whether the answer is Yes, No or Partly. Once each person has done that, determine together which potential harms or benefits got the most Yes answers and discuss them in more detail, suggesting action steps where appropriate. Summarize your responses on a card.

Place the card on the chart on the wall as per the facilitator's instructions. After all the cards have been put up, the wall chart should look something like this (with filled in responses).

Impact category	Unforeseen Benefits	Unintended Harms	Actions/ Recommendations
Political rights			
Security rights			
Economic, social & cultural rights			

PLEASE NOTE: This kind of chart can be used in any funding proposal or report to summarize the findings from a benefits-harms analysis, and if appropriate, to suggest recommended changes to the program design or implementation.

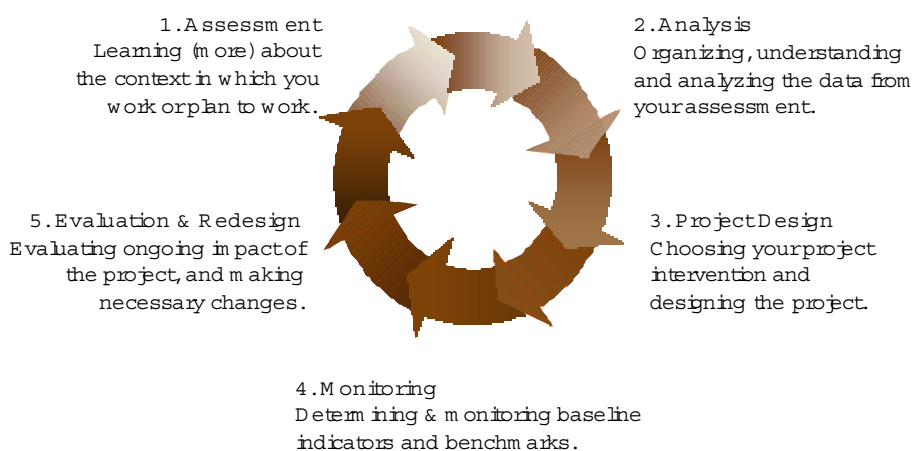
Session 22. Integrating Impact Tools into your Work

Objective

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

A Project Design Cycle

FOR SOME SUGGESTIONS on when one might use benefits-harms tools in the project design cycle, see the Benefits-Harms Handbook and/or the introductions to the tools themselves.

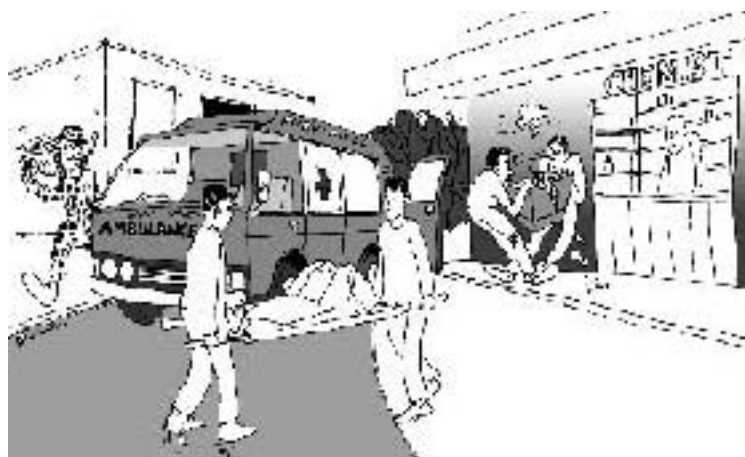


Discussion Questions

In the real world of project work, is it important to analyze unintended causes and effects? Why is it difficult?

In a project cycle (like the one above or any other you use), when do you think you would or should analyze unintended impacts and unforeseen opportunities

How might using impact tools help to strengthen the impact of your project or organization's work? Identify and discuss at least one project or issue from a real life situation

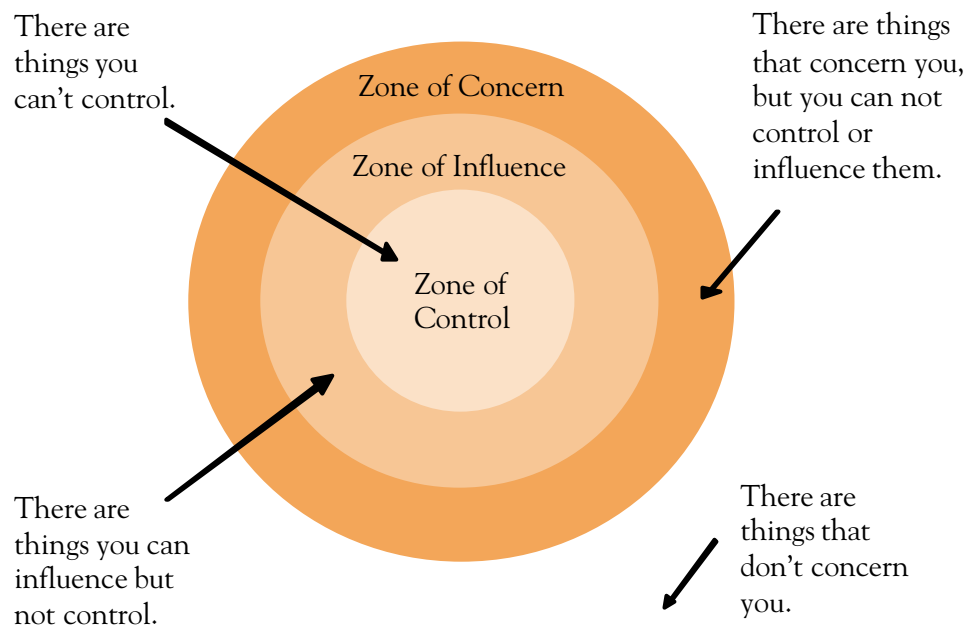


Impact tools can help programmers to think about and identify unintended impacts caused by a project.

Session 23. Decision-Making Issues

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

Zones of Control, Influence & Concern



Where would you put the increase in domestic violence that occurred in the *Food Fund, Friend or Fiend Story* in Session Three? Was it (a) within Food Fund's Zone of control, (b) within their zone of influence, (c) within their zone of concern or (d) outside their zone of concern? Interpret "zone of concern" as the zone of issues about which they *should* be concerned.

Discussion Questions

Why is it important for your decision-making that you know where a particular issue lies within these different possibilities?

What are the criteria for making good decisions?

Consider and discuss the following quotation: "In Rwanda, we don't need information and analysis, we need courage to do the right thing." (Benefits-harms workshop Kigali 2000) Why does decision-making require courage (if at all)?

Session 24. Using the Decision Tools

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

Small Group Instructions

1. By this stage of the workshop, discussions should move from the Jebel case study to real life situations. Hopefully, in sessions 18 and 23, your group discussed real life issues in your work. You are encouraged to recall and build on those examples.
2. The facilitator will divide you into small groups (not the competitive groups). First, you should spend some time thinking individually about an unintended impact in a real project that requires action. It should be an impact that falls into one of the three categories—political; security; or economic, social and cultural.
3. After 5-10 minutes, the group should come together and list all of the different ideas from group members. Discuss them only for clarity at this stage. Don't discuss them strategically yet.
4. From this list, the group should select one idea, determine whether the unintended impact is related to political; security; or economic, social and cultural issues. Pull out the appropriate decision tool in Appendix C of your workbook and work through the two questions in that decision tool.
5. The group should capture its thinking on a sheet in the following format, and paste it up on a board where other folks can see it.
6. The terms in the chart are described with examples in the decision tools.

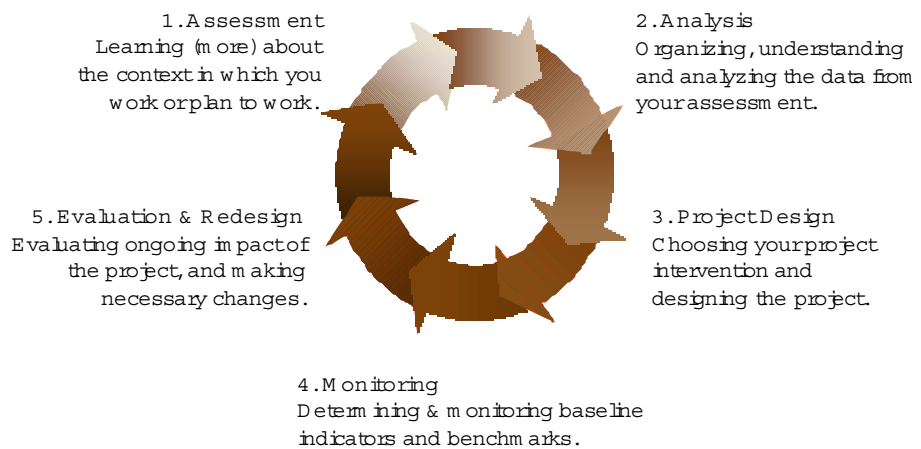
Unintended Impact (fill it in here):	
Internal constraints	Internal support
External opposition	External support

Session 25. Integrating Decision Tools into your Work

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

FOR SOME SUGGESTIONS on when one might use benefits-harms tools in the project design cycle, see the Benefits-Harms Handbook and/or the introductions to the tools themselves.

A Project Design Cycle



Discussion Questions

In the real world of project work, why do you think it is challenging to make decisions about unintended impacts (if at all)?

In a project cycle (like the one above or any other you use), when do you think you would or should use decision tools to help you make those decisions?

Decision tools can help programmers make principled decisions when faced with internal and external pressures.



Session 26. Motivations & 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.

Small Group Instructions

1. Reflect individually for about 15 minutes on whether anything you have discussed, seen, heard or thought about in this workshop is relevant to the motivation or barrier you raised in Session One. If you think those motivations or barriers are not relevant for any reason, feel free to come up with others, and consider the same question.
2. Coming together in groups (for the last time), share your thoughts, reminding others of your motivation or barrier, and describing whether and how this workshop has helped you in terms of your motivations or barriers. If it has not helped in any way, discuss why?
3. There is no report out in this session. Discussions are for the interest and value of small groups only.

Session 27. Evaluation of the Workshop. The facilitator will distribute evaluation sheets.