



Partners for Justice

***Facilitating for Women's Human Rights Education:
Training Workshop Final Report***

INTERNATIONAL HUMAN RIGHTS LAW GROUP

Morocco Field Office

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Maps: Morocco: Training Workshop Locations
Locations of Participating Organizations:

- Marrakech/Tansift El Haouz
- Southern Morocco (2 maps)
- Northwest Morocco
- Eastern Morocco
- Middle Atlas

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Funding for this innovative training series was generously provided by the British Embassy, Rabat, and the United States Agency for International Development.

I. TRAINING DATA

1. Trainers:

The *Facilitating for Women's Human Rights Education* workshops were designed, organized, and facilitated by the three-member team of the Morocco Field Office of the International Human Rights Law Group:

- Stephanie Willman Bordat, Program Director
- Saida Kouzzi, Legal Officer
- Houda Benmbarek, Program Assistant

2. Locations:

The workshops were repeated in 6 strategic regions across Morocco designed to reach a maximum of organizations located throughout the entire country (please see Table 1: *Workshop Locations, Dates, and Participating Organizations*).

3. Dates:

The training series began on Monday February 25, 2002 and ended on Tuesday April 2, 2002. Each workshop lasted 4 days, for a total of 24 training days (please see Table 1: *Workshop Locations, Dates, and Participating Organizations*).

4. Participants:

88 participants from 78 organizations located in 39 cities, towns, and villages across Morocco, with an average of 15 participants per workshop (please see Table 1: *Workshop Locations, Dates, and Participating Organizations*).

The participants represented a diversity of organizational types: human rights NGOs, women's advocacy organizations, local development associations, and women-run economic cooperatives; all-women organizations as well as mixed male-female organizations; and locally-based organizations as well as sections of national organizations.

The participants also came from a diversity of social, geographic and ethnic regions from throughout Morocco: major cities, small and mid-size towns, and villages in rural areas; Arab as well as Amazigh ("Berber") participants from all three Amazigh constituencies in Morocco: Tarafit (Rif mountains), Tamazigh (Middle Atlas mountains) and Tashelheit (High Atlas mountains).

All of the participants were women, and in the majority of cases, respected the detailed "Participant Profile" that accompanied the invitation to the training workshop.¹ The participants came from a variety of backgrounds and experiences, but most had some grassroots and/or facilitation experience. The majority of the participants were general literacy class teachers, violence counselors, social workers, health awareness educators, cooperative members, and schoolteachers. Most were relatively young (18 – 30 years old), and the majority indicated that it was either (a) the first time they had ever been at an all-women training workshop, or (b) the first time they had ever had the opportunity to attend a training, period!

¹ The 2 page « Participant Profile » detailed the personal qualities and professional capacities of the appropriate participant, to assure a participant with experience in (or the capacity to) facilitating groups of illiterate women.

5. Materials Distributed to Participants:

- *Making Human Rights Real: A Legal Literacy Program for Women in Morocco* - the 288-page Arabic language Legal Literacy program manual recently elaborated by the Law Group Morocco Field Office (1 per participant);
- *A Vote of Gold*: the illustrated booklet on women's voting rights recently produced by the British Embassy and the British Council, Rabat (50-75 copies distributed to each participant at the training workshop)²;
- *Making Human Rights Real: A Human Rights Education Program to Reinforce and Support Women's Participation in Public Life in Morocco* – developed by the Law Group Morocco Field Office as the 32-page companion guide to *A Vote of Gold* with relevant information and 8 human rights education sessions (1 per participant);
- Illustrated posters designed to accompany *A Vote of Gold* (2 per participant);
- Workshop Program;
- Law Group information packet, including brochures, flyers, and press articles;
- Training Program Report: Participant version in Arabic, sent to participants upon completion of training series, with selected photos.

² Following the workshops, each participating organization requested additional copies of the illustrated booklet, which the Law Group then shipped to them. The requests ranged from 200-2000 per organization.

II. TRAINING RATIONALE

The Law Group Morocco program conducted this series of training workshops on *Facilitating for Women's Human Rights Education* as an integral part of its initiative to increase legal literacy among women in Morocco.

Two new and innovative resources for human rights education for illiterate and semi-literate adult women have recently been produced in Morocco:

- (a) *Making Human Rights Real: A Legal Literacy Program for Women in Morocco* - the 288-page Arabic language Legal Literacy program manual recently elaborated by the Law Group Morocco Field Office;³
- (b) *A Vote of Gold*: the illustrated booklet on women's voting rights recently produced by the British Embassy and the British Council, Rabat.⁴

An intensive training program was necessary to ensure the widest possible distribution to and effective utilization of these materials by a maximum of organizations across Morocco.

The Law Group Morocco team identified the need to train members of local organizations to be human rights education facilitators for these programs. In particular, the team noted the need for an intensive training program that would develop the participants' capacities to:

- (a) facilitate human rights education for adult women: as noted in the Training Description, this innovative type of education necessitates progressive and unique facilitation methods unlike those currently used in other educational programs;
- (b) conduct outreach among previously underserved populations of women to recruit them to participate in these programs;
- (c) organize women beneficiaries into groups for human rights education sessions.

The need for women's human rights education in general, and on women's human right to participate in public life specifically, is even more critical with the upcoming general elections scheduled for the fall of 2002.

For the rationale behind and the need for legal literacy programs for women in Morocco in general, please see the English Summary of *Making Human Rights Real: A Legal Literacy Program for Women in Morocco*, pp. 7-8. These include the high levels of illiteracy among women in Morocco (42.4% of urban women, 82.3% of rural women) and the lack of knowledge of women's legal rights among the general population (only 11.7% of women have any knowledge of the Personal Status Codes).

³ With many thanks for the financial support of the United States Agency for International Development.

⁴ With many thanks for the financial support of the British Embassy, Rabat.

III. TRAINING DESIGN

1. Program Components:

The four-day training program was organized around the following components:

(a) *Legal literacy/human rights education for women:*

- i. Legal Literacy for Women: Definition and Objectives
- ii. Human Rights Education for Illiterate and Semi-Literate Adult Women: Methods and Activities
- iii. The Role of the Facilitator, Practical Facilitation Techniques and Strategies

(b) *Women's human rights topics:*

- i. Introduction to women's human rights and oneself as subject of rights
- ii. Introduction to the international and national sources of women's human rights
- iii. Women's human right to participate in public life, focusing on electoral and voting rights, political participation, and decision-making

(c) Presentation and use of *Making Human Rights Real: A Legal Literacy Program for Women in Morocco*: the 288-page Arabic language Legal Literacy program manual recently elaborated by the Law Group Morocco Field Office;

(d) Presentation and use of *A Vote of Gold*, the illustrated booklet on women's voting rights recently produced by the British Embassy and British Council, Rabat;

(e) *Workshop Follow-up and Program Implementation:*

- i. Identification of Target Populations and Outreach Strategies
- ii. Elaboration of Community Action Plans

(f) *Internet training:*

The Law Group Morocco office has made increasing Internet skills among local organizations a priority ever since the inception of the Morocco program in the spring of 2000, focusing in particular on developing e-mail communications, electronic networks, and cyber-advocacy skills among women's rights activists. The Law Group Morocco office launched this initiative through a series of cyber-activism training workshops entitled "Wired for Women's Rights" in 4 strategic regions around the country from October 2000 – February 2001. In December 2001 the Law Group Morocco office launched its weekly electronic newsletter with the same title, diffusing information on women's human rights in Morocco and internationally to an e-network of over 250 activists and organizations across the country.

During this current training series, Houda Benbarek, Law Group Morocco Program Assistant took the initiative to organize training sessions for the workshop participants on e-mail and Internet use. She reserved local cybercafes for several hours in the evenings – once or twice during each workshop – during which she taught the participants how to navigate the Internet and use e-mail. She also took this opportunity to create e-mail accounts for those participants without e-mail addresses.⁵

⁵ Over 2/3 of both the participants and organizations did not have e-mail addresses prior to these workshops.

2. Program Methodology:

The workshop activities were organized to assure a diverse combination of:

- (a) formal presentations;
- (b) small group work with rapporteurs;
- (c) modeling by the trainers to demonstrate material covered in (a);
- (d) practice by the participants to apply what learned in (a) and (b).

When dividing the participants for small group work, instead of going around the room and having the participants call out numbers (1, 2, 3, 4) or fruits (banana, apple, strawberry, orange), in order to encourage a human rights culture we divided them into “Declaration, Covenant, CEDAW, and Constitution.” This gave the participants the opportunity to familiarize themselves with the major human rights instruments – and they were very enthusiastic about organizing themselves into groups by calling out the names of their respective documents. We integrated small work group into most of the workshop sessions (creating new groups each time) in order to encourage “circulating” among the participants so that they had the opportunity to interact with and get to know each other, as well as to provide maximum opportunities for participant expression and discussion.

Each small group discussion was followed by a flip-chart presentation by a spokesperson for each group in a plenary session. This gave the participants the opportunity to develop their speaking, leadership and presentation capacities. As different participants were selected as spokespeople each time, all of the participants had the opportunity to speak in front of the larger group.

The training was conducted in both French and Arabic. Participants worked in the language with which they were most comfortable. Saida made all of her presentations in Arabic. Stephanie made her formal presentations in French but answered questions, participated in discussions, and interacted otherwise with the participants in Arabic.

With the exception of the first day, when the Law Group team led the “warm-up” activity, the participants themselves were responsible for conducting warm-up activities at the beginning of each morning and afternoon session. This added to the feeling of “participant ownership” of the workshops, encouraged creativity (and laughter), and allowed the training team as well as the participants to enrich their repertoire of group education activities.

IV. TRAINING DESCRIPTION

Day 1 (evening):

Registration and Welcome of Participants

(Time: 1 hour)

1. Introductions

Introduction of the Law Group and its programs in Morocco. Presentation of each participant and description of their respective organizations.

2. Program

Presentation of workshop program, logistics.

Description: Stephanie, Saida and Houda welcomed the participants and made a presentation of the Law Group and its programs in Morocco. Each participant in turn presented herself, her position in the organization she represented, and a brief description of the organization. Stephanie distributed and explained the workshop program, and Houda explained various logistical and administrative matters.

To close the session, the Law Group team led the participants in an activity designed to help the participants remember each other's names, and feel at ease with each other. Going around the table, each participant said her own name, and then the name of every participant who preceded her. As a result, the participants who began the activity had fewer names to remember, while as the activity went around the table the number of names to remember gradually increased until the turn of the final participant, who had to remember the names of everyone in the entire group.

Notes: Gathering all of the participants together in the evening prior to beginning the actual training the next day presented several advantages. It gave the participants the opportunity to begin to get to know each other, "break the ice", and establish from the outset the atmosphere of group solidarity, warmth and openness necessary to a positive workshop experience. The closing activity in particular generated a lot of laughter.

Beginning with a session in the evening preceding the actual training also presented the practical advantage of assuring that all of the participants arrived in time to begin the workshop the following day.

Finally, it avoided the frequent situation of beginning the first day of a training workshop with individual introductions and organizational presentations, which often take up a considerable amount of time. With this schedule, we were able to ensure an efficient start to the actual training the first thing the following morning.

Day 2:

1. Activity: Defending Our Rights

(Time: 2 hours)

Description and analysis of participants' personal experiences defending their human rights.

Note: This activity translated from the English and adapted from Local Action/Global Change: Learning About the Human Rights of Women and Girls, Julie Mertus with Nancy Flowers and Malika Dutt, (UNIFEM 1999), p. 12.

Description: Saida led the participants in this two-part activity. In small groups of 3-4, the participants each shared a personal experience of a time they stood up for themselves as a person entitled to fairness and dignity and defended their human rights. Using the flip chart, Saida presented a list of elements to include when telling the stories. Each small group selected one member to present her story to the entire group. After presentation of the four selected stories to the larger group, the participants returned to their small groups and analyzed the diverse factors that empowered them to stand-up for themselves. Using the flip chart Saida presented a list of social, economic, cultural and personal factors to consider in analyzing the stories. Each small group chose a reporter to present their list of empowering factors on the flip chart to the entire group. Then the participants compared and analyzed the 4 lists and the role of each factor in empowering women to defend their human rights.

Notes: This activity enabled the participants to continue the process of getting to know each other, and encouraged them to share experiences and communicate openly. More importantly, it set the groundwork for the rest of the training by establishing the conceptual framework of human rights education for women:

- (a) *Situating the problem in one's own Personal Reality* (the starting point for all of the legal literacy program sessions)
- (b) *to analyze the Empowering Factors* (the creation of a structure and environment to develop these factors is the primary role of legal literacy programs for women);
- (c) *that enable women to Defend their Human Rights* (the development of women's capacities to defend their rights is the overall objective of legal literacy for women).

2. Presentation and Discussion: Defining Legal Literacy (Time: 90 minutes)
Small group work to elaborate a definition of legal literacy. Each group presents its definition. Presentation of the definition and objectives of legal literacy for women.

Description: The participants worked in small groups to brainstorm a list of definitions and objectives of legal literacy for women. Each group presented its list on the flip chart. Stephanie explained the link between the previous activity (*Defending Our Rights*) and the definition of legal literacy for women (see the three points in *Notes*, above) to make the transition to her formal presentation on the Definition and Objectives of Legal Literacy for Women.

Stephanie began by explaining that for the purposes of the *Law Group Morocco* programs, the terms “legal literacy” and “human rights education” can be used interchangeably. During the 16-months in which the program was elaborated, the Law Group team remarked several misconceptions about the program due to the term “legal literacy”:

- (a) the word “legal”: people tended to think that the program was limited to transmitting legal information to program beneficiaries, through presentations made by legal “experts” such as jurists and lawyers;
- (b) the word “literacy”: people often had the impression that legal literacy is conducted in general literacy classes, with the teacher replacing phrases such as “Fatima went to the market” with “legal” phrases such as “Mohammed hit Fatima” to teach program beneficiaries how to read and write.

With the use of pre-prepared flip chart materials, Stephanie made a presentation on:

1. The Legal Basis for Legal Literacy Programs: Moroccan and international human rights law
2. Legal Literacy: what it is NOT
3. Legal Literacy: Definition and Objectives
4. The Role of Legal Literacy in:
 - (a) human rights advocacy and social change

- (b) economic development
- 5. Advantages to Organizations in Implementing Legal Literacy Programs

Please see Making Human Rights Real: A Legal Literacy Program for Women in Morocco (Arabic language Program Manual pp. 8-15 or English Executive Summary pp. 4-7) for more details on the content of this presentation.

Notes: By beginning with small group work to elicit the participants' ideas about legal literacy, we were able to assess the level of their knowledge, bring their conceptions (or misconceptions) about legal literacy out into the open and address them accordingly in the formal presentation, and set the basis for establishing consensus around a group definition. This participatory brainstorming activity also broke the rhythm of what would otherwise have been a one-way presentation, and created another opportunity for the participants to express themselves.

- 3. Presentation:** *Legal Literacy Program Manual* (Time: 90 minutes)
Description of and information about the elaboration and organization of the legal literacy program manual and sessions.

Description: With the use of prepared flip-chart materials, Stephanie introduced the new Law Group Morocco 288-page manual *Making Human Rights Real: A Legal Literacy Program for Women in Morocco*, and made a presentation on:

1. The Program Manual Elaboration
 - (a) Why?: reasons identified during the Needs Assessment in summer 2000
 - (b) By Who? members of the Law Group Morocco Working Group on Legal Literacy
 - (c) How?: the process, number and content of Working Group meetings, timeline
2. Program Manual Organization and Table of Contents (in detail)
3. Program Session Topics: 35 2-hour sessions in 9 chapters organized around women's human rights themes
4. Lesson Plan Structure and Organization: explanation of how each program session is structured and organized.
5. Legal Reference Sheet Structure and Content: description of the legal reference sheet that accompanies each session's lesson plan and the legal elements it contains.

Stephanie explained that:

- (a) the program is designed to be flexible, depending on the facilitator's creativity and flexibility to modify the session activities and legal information according to the interests and level of the beneficiaries;
- (b) once the facilitator has finished the first 8 program sessions in the Introductory Chapter, she can hold the following program sessions with the beneficiaries in any order desired, according to their priorities and interests;
- (c) the facilitators are encouraged to enrich and expand the program by adding sessions with additional women's human rights themes not yet included in the program, making sure that each new session's Lesson Plan and Legal Reference Sheet follows the standard structure and contains all of the elements presented.

We then distributed one copy of the Program Manual to each participant, and took the participants through the 7 appendices together to explain the content and use of each one.

Please see Making Human Rights Real: A Legal Literacy Program for Women in Morocco (Arabic language Program Manual pp. 15 – 18, 33-35 or English Executive Summary pp. 4, 7-8, 9-12 for more details on the content of this presentation.

Notes: This session was designed to ensure maximum comprehension of the Program Manual structure and contents by the participants, give them the tools necessary to take maximum advantage of the Manual, and provide them with a framework for modifying and adding sessions to enrich the program.

4. Activity: *Introduction to women's human rights*

(Time: 2 hours)

The participants familiarize themselves with one of the Program Manual sessions and begin reflecting on women's human rights.

Description: In this simulation session, Saida assumed the role of a legal literacy program facilitator, while the participants assumed the roles of actual program beneficiaries, mainly women from more "traditional" backgrounds with little to no reading or writing skills. Saida led the participants through the first session in the two *Making Human Rights Real* publications, designed to introduce beneficiaries to basic human rights concepts and to themselves as a subject of human rights. This session contains the following steps:

- (a) *Expectations:* Going around the room, each participant expresses her expectations of the workshop;
- (b) *Brainstorming:* In the large group, participants brainstorm a list of things all human beings need (ex: work, food, shelter, health, etc).
- (c) *Analysis:* The participants are divided into small groups, each group chooses one of the above-listed needs, and discusses what is necessary to and how they can fulfill that need (what comes out is the need for and fulfillment of the other needs, for example, to have health people need food and shelter, etc.) Each group presents the conclusions of their discussion to the larger group.
- (d) *Discussion:* The facilitator leads the group in a discussion centered around the following questions:
 - i. How important are each of these needs?
 - ii. Are these needs currently fulfilled in Morocco? Why not?
 - iii. Who has heard of "human rights"? What do they mean? Where do they come from?
- (e) *Presentation:* The facilitator makes a simplified presentation on the definition of human rights, where they come from, and what the *Universal Declaration of Human Rights* and the Moroccan Constitution say about them.
- (f) *"Barbie Doll" activity:* The participants are divided into small groups, and each group is given a "Barbie" type-doll, pulled apart into individual body part pieces. Each group has to put together their doll to create a complete human body. However, only one group will have all of the necessary pieces – the other groups will be missing the head, an arm, a torso, etc. Each group presents their doll to the group and analyzes whether or not there is a complete human body or not. The facilitator this activity to explain and illustrate the idea that just like with the human body that needs all of its parts, the "body" of human rights also needs all of its parts, since human rights are interdependent and interconnected.
- (g) *Closing discussion:* The facilitator leads a group discussion around the following questions:
 - i. Do women and men enjoy their human rights equally in Morocco?
 - ii. If not, why?

Please see *Making Human Rights Real: A Legal Literacy Program for Women in Morocco* (Arabic language Program Manual pp. 36-44) for the entire text of this session and the accompanying Legal Reference Sheet.

Notes: In this session, we were able to demonstrate to the participants through a real-life simulation the previous presentation on the structure and contents of a typical legal literacy program session. Saida set the stage for the following day by modeling appropriate legal literacy facilitation techniques. The participants were sensitized to the challenges of facilitating groups of women beneficiaries.

Through the role-play, the participants were encouraged to take the perspective of the beneficiaries in order to reflect on ways to make the program responsive and meaningful for them. Finally, the session ensured that the participants were well-grounded themselves in women's human rights concepts before transmitting them to others!

During the "expectations" section of this session, many of the participants interestingly said that they attended the training to learn about their own legal and human rights. (This despite the detailed 2-page training invitation with supporting materials explaining that the training program was on "Facilitating human rights education for women"). Stephanie was able to build on this the following day during her presentation by explaining that the program facilitators, rather than waiting for a formal training, could take charge of their own human rights education in a more empowering, egalitarian and participatory manner by (a) reading the Legal Reference Sheets for each program session, and (b) Facilitating human rights education sessions for women beneficiaries in their community, in which they can explore and learn about women's rights from each other together in a group partnership, rather than from an outside "expert" presentation.

Homework: We closed the session by distributing copies of *A Vote of Gold*, the British Embassy and British Council's illustrated booklet on women and voting, and asked each participant to prepare a list of themes contained in the booklet for the following day.

Day 3:

- 1. Presentation:** *Activities used in human rights education* (Time: 2 hours)
Description and demonstration of activities used in the program.

Description: The participants worked in small groups to brainstorm a list of all of the group education techniques they know of for working with adult beneficiaries with limited reading and writing skills. Each group presented their list on the flip chart. With the use of pre-prepared flip-chart materials, Saida presented a list of 20 activities integrated into the legal literacy program sessions, explaining the objectives and the procedures for each activity. Some examples include role-plays, debates and negotiations, case studies, image interpretation, and psychodramas. To illustrate several of the activities Saida led the group through the actual activity, including an energizing closure through the use of the "Talking Wheel." Here the participants form two concentric circles facing each other, holding hands, and speak to the person facing them in the other circle about a given topic. The circles "circulate" in a given direction to change talking partners at the instructions of the facilitator.

Please see Making Human Rights Real: A Legal Literacy Program for Women in Morocco (Arabic language Program Manual pp. 27-31) for the entire list of activities used in the program and described in this session.

- 2. Presentation:** *Facilitating for women's human rights education.* (Time: 90 minutes)
The role of the facilitator and practical facilitation strategies.

Description: With the use of prepared flip-chart materials, Stephanie made a presentation on:

1. Facilitating Women's Human Rights Education
 - (a) Reminder of the program methodology
 - (b) Reminder of the program objectives
 - (c) The personal qualities of a good facilitator
2. The Role of the Facilitator: What the Facilitator is NOT
3. The Role of the Facilitator: What the Facilitator IS
4. Facilitation Strategies and Practical Techniques to:

- (a) create an effective group dynamic;
- (b) create a democratic, non-hierarchical and inclusive group climate;
- (c) encourage participant possession of the program;
- (d) promote a human rights culture within the group.

As part of this presentation, Stephanie emphasized that facilitating women's human rights education differs from other forms of formal or informal education such as in schools or general literacy classes, in its content, objectives, methods, and desired results. While the presentation contains numerous facilitation techniques and practical suggestions for various situations, facilitating human rights education is as much a state of mind as a laundry list of concrete strategies. In facilitating women's human rights education, the facilitator needs to be especially conscious not to reproduce a hierarchical relationship between herself and the program beneficiaries that would create the impression that she is the expert, and that the beneficiaries are "ignorant" women seeking "assistance." Such an approach would only serve to reinforce the cycle of dependence women live in every day, and is completely in contradiction with the objectives of the program.

In between the presentations numbers 3 and 4 (above) the participants worked in small groups to brainstorm a list of "Bad Group Behaviors" that people commit in conferences, trainings, meetings, workshops, and other group experiences (for example, not turning off your mobile phone, having conversations with your neighbor when someone is speaking, interrupting, insulting other people, dominating the discussion, and showing off). Each group presented its list on the flip chart to the entire group.

Stephanie used the lists to make the transition to the 4th part of the presentation, explaining that one of the roles of the facilitator is to promote an effective group dynamic. These "Bad Group Behaviors" are at once annoying, an obstacle to effective learning and group decision-making, and examples of a lack of respect of others' human rights. In the presentation of facilitation strategies to create an effective group dynamic, Stephanie focused on those management techniques that develop group responsibility and participant self-awareness rather than facilitator "discipline" or control.

Throughout the presentation of practical facilitation strategies and techniques to achieve the four above-listed goals, Stephanie emphasized that in women's human rights education the methodology and facilitation approach needs to be consistent with the subject matter – i.e. with human rights – and that both the facilitator's approach and the participants' behaviors need to respect and promote human rights within the group, create a warm and respectful group dynamic, and ensure learning and personal development by all participants on an equal basis.

Please see Making Human Rights Real: A Legal Literacy Program for Women in Morocco (Arabic language Program Manual pp. 19–26) for more details on the content of this presentation.

Notes: This was perhaps the newest – and the most difficult - part of the training for the participants. Many of them came with experiences and approaches from other types of group facilitation or education, such as formal literacy classes. In the "practice sessions" the next day most of the facilitators indicated their difficulty in going against instinct and working with progressive, non-authoritarian group management methods.

3. **Activity:** *Introduction to the sources of law used in the program.* (2 hours)
The participants familiarize themselves with a second session from the program manual and learn about the sources of women's human rights in Morocco to use in program sessions.

Description: In this second simulation session, Saida again assumed the role of a legal literacy program facilitator, while the participants assumed the roles of actual program beneficiaries. Saida led the participants through a second session in the Legal Literacy Program Manual, designed to

introduce beneficiaries to the different legal sources of women's human rights and their hierarchy in Moroccan law. This session contains the following elements:

- (a) *Case Study*: The facilitator reads a fictional story about a young girl, Nadia, who comes from a completely dysfunctional extended family living together in one house. The facilitator asks the participants: What is wrong with this family? The participants discuss the disorder and chaos that exists in this family, because of (i) the lack of certain rules, (ii) abusive, illogical or arbitrary rules, and (iii) certain rules that are applied in a discriminatory manner within the family. The facilitator explains that just as fair and non-discriminatory rules are necessary within the family, fair and non-discriminatory rules (laws) are needed to prevent chaos and disorder within society. Then the facilitator asks, are the human rights of the different family members protected in this family? The participants discuss the different human rights that are violated within the family, and the facilitator explains that likewise rules (laws) are necessary within the larger society to promote and protect people's human rights.
- (b) *Discussion and Analysis*: The facilitator shows the participants 5 photos: Nadia, her parents, her grandparents, her uncle/aunt, and her older siblings. She tells the participants, one day Nadia brings home from school an invitation to go camping with a youth group. Who does she ask to ask permission from to go on this trip? What if they are away or absent – who should she ask then? According to the participant responses, the facilitator arranges the photos in a vertical line that represents the “chain of authority” within the family (usually the parents, followed by the grandparents, then the aunt/uncle, and then the older siblings).
- (c) *Presentation*: The facilitator explains that just as there is a chain of authority within the family, there is a chain of authority with rules in Morocco. She shows the participants 4 pictures representing international human rights law, the Moroccan Constitution, Moroccan laws, and customs, and places them in a vertical line from top to bottom in this order. She says that this is the hierarchy of rules in Morocco, describes what each source is and where it comes from, and compares it with the vertical line of photos representing the family chain of authority: “Just as the parents are the supreme authority figure in the family, international human rights law is the supreme authority in Morocco, just as the aunts and uncles need to be respect the parents' rules, laws need to respect the Constitution,” for example).
- (d) *Small group work*: In small groups the participants analyze the consequences in the family if different members of the family hierarchy disagree as to whether Nadia should go on the camping trip, and what Nadia should do to be able to convince her family she should go. After each group presents the results of their discussions to the others, the facilitator leads the participants in a discussion making analogies between:
 - i. the need for consistency and respect between the different sources of law, just as within the family (i.e. the Constitution has to respect international human rights law)
 - ii. “advocacy” strategies within the family (i.e. Nadia will make arguments, bring in allies, engage the family members who support her to pressure and intervene with the members who don't support her) and advocacy strategies in the larger society for legal reform.

Please see *Making Human Rights Real: A Legal Literacy Program for Women in Morocco (Arabic language Program Manual pp. 62-73)* for the entire text of this session and the accompanying *Legal Reference Sheet*.

Notes: In this session, we were able to demonstrate to the participants through a real-life simulation the previous presentation on facilitation techniques and practical strategies for human rights facilitation. The session also ensured that the participants were well-grounded themselves in the legal sources of women's human rights and their place in Moroccan law before transmitting them to others!

4. Presentation: *Illustrated booklet on women's electoral awareness.* (30 minutes)
Description and information on the elaboration and organization of the booklet.

Description: Stephanie made a brief presentation on *A Vote of Gold*, the illustrated booklet on women's electoral awareness and voting rights, recently produced by the British Embassy and the British Council/Rabat. She explained the timeline and the process by which the booklet was elaborated, and described the different actors who contributed to the booklet's production.

Notes: Given the politicized nature of Moroccan civil society, and the current charged atmosphere surrounding the elections planned for this fall, this was definitely the most delicate session – and the key to the success of the training program. Many of the participants either had clear political party affiliations or were part of the “boycott” crowd that consider any discussion of or participation in the electoral process as a form of “collaboration.” We were able to diffuse potential problems from the beginning by situating the illustrated booklet and the program in the framework of women's human right to participate in public life. This worked in the vast majority of cases, and questions and remarks such as “What was the motive behind the production of this booklet?” were kept to a minimum. On a couple of occasions participants intervened with their own opinions – the two most frequent comments being:

- (a) since the system is corrupt people should boycott the elections, and NGOs should not do electoral awareness with women, since that would be tantamount to “collaboration”;
- (b) the booklet stereotypes women since there are only illustrations of male candidates.

The training team responded to these remarks by explaining that these are the participants' own opinions, which they were able to form themselves after a long process of education, reflection and intellectual development. In human rights education, the program beneficiaries have the human right to go through the same analytical process as the “activists” to arrive at their own conclusions.

The back cover of the illustrated booklet, in which only male candidates are depicted, was initially the major source of criticism among Moroccan civil society of the booklet. The *Law Group* training team managed to turn this “weakness” into one of the “strengths” of the program – indeed the “hit” of the entire educational program surrounding the booklet. The team chose this illustrated back cover as one of the images to blow up as a poster and distribute to the training participants as an integral part of the session on “Image Interpretation” in the accompanying *Law Group* educational materials. In this session, the program beneficiaries themselves analyze the poster, and (hopefully) arrive at the same conclusion as the “activists” – that there are no women candidates depicted. The training team pointed out to the participants that (a) the beneficiaries have the human right to reach this conclusion through a reflective process, and (b) that as a pedagogical methodology, it is more meaningful for the beneficiaries to reach this conclusion themselves rather than to have the facilitator “impose” it directly herself.

Finally, the Law Group training team used this as an example of effective human rights advocacy in general, pointing out that often it is more effective to take advantage of a “weakness” and transform it into a “strength” rather than to merely criticize something and reject it outright.

5. Activity: *Identification of the themes in the booklet.* (90 minutes)
Reading of the booklet by a participant. Participants brainstorm a list of themes in the booklet. Presentation of the Law Group educational materials designed to accompany the booklet.

Description : One of the participants read out loud the illustrated booklet *A Vote of Gold*. In small groups the participants compared the lists of themes and concepts in the booklet each one elaborated individually as homework the previous day. Each group presented its list on the flip chart to create a unified list of themes and contents in the booklet that can be expanded on and used in women's human rights education sessions.

Saida presented the list of themes used to develop *Making Human Rights Real: A Human Rights Education Program to Reinforce and Support Women's Participation in Public Life in Morocco*, a 31-page book with 8 popular education sessions and supporting resource material on women's human right to participate in public life, developed by the Law Group Morocco office to accompany the illustrated booklet. Saida explained the organization and content of the book, and we distributed a copy to each participant.

Please see Appendix 3 for the English summary of this booklet.

Stephanie then outlined the program for the following day, which in large part consisted of "role play" sessions where several participants themselves volunteered to be the program facilitators for the rest of the group of "beneficiaries." These role play sessions focused solely on women's human right to participate in public life, based on the Law Group Morocco book *Making Human Rights Real: A Human Rights Education Program to Reinforce and Support Women's Participation in Public Life in Morocco*.

Although the original program contained only 2 of these "practice sessions," enthusiasm was such that at all of the six workshops the participants themselves requested us to add additional simulation sessions, to give more people the chance to practice being program facilitators.

In plenary, and without input from the Law Group training team, the participants:

1. Decided how many practice sessions they wanted to squeeze into the following day (this varied between 3-4 one-hour practice sessions per workshop);
2. Selected two participants to facilitate each session (one of the techniques Stephanie encouraged and explained during her previous presentation was co-facilitation), for a total of 6-8 participants who volunteered to be "facilitators" at each workshop;
3. Chose the program sessions to conduct from among the 8 sessions on women's human right to participate in public life contained in the Law Group materials developed to accompany the illustrated booklet (between 3-4 depending on how many sessions the group decided to do). The most popular educational sessions chosen to practice with were *Corruption, Image Interpretation, Making Decisions without Women, and Obstacles to Women's Political Participation*.

Homework: All of the participants read pages 19-26 of the Legal Literacy Program Manual to review the Facilitation Techniques and Practical Strategies for women's human rights education as discussed in Stephanie's earlier presentation. In addition, the volunteer "facilitators" prepared their sessions for the next day – leaving at the end of this day with flip chart paper, markers, and other necessary materials.

Day 4:

- 1. Presentation:** *Women's human right to participate in political life.* (2 hours)
Information on Moroccan and international human rights laws on women's right to participate in political life.

Description: Saida led the participants in an interactive presentation on women's legal rights to participate in political life, which included information on selected national and international texts, historical facts and examples, and relevant statistics. Stephanie also contributed with comparative examples and illustrations from different countries.

- (a) Dates that various countries around the world gave women the rights to vote;

- (b) The % of women representatives in different national Parliaments (including the countries that have met the goals established in the Beijing Platform of Action);
- (c) Relevant articles from international human rights law:
 - (i) Universal Declaration of Human Rights
 - (ii) International Covenant on Civil and Political Rights
 - (iii) Convention on the Political Rights of Women
 - (iv) CEDAW;
- (d) Moroccan law:
 - (i) Constitution
 - (ii) Elections law.

Throughout the presentation on the different laws, Saida led the participants in a comparative gender analysis of the texts, focusing especially on the difference between equality and non-discrimination. Special attention was also given to the fact that Moroccan law has varying ages of legal majority according to the context:

- (a) legal age for marriage (girls): 15
- (b) criminal majority: 16
- (c) civil majority: 18
- (d) voting age: 20

After presentation and analysis of the different laws, the participants worked in small groups to elaborate their own “law” that would protect and promote women’s right to participate in political life. Each group presented their “law” to the rest of the participants with the use of the flip chart.⁶

Notes: This activity helped the training team assess the level of knowledge among the participants of the various international human rights laws. It also identified and broke certain stereotypes and misperceptions that the participants often had about which countries are most progressive on women’s political participation – many participants for example had the impression that the United States and France were among the first countries to give women the right to vote and/or have large percentages of women in the national legislatures! It allowed the participants to begin the process of examining and understanding the difference between “equality” and non-discrimination” – a distinction that was new for the vast majority of them. Finally, it allowed the training team to situate the women’s political participation awareness-raising program in an “objective” international human rights and legal context. By framing the discussion squarely around women’s human rights we were able to avoid the session degenerating into partisan debates.

2. Activity: Practice human rights education sessions (3-4 hours)
Teams of two co-facilitators lead the group of participants in a session on women’s human right to participate in public life.

Description: In these “role play” sessions, several participants themselves volunteered to be the facilitators for the rest of the group of “beneficiaries” of a women’s human rights education program. These “real-life” simulation sessions focused solely on women’s human right to participate in public life, based on the Law Group Morocco book *Making Human Rights Real: A Human Rights Education Program to Reinforce and Support Women’s Participation in Public Life in Morocco*, designed to accompany *A Vote of Gold*.

In each workshop, teams of two participants co-facilitated 3 - 4 simulation sessions, depending on the decision made by the group the previous day, for a total of 6 – 8 participants who volunteered to practice facilitating. Among the 8 sessions on women’s human right to participate in public life

⁶ The Model « Laws » elaborated by the small groups in all 6 workshops were compiled afterwards into one document and distributed in the Arabic language final report to all of the training participants.

contained in the above-mentioned Law Group Morocco materials, the most popular educational sessions chosen to practice with were *Corruption*, *Image Interpretation* (using the posters designed to accompany *A Vote of Gold*), *Making Decisions without Women*, and *Obstacles to Women's Political Participation*.

The objectives of these “role-play” sessions included:

- (a) to give participants the opportunity to apply the practical facilitation techniques presented during the training (and to put them in “real-life” situations where their instincts would be tested!);
- (b) to sensitize the participants to the challenges of facilitating diverse groups of women beneficiaries;
- (c) to encourage the participants to take the perspective of diverse beneficiaries in order reflect on ways to make the program responsive and meaningful for them;
- (d) to explore numerous aspects of women’s human right to participate in public life.

Many of the “practice facilitators” worked extremely hard the previous night to design and prepare materials for their sessions, including drawings, illustrations and pictograms with the flip chart paper and markers.⁷ Each “role-play session” lasted 1 hour.

Notes: These simulation sessions were definitely THE HIGHLIGHT of the entire workshop. As one participant said afterwards, “I have never laughed so hard while learning so much in my entire life!” The participants playing the “program beneficiaries” demonstrated incredible acting skills, enthusiasm, knowledge of and sensitivity to women at the grassroots level, and energy. (The participants playing the “program facilitators” equally demonstrated patience, calm and good humor in the face of diverse groups of unruly “beneficiaries”!)

All of the participants assumed their role as program “beneficiaries” with amazing ease, modifying their body language, behavior, vocabulary, and manner of speaking.

In addition, many of the participants playing the role of the “program beneficiaries” further demonstrated their creativity by assuming different “roles” for each session, and even bringing appropriate “props” to the sessions! To assume different roles, the participants built on their own real-life experiences and challenges with groups of women beneficiaries they work with in their communities in the context of other programs (general literacy classes and health awareness sessions, for example). The three-member Law Group Morocco team also participated as “program beneficiaries” in all of the practice sessions, and our repertoire of “roles” to use grew larger with each workshop as we were inspired by the other participants.

The various roles assumed to challenge the program “facilitators” and identify the “beneficiaries” reactions, prejudices and stereotypes included⁸:

- (a) “Mom”: the woman who attends classes with her disruptive little children (in this case with 1-2 participants playing the role of the children - props included a milk bottle, Kleenex, Barbie dolls, a blanket, paper and magic markers, and candy);
- (b) “Hajja”: the woman who comes back from the pilgrimage to Mecca with bags of Saudi fabric to sell to the other program beneficiaries - in the middle of the class (props included a suitcase with fabric, scarves, etc.);

⁷ The participants were so creative and hard-working that these materials were saved after each session, scanned, and printed to include in the Arabic language final report for the training participants.

⁸ We insist again on the fact that all of these roles were inspired by the participants’ real-life experiences working with groups of women beneficiaries.

- (c) The Smuggler: a variant on the above – the woman who deals in smuggled goods from Spain and arrives in class with bags of merchandise to sell (props included a bag, leather shoes, foodstuffs, beauty products, etc.);
- (d) The Prostitutes: in the role play usually dressed and behaving in a “shameful” manner, winding up the other participants, making sexual comments, being the target of insults, stereotypes and other prejudicial remarks by the other participants (props included cigarettes, make-up kit, and chewing gum);
- (e) Amazigh women: women who only speak an Amazigh (Berber) dialect and not Arabic, who arrive in class (complete with “traditional” Amazigh clothes and face tattoos) to not understand anything the facilitator or the other participants have to say, and be met with exclusion and insults from the other participants;
- (f) The Physically-Challenged: women who are either visually impaired or hearing/speech impaired (props included dark sunglasses, a cane, and a seeing-eye dog);
- (g) The Flirt: women who attend all-women group activities to meet and flirt with potential love interests, spending most of the session time sending love notes, blowing kisses, and arranging rendez-vous;
- (h) The “Connected” Wife: a woman married to a high-placed authority figure in the community (usually the police chief, head administrative official, or politician) who makes the other participants uncomfortable;
- (i) The “Fundamentalist”: the religious extremist woman who comes to all-women’s groups to “preach the good word”, and/or threaten the participants/facilitators, pray in the middle of the session (props included a full-body veil);
- (j) The “Caterer”: the woman who shows up at class with a basket full of homemade “cakes” to pass around (props included napkins and leftover hotel bread).

In addition, the participants enriched the simulation sessions through a variety of disruptive group behaviors – setting their mobile phones to ring, arriving late, leaving early, or having male members of their family arrive (usually “angry” at their participation in such a program) to take them out of the session and escort them “home.”⁹

3. Evaluation

(90 minutes)

The participants evaluate the simulation sessions on women’s human right to participate in public life.

Description: With the assistance of pre-prepared flip chart materials, Stephanie reminded the participants of the role of the program facilitator, and the practical techniques and strategies she can use to:

- (a) create an effective group dynamic;
- (b) create a democratic, non-hierarchical and inclusive group climate;
- (c) encourage participant possession of the program;
- (d) promote a human rights culture within the group.¹⁰

The participants were divided into four small groups, and each group was assigned one of the above four elements to assess and evaluate the simulation sessions. Stephanie emphasized that the groups were to analyze the 3-4 sessions as an overall whole, and not to conduct an analysis session by session. Each of the four elements had a list of practical facilitation techniques and strategies used to encourage, create, or discourage certain behaviors. For each technique, strategy, and behavior, the groups analyzed all of the sessions mixed together to identify instances of:

⁹ The Law Group driver and various male personnel at the hotels were recruited into these roles.

¹⁰ The topic of a presentation the previous day, reinforced by the homework assignment to read the Practical Facilitation Guide in the Legal Literacy Manual.

- (a) when, how and why the technique or behavior existed;
- (b) when, how and why the technique or behavior did not exist,

giving concrete and specific examples for each point. Stephanie also emphasized that the point of the evaluation was not to assess the individual facilitators, but to evaluate the group dynamics and behaviors as a whole: did the facilitators as well as the “beneficiaries” respect the above-four elements necessary to successful human rights education?

The participants worked in small groups to elaborate their evaluation. Each group presented their evaluation to the entire group, with input from the other participants and the Law Group Morocco team, who made the link between each of the different beneficiary “roles” and the different elements. One can cite as just a few illustrations of the many elements included in the detailed, in-depth evaluations:

- (a) *create an effective group dynamic:*
 - (i) instances of positive or ineffective participant behaviors (described above);
 - (ii) facilitators who encouraged the group to establish their own rules, or “did the mirror” to reflect back to the participants their own bad behavior, versus the facilitators who clapped their hands and yelled “Shut up everybody!”
- (b) *create a democratic, non-hierarchical and inclusive group climate:*
 - (i) participants who addressed the facilitator as “teacher” – facilitators who accepted this versus facilitators who corrected them (“My name is not ‘teacher’ – it’s Fatima”);
 - (ii) participants who asked the facilitator questions – the facilitators who threw the question back to the group versus those who answered every question like an “expert”;
 - (iii) inclusiveness: RICH topic for discussion as there were many opportunities for the “right to diversity and difference” to be either respected or violated. Among the many examples:
 - “beneficiaries” and “facilitators” who made efforts to accommodate the physically challenged participants by assisting them to sit down, offering to translate the program into sign language or describe out loud the visuals, versus those who screamed that the “seeing-eye” dog should be excluded since “Dogs are against the religion, are the devil, etc.”;
 - bilingual “beneficiaries” who offered to translate from Arabic to Amazigh for the “Amazigh” women, versus those who complained that the non-Arabic speakers should be excluded since their presence was disruptive;
 - facilitators who took advantage of the presence of these diverse groups of women to enrich the program and encourage the “beneficiaries” to reflect on the universal nature of human rights, versus those who asked the “different” people to leave the session since “homogenous groups are better”!
- (c) *encourage participant possession of the program:*
 - (i) facilitators who introduced themselves, presented the program, and solicited participant expectations at the beginning versus those that did not;
 - (ii) participants who kept referring to “your program” or “your association” to the facilitators, who either did or did not correct them.
- (d) *promote a human rights culture within the group:* (another very RICH topic for discussion)

- (i) the use of stereotypes and generalizations: especially present with the prostitute “beneficiaries,” who were the target of such remarks by the other beneficiaries and facilitators alike (one “facilitator” even telling the group, “You see? If you don’t listen to me you will end up like them!”);
- (ii) fatalism: many examples of “beneficiaries” who claim that their problems are “destiny” or “God’s will,” with the role of the facilitator to stimulate them to think about creative solutions;
- (iii) comparisons of pain: “beneficiaries” who tell others that their suffering or problems are nothing compared to what they have experienced and lived through, with the role of the facilitator to encourage the beneficiaries to recognize all human rights violations as equally serious.

Day 5 (half-day):

- 1. Presentation: *Workshop follow-up*** (30 minutes)
Description of the workshop follow-up and implementation of the program.

Description:

Stephanie presented the Law Group plans to implement and follow-up on:

(a) *Training series:*

Stephanie explained the large nature of this initiative, describing the 6 regions in Morocco in which the workshops were held, the locations of the participating organizations, and the total number of participants. This was to encourage the participants to feel part of a larger community of program facilitators as well as a participant in a national effort. As a first step in the process of working in regional and national networks on women’s human rights education, the Law Group Morocco office will send a list of all of the participants’ contact information in the participant final report, and create a Legal Literacy “e-mail list” for participants to communicate electronically with the entire group.

(b) *Legal Literacy Manual:*

- 250 copies available after first printing – initial distribution of 1 copy per organization to ensure an equal and wide dissemination of the Manual across the country;
- Organizations wanting more than one copy should send a written request to Law Group to help us compile a “fundraising folder” of the requests to support our funding requests to cover the costs of additional printing;
- This is the first version of the Manual, to be tested in the field over 10 months, evaluated, rewritten, and reprinted, based on:
 - i. Modifications to sessions suggested by program facilitators;
 - ii. New sessions suggested by program facilitators: Stephanie encouraged them to identify additional themes for the booklet based on the needs and priorities of the women in their community and to write new program sessions on women and the environment, women and racism, gender and language, for example;
 - iii. Evaluation forms completed by program facilitators: Stephanie again drew the participants’ attention to Appendix 1: Evaluations in the Manual, and explained to the participants the importance of filling out the Evaluation form after each and every session they conduct, and send the Law Group a copy;
 - iv. The anticipated reforms to the *Moudawana* (Personal Status Code)

- v. Input from program facilitators working with Amazigh (Berber) women – both to add themes to the Manual of specific interest to Amazigh women, as well as to translate the entire Manual into the Amazigh language.

(c) Illustrated Electoral Awareness Booklet *A Vote of Gold*:

- 50,000 copies available at Law Group Morocco offices;
- Organizations should send a fax or e-mail request ASAP requesting the quantity of copies desired (in between 200 and 2000 per organization), to then be shipped to them via CTM buslines by Law Group;
- When creating Plans of Action (see activity below), organizations should think creatively about ways to:
 - i. use the illustrated booklet in women’s human rights education classes (with the accompanying program sessions contained in the Law Group materials on women’s human right to participate in public life);
 - ii. distribute and place the illustrated booklet in strategic places where women gather and will have the opportunity to see, flip through, read and discuss the booklet.

2. Activity: Define the audience (60 minutes)

In small groups the participants brainstorm a list of groups of women that could be potential audiences for human rights education, and strategies to reach them. Each group presents its lists on the flip-chart.

Description: In small groups, the participants brainstormed a list of potential groups of women who could be target populations of beneficiaries for the women’s human rights education program.

Stephanie encouraged the groups to be as creative as possible, and to identify “groups” of women that can be targeted for outreach, rather than “categories” of women that are found everywhere and not so easily targeted (for example, a group of women being “factory workers” while a category would be “illiterate women”).

Once they elaborated a list of potential target populations, the small groups then brainstormed a list of the outreach strategies they could use to reach the different groups of women.

Each group then presented their list to the entire group on the flip chart.¹¹ The Law Group team made further comments and suggestions to enrich the lists. Stephanie also encouraged the participants to think about organizing women’s human rights education sessions for both:

- (a) direct program beneficiaries: women from the target population attend the human rights education sessions themselves;

as well as

- (b) women “intermediaries”: women who not only would be interested in women’s human rights education for themselves, but who, because of their position in the community or profession, are in constant contact with a large population of other women, for example, hairdressers.

This last idea of women “intermediaries” generated a lot of enthusiasm and additional ideas from the participants. In many instances the groups neglected to identify more “traditional” women and female institutions in Moroccan society to integrate into the program as a way to reach a larger audience of

¹¹ The Lists of potential program beneficiaries and outreach strategies elaborated by the small groups in all 6 workshops were compiled afterwards into one document and distributed in the Arabic language final report to all of the training participants.

women beneficiaries. Once the training team suggested this idea, the participants reflected on women who are in constant contact with other women, in all-female environments where women have the occasion to spend quality time in discussions among themselves, and in which the women “intermediaries” often play the role of “expert” and “personal counselor.” Some examples include:

- hairdressers and beauticians;
- *negafat*: professional women who dress the bride for her wedding party, which can go on for several days, and involves as many as 10 changes of costumes by the bride. The *Negafat* remain with the bride throughout the wedding party, during which time they also advise the bride on sexual relations;
- women who work in the *hammam* (public baths): both the woman at the reception/checkroom and the masseuses;
- *naqashat*: women who apply *henna* professionally (henna paste is applied to stain the hands and feet with detailed orange-brown designs).

The public baths, hairdressers and beauticians were identified not only as places where the women intermediaries interact with and counsel large groups of women over long periods of time, but as fruitful places for distribution of the illustrated electoral booklet. Often women clients spend hours in the waiting rooms (especially on the weekends), talking among themselves, with only extremely outdated (years old) and worn out copies of women’s magazines available on the coffee tables to read.

Stephanie summarized the presentations, and set the stage for the following activity, by demonstrating to the participants that they actually identified three categories of program beneficiaries, each with their own specific outreach strategies. From the “easiest” to the “most difficult”:

- (a) “*Already Available Beneficiaries*”: Women already present in the organization, as active members/beneficiaries, participants in general literacy classes, income-generating activities, and health awareness programs, for example. Here the women are already available and physically present in the organization, and understand and appreciate the organization’s work. The structure already exists to either (a) integrate human rights education sessions into existing activities, or (b) create a separate human rights education program and invite these women to participate.
- (b) “*Beneficiaries who will Accept Your Invitation*”: Women who don’t yet have a relationship with the organization, but who already in their mind have the need or desire to participate in a women’s development activity and learn about their human rights. They are only awaiting the occasion to learn about such opportunities and be invited. These women will respond to publicity on the radio or in the printed media, flyers, brochures, and other announcements for human rights education sessions, “open houses” at the organization, and round table discussions.
- (c) “*Beneficiaries who will Resist*”: Women who are not present in the organization and will not respond to publicity or open invitations to come to the organization. In this case, the organization members will have to go to the beneficiaries. This group of women will only be reached through personal outreach, door-to-door efforts and “fieldwork,” one example being communication with prostitutes through direct contact in bars and nightclubs.

3. Activity: Elaborate a Community Action Plan (90 minutes)

On the basis of the previous activity, the participants elaborate an Action Plan containing:

- (a) *Target population*
- (b) *Concrete actions and measures to be taken*
- (c) *Available resources, partners and allies*
- (d) *Necessary (but not yet available) resources, partners and allies*

Description: The participants worked in small groups (3-4 per workshop) to elaborate a Community Action Plan containing the above-four elements. Each group selected a different target population from the list elaborated in the previous activity, the most popular groups of women selected for

Action Plans being factory workers, domestic workers (“maids”), prostitutes, and hairdressers. Each group presented its Action Plan on the flip chart, with additional input and suggestions from the other participants and the training team.¹²

- 4. Conclusion: Personal commitments** (30 minutes)
Going around the room, each participant presents one action that she commits herself to undertaking to implement this initiative.

Description: Stephanie began by presenting the Law Group Morocco team commitments to the training participants, which included:

- (a) to read and carefully consider the Participant Evaluations of the workshop: the following table was put on the flip chart for the participants to copy and use as a format to write and send their evaluations to the Law Group via e-mail (as part of our ongoing efforts to encourage local organizations to integrate Internet technology into their work):

Evaluation elements:	What I liked:	Things to change for the next time:
1. The workshop content:		
2. The workshop methodology:		
3. Organization/logistics:		
4. Other comments, remarks, ideas, suggestions:		

- (b) to send every participant a copy of the Workshop Training Report, which includes the contact information for all 88 participants in the 6 regions, as well as selected photos.

Then, going around the room, each participant presented one action that she committed herself to undertaking to implement the initiative (many people had difficulties limiting themselves to one action or one sentence!) Among the most popular personal commitments were:

- (a) to redo the training program with other members of their respective organizations;
- (b) to organize groups of women beneficiaries in their communities for women’s human rights education;
- (c) to integrate women’s human rights education into their general literacy classes;
- (d) (and our favorite) “to distribute the maximum number of the illustrated booklets to all of the hairdressers in my city!”

¹² The Community Action Plans elaborated by the small groups in all 6 workshops were compiled afterwards into one document and distributed in the Arabic language final report to all of the training participants.