



# REPORTING TO THE UNITED NATIONS HUMAN RIGHTS TREATY BODIES TRAINING GUIDE

Part II – Notes for Facilitators



UNITED NATIONS  
HUMAN RIGHTS  
OFFICE OF THE HIGH COMMISSIONER



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## Part II – Notes for Facilitators



New York and Geneva, 2017



UNITED NATIONS  
**HUMAN RIGHTS**  
OFFICE OF THE HIGH COMMISSIONER

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United Nations publication issued by the Office of the United Nations High Commissioner for Human Rights (OHCHR).

HR/P/PT/20 (Part II)

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# I. About Part II of the Training Guide

This publication constitutes the second part of the Training Guide on Reporting to the United Nations Human Rights Treaty Bodies (henceforth the Training Guide). Part II aims at assisting training facilitators in preparing a training course on reporting to the United Nations human rights Treaty Bodies (henceforth treaty reporting).

## 1. HOW DOES PART II COMPLEMENT PART I OF THE TRAINING GUIDE?

Part I provides facilitators with the main information to be transmitted to participants of a training course on treaty reporting, and Part II equips them with the tools to plan and deliver such a course, based on the substantive information provided in Part I. For ease of reference, the chapter titles and sections of Part I (Manual) correspond directly to the chapter titles and sections of Part II (Notes for Facilitators).

## 2. WHO WILL UNDERTAKE THE TRAINING AND FOR HOW MANY PERSONS?

It is expected that a lead facilitator familiar with human rights standards, terminology and human rights mechanisms will undertake a training course on treaty reporting. This facilitator would ideally have assistance. Preferably a training course should be designed for relatively small groups of a maximum of 25 participants to ensure an active role for everyone throughout the course.

## 3. WHO IS THE TARGET AUDIENCE OF A TREATY REPORTING TRAINING?

As stated in Part I of this Training Guide, the main beneficiaries of a training course on treaty reporting are, in principle, government officials responsible for engaging with the international

human rights mechanisms. However, individuals or representatives of organizations or institutions who also have a role to play in the treaty reporting procedure, such as UN staff, national human rights institutions (NHRIs) or civil society organizations (CSOs), may also benefit from such a course. Some suggestions will be provided, where relevant, on how to adapt a training session to these audiences.

## 4. WHAT IS THE TRAINING METHODOLOGY USED?

The Training Guide is based on OHCHR's training methodology, which encourages participants to play an active role during a training course. Facilitators should ensure that the training sessions turn into discussions and an exchange of information and experience with and between the participants and not into a one-way monologue in which the facilitator imparts information and the participants take note. Moreover, facilitators should encourage participants to contribute their professional expertise to the joint analysis of how to engage sustainably and meaningfully with the international human rights system, in particular with the Treaty Bodies. It is important that facilitators respect this peer learning approach throughout training sessions.

## 5. HOW IS PART II STRUCTURED?

Part II contains two preliminary sections aimed at helping facilitators plan a training course on treaty reporting and organize its opening and introductory sessions. It then proposes interactive training sessions comprise a mix of computer slide presentations and group activities, following the structure of Part I of this Training Guide.



All the proposed training sessions are based on the following two documents which, unless otherwise stated, are electronically available on the website of OHCHR ([www.ohchr.org](http://www.ohchr.org)) under the Publications and Resources webpage.

- a) A **note for the facilitator** which explains the session preparations and sequence; the training material required, including the answers to exercises, if needed; suggestions for background reading; and tips for the presentation of the computer slides.
- b) A **sample computer slide presentation** which provides a series of slides to help the facilitator present the various concepts in the relevant chapter of Part I (available only on website).

Some of the training sessions also include **group activity hand-outs** and, where relevant, samples of materials (available only on the website) to be prepared for the group activity and, in particular, details of room arrangements.

The sessions can follow two different sequences:

- a) a group activity, followed by a computer slide presentation seeking to fill in any knowledge gaps; or
- b) a computer slide presentation incorporating questions and answers, followed by a group activity.

## 6. HOW TO USE THE TRAINING GUIDE TO PLAN A TRAINING COURSE

A **training course** is an organized exercise for “trainees” to improve knowledge, acquire skills and generally be sensitized (change negative attitudes or reinforce positive attitudes). It includes various sessions.

A **training session** is one substantive area within a training course.

Source: OHCHR Manual on human rights Training Methodology (PTS6).

It is assumed that if the Training Guide is used in its entirety, facilitators should be able to plan a training course composed of several training sessions, covering the generic elements of the reporting process that apply across all treaties (see Annex 1 for a sample training agenda).

Training courses do not need to cover all chapters of Part I and they need to be flexible in length. Trainers can pick and choose the design of their particular course over a half-day (e.g., on a specific element of the reporting procedure, see Annex 4 for an example), or a full day (e.g., drafting parts of a report in greater detail), or more than three days (e.g., a training course on reporting under a particular treaty, provided that the trainers are familiar with the content of the treaty; see Annex 5 and the suggestion included in Session 4.2.2). The chapters of Part I need neither be presented in a particular order nor cover all aspects of each chapter.

The proposed group activities should in no way limit the facilitator’s freedom to adapt them or introduce other useful and thought-provoking questions and exercises, provided that they are aimed at meeting the learning objectives of the training course and the corresponding training sessions. The important issue facilitators must bear in mind is that a training course should meet the needs of each specific audience to ensure its relevance, and that the training content and methodology should be tailored to the needs and experience of the target audience it is addressing.





# II. Planning your Training Course

## 1. CARRY OUT A TRAINING NEEDS ASSESSMENT<sup>1</sup>

A training course on treaty reporting is, generally, initiated at the request of an interested party (e.g., State, national human rights institution or CSO). This initial communication often already conveys an idea of the purpose of the training and its content. However, in order to optimize the relevance and results of such a course, facilitators should conduct a **training needs assessment (TNA)**. The TNA will enable them to fully understand the needs of potential learners and the context in which they work with the aim of informing decisions relating to the design of the training course.

Through a TNA facilitators gather the information necessary for **building an adequate picture** of the main advances and challenges with respect to human rights treaties' ratification, reporting status and follow-up, and implementation of recommendations, including the establishment or strengthening of a national mechanism for reporting and follow-up (NMRF) in the country or region where the training will be taking place.

Specific information to be gathered include, *inter alia*, the country's or – in the case of regional training – countries' **ratification status and reporting history** (e.g., number of overdue reports, and the scheduling and reporting procedure for reports for consideration during the coming year) as well as whether and when the common core document was submitted.

This information can be easily accessed via the [Treaty Body database](https://goo.gl/w5enqL), which is available at <https://goo.gl/w5enqL>.

The latest information on State parties' submission of [common core documents](https://goo.gl/7C3eZ8) is available at <https://goo.gl/7C3eZ8>.

The information gathered will enable the<sup>1</sup> facilitator to **analyse and determine** whether there is a need for a **general training course on treaty reporting** more broadly so that participants can re-engage with the Treaty Body system, a **treaty-specific training course** (indicating which treaty) **or a combination of both**. Gathering information on other treaty reporting training courses conducted in the country or region along with the results of such efforts is also useful for identifying the gaps which training course facilitators will be planning to fill. It also informs decisions relating to the learning objectives, methods, techniques, and time-frame of the planned training course. For example, sometimes materials and group activities may have to be changed completely to suit the context.

The TNA will also assist in identifying the **potential recipients** of the training. For example, if the training is going to be conducted on reporting to the Committee on the Rights of the Child, the government officials engaged in the preparation of that particular report may not necessarily also be members of the group preparing the State party report to the Human Rights Committee. Therefore it is **essential to target the right participants**, with a mix of:

- a) State officials with the relevant **decision-making powers** to move a draft report through the approval chains in the respective Government; *and*
- b) State officials with the **technical knowledge** to prepare the draft report including officials from **relevant** State institutions (Ministries, the National Statistical Office, the lead agency/ Ministry responsible for implementing the Sustainable Development Goals, and possibly parliament).

<sup>1</sup> For more information on training needs assessment please refer to: Equitas – International Centre for human rights education and OHCHR, *Evaluating Human Rights Training Activities: A Handbook for human rights Educators, Professional Training Series No. 18*, Geneva and Montreal, 2001. Available at <http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>

Once the facilitator has established a good understanding of the context and the target group for the training, it is essential to identify the capacity gaps or needs of the trainees. This can be done through **consultations** with relevant representatives of the State party or region, a review of existing documentation, formal interviews with representative learners, or by means of a **questionnaire or application form** circulated prior to the course.

The pre-course questionnaire helps with the evaluation of the individual level of knowledge of participants, their roles and responsibilities in the organization to which they belong (e.g., managerial position or technical level, previous treaty report drafting expertise, or previous exposure as part of a State party delegation in the constructive dialogue with a Committee) and their expectations from the training which would influence the design of the intended training (see sample in Annex 1). It is also instrumental in customizing the training agenda to fit the particular learning needs of the participants (e.g., greater focus on topics with which participants are clearly less familiar or have to address frequently).

Facilitators may wish to consider sending to participants a pre-course assignment to assist them in familiarizing themselves, at least in part, with what to expect from the training (see sample in Annex 2). A pre-course assignment also helps the facilitator collect evidence of participants' prior knowledge and experience.

## 2. DEVELOP LEARNING OBJECTIVES<sup>2</sup>

A training course on treaty reporting should lead to a **result** such as the **submission** by the State party of the relevant outstanding report(s) to a Treaty Body or, if the training is undertaken for other stakeholders, submission of additional information to the Treaty Body by those stakeholders. To attain this expected outcome a single training course will most likely be insufficient. Several courses (of varying length), drafting workshops, or other interventions might be needed to lead to the

submission of an outstanding report or additional information. Whenever a course is part of a well-sequenced tool-box of interventions, the course should also have specific, measurable, achievable, relevant and time-bound **learning objectives** based on the TNA. A learning objective can be defined as an outcome statement that captures specifically what knowledge, skills and attitudes learners should be able to exhibit following training. **Participants need to be empowered to apply the knowledge and skills acquired or developed during the training course and to be aware of what they should expect to be able to do after each course and of the timeline within which** that result could be achieved; for example to prepare a workplan for the preparation of the report, to prepare a draft outline of the report, or to finalize the report, all of which needs to be clarified from the outset. In addition to the learning objectives of the course, each session should have specific learning objectives which contribute to the overall objectives of the course.

### When developing learning objectives use ACTION VERBS denoting what the learner should be able to do. Examples:

By the end of the training participants should be able to:

- a) **Identify** and **appraise** existing governmental structures for engagement with the international human rights mechanisms, in particular the Treaty Bodies;
- b) **Distinguish** the functions of the Treaty Bodies and **explain** how to report to a Treaty Body;
- c) **Explain** the reporting procedure of the Treaty Bodies;
- d) **Prepare/Finalize** the (outline of a) report of the State party to the Committee against Torture; *and/or*
- e) **Describe** the benefits of holding meaningful consultations with stakeholders along the preparation of the State party report.

For detailed information on how to develop course goals and learning objectives, see the revised OHCHR Manual on Designing, Managing and Delivering Human Rights Training.

<sup>2</sup> *Ibid*, pp. 60-65 for further information on how to develop and write learning objectives.



### 3. THE TRAINING AGENDA

A training course will always comprise an **opening and closing session**. However, **the selection of the chapters** of this Training Guide and consequent training sessions, which will be included in the agenda, should be **based on their relevance** to the identified needs of the participants and the course objectives, all with the view that participants acquire the necessary knowledge and skills to achieve the results envisaged from the training. The **training agenda** should allow for **flexibility** in shaping a more informative or more interactive training, depending on the average profile of participants (see samples in Annexes 3, 4 and 5). The **notes for the facilitators** contained in Part II of this Training Guide can help in developing the agenda. They **provide indicative times** for the sequencing of a training **session** (e.g., how much time it takes to conduct a group activity) which the facilitator should adapt in the light of the learning needs of participants.

Wherever possible, key local resource persons or relevant colleagues in the field should be briefed and involved in the development of the agenda and the whole planning process to ensure its country-specific or region-specific adaptation.

If facilitators are working with **interpreters**, around **30 per cent extra time** will be necessary and that should be reflected in the agenda. If working with interpretation, facilitators should hold consultations on how to translate key terminology from English into local languages and brief interpreters beforehand to avoid misinterpretations.

It is suggested that any treaty reporting training course is undertaken by a lead facilitator, who would ideally have an assistant. However the training team may include other facilitators and resource persons, depending on the length of the training course and the topics covered. The **criteria for selecting the training team** should be based on:

- a) expertise in the subject matter;
- b) familiarity with the country or regional context and with the participants;

- c) ability to promote a participatory approach, that is to encourage the sharing of knowledge, ideas and experience with and between the participants;
- d) ability to apply the interactive training methodology proposed by this Training Guide; and
- e) professional credibility and appropriate reputation among other practitioners.

Consider inviting somebody working on the same issues as the participants, for example to share his or her experience on a particular subject during a session.

Current or former Treaty Body experts can also be excellent resource persons especially imparting knowledge on what Treaty Bodies expect during State party reviews. Such an expert should not have a specific role in a forthcoming review of that State to prevent any potential conflicts of interest.<sup>3</sup>

### 4. EVALUATION OF TRAINING

The integration of an evaluation component throughout the training process, that is before, during and after a training course takes place, is an important tool which provides facilitators with information which allows them to constantly monitor the training course in relation to the results they have set out to achieve, and adjust accordingly if needed. Evaluation assists in addressing issues such as the relevance of the training (training needs assessment) and whether the content of the training meets the needs of the participants and their country or regional context (assessing training 'under formation').

**Evaluating while the training is being delivered** can help facilitators assess **whether or not the key messages of a session or of the day were clearly retained by the participants** and whether the training needs to be adjusted or fine-tuned. This could be done through **regular quizzes, daily evaluations, and debriefings or recaps**

<sup>3</sup> See *Guidelines on the independence and impartiality of the members of human rights Treaty Bodies* ("the Addis Ababa guidelines").

(“real-time formative evaluation”). At the **end of the training** a final evaluation (“end-of-training summative evaluation”) is carried out to **assess whether the learning objectives have been achieved** and if the training has been effective. This can include written questionnaires, a review of products generated during the training (action plans, group exercises, etc.), final exercises or tests, role plays, self-assessment and informal discussions with those involved in the training (including learners, trainers and other resource persons).

Real-time formative evaluation activities have been included in most of the training sessions proposed in this Training Guide. Samples of daily and end-of-training evaluation forms as well as of daily re-caps are included in Annexes 6, 7 and 8. In addition facilitators may wish to refer to OHCHR/Equitas’ “Evaluating human rights Training Activities: A Handbook for human rights Educators”, pp. 181-228, available at <http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>, which provides detailed guidance on human rights training evaluation, including descriptions and examples of evaluation activities such as daily, end-of-training and follow-up evaluation questionnaires.

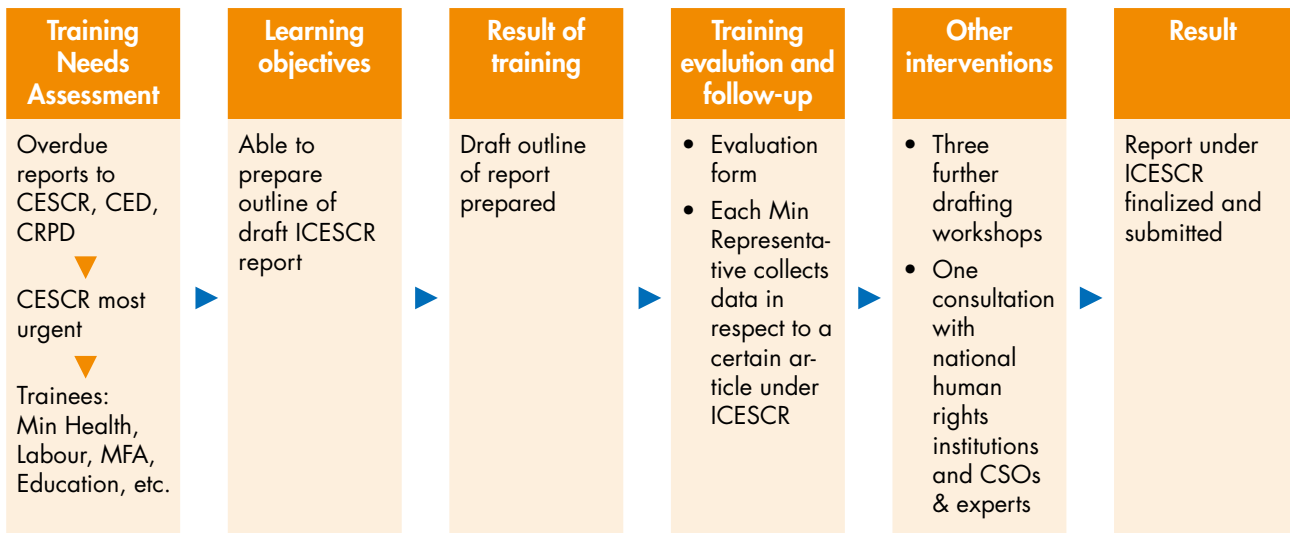
**Follow-up:** after the course, training evaluation should continue to take place in the medium (“transfer evaluation”) and long (“impact evaluation”) terms to **assess whether learners have put into practice what they have learned**, and whether the training course has had an impact on their work and on their institution, e.g., that good-quality reports have been prepared and submitted to the respective Treaty Bodies. **Participants should be encouraged to**

**commit to post-training assignments towards achieving the longer-term results** (such as the submission of an outstanding report to a Treaty Body), maybe through collection of data under a certain article of a treaty which the trainer can follow-up with the group or individuals after the training, for example through convening of future drafting sessions. Other tools include the review of products developed by the learners (e.g., the draft outline of the State party report or of additional information submitted by other stakeholders to the Treaty Bodies), or to follow-up on individual learning by means of follow-up questionnaires or interviews with those involved in the training.

The below graph shows how a treaty-specific training event designed according to a TNA and coupled with other follow-up interventions can lead to a specific result e.g., a State party report.

## 5. ICEBREAKERS AND ENERGIZERS

Facilitators are encouraged to have to hand a couple of icebreakers and energizers to be used during a training course to make participants feel comfortable, for example during the introductions, and to increase the energy level of the group – for example during the period after lunch – as needed. These activities should be short, lasting between 5 and 10 minutes; uncomplicated and easy to explain and organize; positive and non-threatening; inclusive of movement, exchange and chatter; amusing and unique for participants; and linked to human rights content. These activities should also have been previously tested to prove that they work! For a compilation please refer to the OHCHR Manual on Designing, Managing and Delivering Human Rights Training.



## 6. ACCESSIBILITY

Think about accessibility issues prior to the course. Is the venue accessible? Is the lunch area accessible? Are there accessible toilets? Are course materials accessible? And so on. When thinking about accessibility, remember to think of the diversity of persons with disabilities, so that, for example, the course is accessible to not only persons with physical or sensorial disabilities, but also those with intellectual and psychosocial disabilities.

You should also conduct a training in an inclusive manner for persons with disabilities, for example if there are persons with visual impairment, you should explain and describe more what is happening in the room (ex. we have three persons asking for the floor) to facilitate their participation.

# III. Opening and Introducing the Training Course

## 1. OPENING SESSION

### Note for the facilitator

Usually Treaty Body reporting training courses are formally opened by a representative of the host government or organization followed by two or three other speakers. A formal opening by a high-level representative allows the host government to express its commitment to engage with the Treaty Bodies and to demonstrate its support to the government officials in charge of treaty reporting. Therefore facilitators are advised to include as the very first item of their training agenda an **opening session** of no more than **60 minutes**.

This session should be structured following the formalities of the country or region where the training is taking place; speakers should be confirmed in advance and briefed on the agenda and on the participants. It is suggested to indicate to speakers that their remarks **should not exceed 10 minutes** in duration.

The session can be structured as follows:

1. welcome remarks by a high-level or senior representative of the host government or organization;
2. remarks by a senior resource person participating in the training (e.g., a Treaty Body expert); *and*
3. closing remarks by a senior representative of the facilitator's organization (e.g., OHCHR).

If the event is a regional training course, it is suggested that a United Nations or OHCHR regional representative be invited to speak at the opening session.



## 2. INTRODUCING THE TRAINING COURSE SESSION

### Note for the facilitator



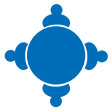
SESSION SEQUENCE

1. Introducing the training team
2. Introducing participants and expectations
3. Introducing the training course
4. Establishing ground rules



TOTAL DURATION

45 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

- Flipcharts and markers
- Adhesive tape
- Video projector and screen
- Laptop or computer



TRAINING MATERIALS

- Learning objectives of the training
- Agenda with explanations of activities
- Material, if any, for icebreaker



BACKGROUND READING  
FOR FACILITATORS

For participants' introductions (icebreaker): OHCHR share, learn, innovate! Methods and technologies for sharing human rights knowledge and ideas can be found at <http://slitoolkit.ohchr.org/data/downloads/sociometrics.pdf>, 2011; and, the Knowledge Sharing Toolkit at <http://www.kstoolkit.org/icebreakers>



DOCUMENTS FOR PARTICIPANTS

Agenda

### LEARNING OBJECTIVES

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

- describe the treaty reporting experience of the group and its training expectations;
- identify the key objectives and ground rules of the training; and
- contribute to building a safe peer learning environment.



**SESSION SEQUENCE****Step 1: Introduction of the training team** **Duration 5 minutes**

- a) Lead facilitator welcomes participants; *and*
- b) Each facilitator to introduce himself or herself briefly.

**Step 2: Introduction of participants and their expectations** **Duration 30 minutes**

- a) Ask participants to introduce themselves briefly (between 1' and 1'30" per participant) by mentioning:
  - i. name and affiliation
  - ii. if they have been involved in treaty reporting (if yes, on which treaty); and
  - iii. their expectations of the training course
- b) Wrap-up

**→ Use an icebreaker for the introductions.****→ Write down on flipcharts key words of participants' experience in treaty reporting and acknowledge their expectations in the wrap-up.****Step 3: Introducing the training course** **Duration 5 minutes**

- a) Explain the objectives of the training;
- b) Introduce the training course outline and explain the methodology (participatory, recaps and debriefings; role play and work in groups; evaluation and feedback, etc.);
- c) Explain the parking lot (i.e. a flipchart visible to everybody during the whole training where facilitators will write down pending issues such as: questions raised by participants which pertain to a different session; or unanswered questions. The aim is not to forget to solve these pending issues, so as to empty the parking lot completely by the end of the training).

**→ Stress that the training is an opportunity to share knowledge, ideas and experience within the time allocated for the sessions but also during coffee breaks and lunch time!****Step 4: Establishing ground rules** **Duration 5 minutes**

- a) Explain the objectives of the training;
- b) Introduce the training course outline and explain the methodology (participatory, recaps and debriefings; role play and work in groups; evaluation and feedback, etc.);

**→ Some examples of ground rules include:**

- *safe space (every participant can freely share his or her ideas and learn from others);*
- *time management: be on time for sessions and finish sessions on time;*
- *zero tolerance of the use of mobile phones during group activities and sessions;*
- *limiting the use of laptops and internet to, for example, the coffee breaks; etc.*

## IV. The Course Content



**The United Nations  
Human Rights System**

# 1. The United Nations Human Rights System

## SESSION 1.1. OVERVIEW OF THE INTERNATIONAL HUMAN RIGHTS SYSTEM

### Note for the facilitator



SESSION SEQUENCE

1. Short video on the Treaty Bodies
2. Group activity: quiz
3. Interactive presentation



TOTAL DURATION

1 hour 15 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

- Video projector and screen
- Laptop or computer with DVD drive or good internet connection
- Speakers



TRAINING MATERIALS

- First two segments of the Treaty Bodies: Bringing Human Rights Home, DVD produced by OHCHR, available in English<sup>3</sup> at: [https://youtu.be/JPOfB\\_X0l8](https://youtu.be/JPOfB_X0l8)
- Universal Declaration of Human Rights, a short (6-minute) documentary outlining its history, contents and continuous significance: <https://youtu.be/5RR4VXNX3jA>
- PPT – Overview of the United Nations human rights system
- Quiz



BACKGROUND READING FOR FACILITATORS

- Chapter 1 of the Manual of this Training Guide
- OHCHR, Fact Sheet No. 30/Rev. 1, The United Nations human rights treaty System, available at: <https://goo.gl/xiSHpj>
- OHCHR, Booklet on the Treaty Bodies, available at: <https://goo.gl/xzrS8>
- OHCHR Handbook for Human Rights Treaty Body Members, available at: <https://goo.gl/G6Wlbp>



DOCUMENTS FOR PARTICIPANTS

Copies of the quiz for the participants

<sup>3</sup> Also available in all six UN official languages, including: Spanish [https://youtu.be/s-N\\_G1-Vows](https://youtu.be/s-N_G1-Vows); French <https://youtu.be/f9u-ISkVhWg>; Chinese [https://youtu.be/B7t\\_Dp5v\\_gs](https://youtu.be/B7t_Dp5v_gs); Arabic <https://youtu.be/ewfgj-WBvUo>; and Russian <https://youtu.be/Wo4TAhgzgD4>



## LEARNING OBJECTIVES

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

- recognize the overall differences and similarities between the three main UN human rights mechanisms; *and*
- describe the Treaty Body system (nine core international human rights treaties and ten Treaty Bodies).

## SESSION PREPARATIONS

- In advance of the session:
  - ✓ Prepare copies of the quiz for the participants. The quiz is included at the end of this note.

## SESSION SEQUENCE

### Step 1: Short video on the Treaty Bodies

 Duration 10 minutes

- a) Explain to participants that you are going to show a short film on the UN human rights system which is going to be followed by a short multiple-choice quiz and computer slides;
- b) Play only the first two segments of the Treaty Bodies DVD (duration 8½ minutes). If time allows, a short (6-minute) documentary on the Universal Declaration of Human Rights, outlining its history, contents and continuous significance, can also be shown: <https://youtu.be/5RR4VXNX3jA>



→ **Test the DVD in the training room beforehand to make sure it is working properly and remember when to switch it off.**

### Step 2: Group activity: quiz

 Duration 10 minutes

- a) Distribute to participants the quiz and ask them to answer it individually. See the facilitator's copy of the quiz at the end of this note.

### Step 3: Interactive presentation

 Duration 50 minutes

- a) Explain that the aim of the presentation is to:
  - provide answers to the quiz;
  - complement information provided in the DVD and update a couple of facts stated therein; *and*
  - clarify any doubts participants may have on the UN human rights system.
- b) Updates to DVD:
  - the third Optional Protocol to the Convention on the Rights of the Child, in force since April 2014;
  - the International Convention for the Protection of All Persons from Enforced Disappearance, which entered into force on 23 December 2010; and
  - the Treaty Bodies sessions which are held only in Geneva.
- c) Always read the quiz questions so that you can provide the answers to them. The order of the computer slides should correspond with the order of questions in the quiz.



- ➔ **The quiz seems very easy and the overview presentation might seem too light. BUT experience has shown that even when participants think they know it all, many do not.**
- ➔ **So this session really deserves time and attention, going slowly through the questions and computer slides to ensure that participants grasp the different nature of the UPR, Treaty Bodies and Special Procedures.**

#### Step 4: Wrap-up

 Duration 5 minutes

a) Key messages for the wrap-up can include the following:

- There are three main human rights mechanisms within the UN: Treaty Bodies, UPR and Special Procedures. *All issue recommendations* to States with the aim of assisting them in improving the human rights situation at national level.
- While the Treaty Bodies are established by a *legal instrument* (a human rights treaty), the UPR and Special Procedures are established under an *intergovernmental UN body* (the Human Rights Council).
- There are nine core international human rights treaties and ten Treaty Bodies.
- The treaties can be complemented by Optional Protocols which expand the protection of rights, establish functions for the Treaty Bodies or create a new Treaty Body.
- Treaty Bodies monitor in various ways the implementation of the rights enshrined in the respective treaties. They are composed of independent experts who meet two to three times a year in Geneva.

**Group Activity 1.1****Facilitator's Copy****QUIZ on the UN human rights system**

1. Which of the following human rights mechanisms were established under the Human Rights Council?
  - a. Special Procedures
  - b. Treaty Bodies and the Universal Periodic Review
  - c. Special Procedures and the Universal Periodic Review**
  - d. A and B
2. How many core human rights treaties are there?
  - a. Six
  - b. Nine**
  - c. Ten
  - d. Fourteen
3. Which of the following human rights treaties are supplemented by one or more Optional Protocols?
  - a. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); the Convention against Torture (CAT); and the Covenant on Civil and Political Rights (ICCPR);
  - b. The Covenant on Economic Social and Cultural Rights (ICESCR); the Convention on the Rights of the Child (CRC); and the Convention on the Rights of Persons with Disabilities (CRPD);
  - c. The Convention for the Protection of All Persons from Enforced Disappearance (ICCPED); the Convention on the Protection of the Rights of All Migrant Workers and Their Families (CMW); and the Convention on the Elimination of all Forms of Racial Discrimination (CERD)
  - d. A and B**
4. How many Treaty Bodies are there?
  - a. Six
  - b. Nine
  - c. Ten**
  - d. Fourteen
5. How many members are on the Human Rights Council?
  - a. 23
  - b. 52
  - c. 104
  - d. 47**
6. What is the Universal Periodic Review?
  - a. A unique process which involves a review of the human rights records of all 193 UN Member States once every 4,5 years**
  - b. Mechanisms established by the Human Rights Council to address specific country situations and thematic issues in all parts of the world
  - c. Created by the General Assembly in 2006 to replace the human rights Commission
  - d. Legally-binding treaties negotiated and adopted by States within the framework of the United Nations General Assembly

**Group Activity 1.1****Hand-out****QUIZ on the UN human rights system**

1. Which of the following human rights mechanisms were established under the Human Rights Council?
  - a. Special Procedures
  - b. Treaty Bodies and the Universal Periodic Review
  - c. Special Procedures and the Universal Periodic Review
  - d. A and B
  
2. How many core human rights treaties are there?
  - a. Six
  - b. Nine
  - c. Ten
  - d. Fourteen
  
3. Which of the following human rights treaties are supplemented by one or more Optional Protocols?
  - a. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); the Convention against Torture (CAT); and the Covenant on Civil and Political Rights (ICCPR);
  - b. The Covenant on Economic Social and Cultural Rights (ICESCR); the Convention on the Rights of the Child (CRC); and the Convention on the Rights of Persons with Disabilities (CRPD);
  - c. The Convention for the Protection of All Persons from Enforced Disappearance (ICCPED); the Convention on the Protection of the Rights of All Migrant Workers and Their Families (CMW); and the Convention on the Elimination of all Forms of Racial Discrimination (CERD)
  - d. A and B
  
4. How many Treaty Bodies are there?
  - a. Six
  - b. Nine
  - c. Ten
  - d. Fourteen
  
5. How many members are on the Human Rights Council?
  - a. 23
  - b. 52
  - c. 104
  - d. 47
  
6. What is the Universal Periodic Review?
  - a. A unique process which involves a review of the human rights records of all 193 UN Member States once every 4,5 years
  - b. Mechanisms established by the Human Rights Council to address specific country situations and thematic issues in all parts of the world
  - c. Created by the General Assembly in 2006 to replace the human rights Commission
  - d. Legally binding treaties negotiated and adopted by States within the framework of the United Nations General Assembly



## SESSION 1.2. RATIFICATION OF HUMAN RIGHTS TREATIES (OPTION 1)

### Note for the facilitator



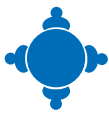
#### SESSION SEQUENCE

1. Sharing experiences: storytelling
2. Discussion in plenary
3. Wrap-up: benefits of ratification



#### TOTAL DURATION

1 hour 15 minutes



#### VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



#### EQUIPMENT

- Video projector and screen
- Laptop or computer



#### TRAINING MATERIALS

PPT – Ratification of human rights treaties



#### BACKGROUND READING FOR FACILITATORS

- Chapter 1 of the Manual of this Training Guide
- OHCHR, *The United Nations Human Rights Treaty System*, Fact Sheet No. 30 Rev. 1, Annex II, available at: <https://goo.gl/qdyy3>



#### DOCUMENTS FOR PARTICIPANTS

Country-specific/region-specific ratifications table

### LEARNING OBJECTIVES

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

- Identify the added value of ratifying international human rights treaties on the basis of experience from their region.

### SESSION PREPARATIONS

- This session has been designed for training events at **sub-regional or regional level**. A session for training at national level is suggested in Session 1.2 (bis).

- Be mindful that the **storytelling** requires **prior preparation**. In advance of the training (at least two weeks before), **identify two participants**, from different countries, who have previously been involved in the ratification process of any of the core international human rights treaties or their optional protocols in their respective countries; and invite them to share their experience during the training course.
- **Brief** them on the session sequence and its learning objectives.
- Ask them to **structure** the presentation of their experience around the following questions: *What worked well? What were the challenges? What could be improved?* – all in no more than 10 minutes.
- Make yourself available to **coach** them, as necessary, in **preparation** for their intervention.

## SESSION SEQUENCE

### Step 1: Sharing experiences: storytelling

 Duration 25 minutes

- a) Explain that two participants have agreed to share their experiences in respect of the ratification of human rights treaties and that the floor will be open for discussion after the presentations (**5 minutes**).
- b) Introduce the first participant with national ratification experience to talk about a *selected treaty* ratification. Remind him or her of the time limit (**10 minutes**).
- c) Introduce the second participant with experience (from *another country*) to share the ratification experience in respect of *another treaty*. Remind him or her of the time limit (**10 minutes**).

### Step 2: Discussion

 Duration 30 minutes

- a) Open the floor for discussion or sharing of experience on ratification of international human rights treaties.

### Step 3: Wrap-up: benefits of ratification

 Duration 20 minutes

- a) Wrap-up the session by, for example:
  - i. filling in knowledge gaps relating to the differences between signature, accession and ratification;
  - ii. presenting the status of ratifications worldwide and in the relevant sub-region or region;  
*and*
  - iii. mentioning the benefits of ratifying the international human rights treaties.



- ➔ **Strict time-keeping is key to this session.**
- ➔ **Filling in knowledge gaps is a useful way of closing the discussion and transiting to the end of the session.**
- ➔ **If participants want to discuss further among themselves, encourage them to do so over lunch and coffee.**

## SESSION 1.2 (BIS). RATIFICATION OF HUMAN RIGHTS TREATIES (OPTION 2)

### Note for the facilitator



#### SESSION SEQUENCE

1. Introduction to ratifications: presentation
2. Group activity: why ratify a human rights treaty?
3. Debrief and wrap-up
4. Work in groups: developing a roadmap towards ratification
5. Debrief in plenary



#### TOTAL DURATION

2 hours 15 minutes



#### VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



#### EQUIPMENT

- Video projector and screen
- Laptop or computer



#### TRAINING MATERIALS

- PPT – Ratification of human rights treaties (optional)
- Sheets of paper with questions and pens
- Flipcharts with questions for discussion, and markers



#### BACKGROUND READING FOR FACILITATORS

- Chapter 1 of the Manual of this Training Guide
- OHCHR, The United Nations Human Rights Treaty System, Fact Sheet No. 30 Rev. 1, Annex II, available at: <https://goo.gl/qdyy3>



#### DOCUMENTS FOR PARTICIPANTS

Country-specific ratifications table

### LEARNING OBJECTIVES

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

- Identify the added value of ratifying a specific international human rights treaty.

## SESSION PREPARATIONS

- This session is designed for training events at national level. Its aim is to encourage ratification of a particular international human rights treaty. It is suggested that this session be combined with one devoted to explaining the content of the particular treaty so as to raise awareness of it among participants (see Session 1.5 for a sample).
- Material for two group activities should be prepared in advance for this session:
  - ✓ For the **first group activity** (step 2 of session sequence):
    - Write down the following questions on two separate sheets of paper:
      - *What are the benefits/advantages of ratification [specify the international human rights treaty]?*
      - *What are the challenges of ratification [specify the international human rights treaty]?*
    - Prepare four or five sets of these questions to be used in the group activity.
  - ✓ For the **second group activity** (step 4 of the session sequence):
    - Write down on flipcharts the following questions, one per flipchart (in all cases the treaty should be specified):
      - *Who are the key actors to be brought on board for ratification?*
      - *What are the key actions/measures to be undertaken prior to ratification?*
      - *What key actions/measures should be undertaken after ratification?*
- ✓ Identify **three participants**, ideally from different ministries, and invite them to participate as rapporteurs at the discussion tables during the second group activity.
- ✓ Meet with the rapporteurs beforehand (no later than the previous afternoon) and:
  - explain to them the group activity, including its sequence;
  - explain what is expected from them:
    - facilitate the discussion on the question at their respective tables and try to get the group to reach an agreement;
    - take notes and debrief the different groups coming to their tables; and
    - debrief the plenary on the main points discussed and agreements reached.

## SESSION SEQUENCE

### Step 1: Introduction to ratifications: presentation

 Duration 15 minutes

- a) The key elements to be included in the presentation can include:
- ✓ a definition of relevant legal terms, such as signature, ratification and accession as well as its differences; and
  - ✓ the ratifications table of the country, sub-region or region as relevant.

### Step 2: Group activity: why ratify a human rights treaty?

 Duration 15 minutes

- a) Advise participants that you would like the group to reflect on the benefits of becoming a State party to an international human rights treaty but also on possible reasons for not doing so, in writing. Stress that the activity does not require them to move from their tables.
- b) Distribute to each table the sheet of paper you have previously prepared containing the question:  
***What are the benefits/advantages of ratification [specify the international human rights***



**treaty]?** Ask them to write down, individually, two short responses (which could be one word) to this question.

- c) Once everybody has written down their response, ask participants to move the paper on to the person next to them, who will be adding two responses different from that written on the paper they receive. This process is repeated until every participant at each table has written down two ideas or responses relating to the question. Allow between 45 seconds and 1 minute per participant to write down his or her responses. This means that a maximum of 5 minutes should be allocated if five participants are seated at each table (**5 minutes**).
- d) Then distribute to the tables the second sheet of paper you have previously prepared, containing the question: **What are the challenges of ratification [specify the international human rights treaty]?** Ask them once again to write down, individually, two short responses (which could be one word) to this question. Repeat c).



→ **Alternatively you can invite a representative of a neighbouring State party to the treaty relevant to the context of the training to share his or her country experiences of the treaty (i.e., benefits of being a State party and challenges). Allocate 5 minutes for the presentation, 20 minutes for discussion and 5 minutes for the session wrap-up.**

### Step 3: Debrief and wrap-up

 **Duration 15 minutes**

- a) Ask the last person who wrote on the sheet, at each of the five tables, to name some of the responses provided to both questions. Record and cluster the responses on a flipchart.
- b) Wrap-up the activity by presenting the results of the exercise to the group.



→ **The recording and clustering of responses on the flipchart would ideally be done by a second facilitator.**

### Step 4: Work in groups: developing a roadmap towards ratification

 **Duration 60 minutes**

#### Instructions (10 minutes)

- a) Divide participants into three groups and assign a working table to each group. Place on each working table one of the flipcharts you have previously prepared so that each group has a different topic to discuss (in all cases specifying the treaty), i.e. 1) *who are the key actors to be brought on board for ratification?*; 2) *What are the key actions or measures to be undertaken prior to ratification?*; 3) *what key actions or measures should be undertaken after ratification.*
- b) Explain to participants that everybody will discuss the three questions on the flipcharts of the three tables as they will be rotating to all the discussion tables, except for the assigned rapporteur who will remain at his or her table (preselected by you). Indicate that on arrival at new working tables the groups should be briefed by the relevant rapporteur on the main points of what has been previously discussed. Every group should then add new information to what has already been discussed.
- c) Stress that the role of the rapporteurs also includes an overall debriefing in plenary of the key points discussed and agreements reached at each table as the aim of the activity is to develop a roadmap towards ratification [specify the treaty].

- d) Indicate that the **total duration of this group activity is 50 minutes**, divided as follows:
- ✓ First round of discussion: 20 minutes
  - ✓ Second and third rounds of discussion: 15 minutes
- e) Tell participants that you will be keeping track of the time and indicate to them when they need to rotate to the next working table.
- f) Let the groups start their discussions.

### Step 5: Debriefing in plenary

 **Duration 30 minutes**

- a) Select a participant to record on a piece of paper the agreements of the group on each of the questions.
- b) Tell each rapporteur that they will have **5 minutes** each to debrief on the main outcomes and agreements at their tables. Invite the first rapporteur to do so (**15 minutes**).
- c) This process is repeated until the three rapporteurs have debriefed the plenary.
- d) Then seek to reach an agreement within the group on the timeline for implementation of this roadmap, and record it (**15 minutes**).
- e) Mention to participants that you will be providing them a copy of the roadmap they have just agreed on.



→ **Participants can present the roadmap to the relevant authorities, if present, for example during the conclusion of the training course.**

→ **Keep a copy of the roadmap as this will be useful for follow-up with participants after the course.**

## SESSION 1.3. FUNCTIONS OF THE TREATY BODIES

### Note for the facilitator



#### SESSION SEQUENCE

1. Work in groups: discovering the functions of the Treaty Bodies
2. Debrief in plenary



#### TOTAL DURATION

1 hour 30 minutes



#### VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



#### EQUIPMENT

- Video projector and screen
- Flipcharts, self-sticking cards or meta cards or paper in different colours and shapes (arrow-shaped, round/oval)
- Pins, glue or tape, glue tack, markers in different colours



#### TRAINING MATERIALS

- 5 Flipcharts with the functions of TBs
- Markers
- Computer slide with the questions for the activity (optional)
- PPT- Functions of the Treaty Bodies



#### BACKGROUND READING FOR FACILITATORS

- Chapter 1 of the Manual of this Training Guide
- OHCHR, Fact Sheet No. 30/Rev. 1, The United Nations Human Rights Treaty System, available at: <https://goo.gl/xiSHpj>
- Treaty Bodies at a glance (booklet), available at <https://goo.gl/GPtKpq>



#### DOCUMENTS FOR PARTICIPANTS

- Treaty Bodies' main functions
- Table with the functions of the Treaty Bodies specifying the functions performed by each Committee
- Table with the functions accepted by the relevant country or countries of the region
- Hard copy or PDF of the Treaty Bodies at a glance (booklet)

### LEARNING OBJECTIVES

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

- describe the functions of the Treaty Bodies, in particular individual complaints, inquiries, country visits and general comments/recommendations and identify the stakeholders involved in each of them; *and*
- discuss the benefits of each of the Treaty Bodies' functions mentioned above.



## SESSION PREPARATIONS

- This session has been designed to provide an overview of the functions of the Treaty Bodies to lay the ground for a training course on reporting. You should not go into too much detail about the reporting procedure as specific training sessions on each of the stages of such reporting procedures are further developed in this Training Guide and rather use this session to explore the other functions of the Treaty Bodies.
- In advance of the session:
  - ✓ Set up a flipchart in each corner of the room, and label each one with the following titles: 1. Reporting, 2. Individual complaints, 3. Country visits, 4. Inquiries, 5. General comments.
  - ✓ Below each title, write the following questions to guide each discussion: “What does this function entail? Which Treaty Bodies exercise it? Who are the stakeholders involved? What, in your view, are the benefits of this function?”
  - ✓ Alternatively, the questions can be projected on a slide on to one wall of the meeting room.

## SESSION SEQUENCE

### Step 1: Work in groups: discovering the functions of the Treaty Bodies

 **Duration 60 minutes**

- a) Divide participants into five groups and assign to each group one of the flipcharts that you have previously set up in each corner of the room in accordance with the above note.
- b) Ask each group to nominate one person to remain by each flipchart, and serve as the rapporteur for the theme; this rapporteur will debrief in plenary at the end.
- c) Explain to the groups that they will be given a certain amount of time to brainstorm on the Treaty Body function assigned to them along the lines of the following questions: “What does this function entail? Which Treaty Bodies exercise it? Who are the stakeholders involved? What, in your view, are the benefits of this function?” Tell them to write down their ideas on the flipchart.
- d) Mention that they will then be asked to rotate to the next flipchart, but that the Rapporteur will remain behind to serve as a “repository” for the knowledge being gathered at that particular flipchart. The Rapporteur welcoming them at the next flipchart will explain what the previous group has discussed and written on the relevant function. The incoming group will then discuss the new Treaty Body function and add new information to complement what is already written on the flipchart.
- e) Allocate a maximum of 15 minutes for groups to brainstorm during the first, second and third rounds, 10 minutes for the fourth round, and 5 minutes for the last round, for a **total of 60 minutes for the entire exercise**.



→ **Strictly monitor the rotation time as time-keeping is essential in this activity.**



## Step 2: Debrief in plenary

 **Duration 25 minutes**

- a) Ask the rapporteurs to debrief on the elements highlighted by the group's work. Allocate a maximum of **5 minutes per rapporteur**.
- b) Complement or clarify the information provided by each rapporteur, as need be, immediately after they conclude their respective debriefings. Use as a support the computer slide presentation on the functions of the Treaty Bodies.
- c) Briefly explain the urgent action procedure of the Committee on Enforced Disappearances and the urgent action and early warning procedure of the Committee on the Elimination of All Forms of Racial Discrimination.



- Ask Rapporteurs to debrief in the order of your computer slide presentation.**
- If a future session is devoted specifically to treaty reporting, for example when conducting a sole training session on the Treaty Bodies, you should remove Flipchart 1 on "Reporting" and instead divide the groups into four, rotating between four flipcharts for twice 15 minutes and then twice 10 minutes.**

## Step 3: Wrap-up

 **Duration 5 minutes**

- a) Key messages for the wrap-up can cover the following points:
  - ✓ The Treaty Bodies perform six key functions.
  - ✓ Some of the functions require the acceptance of the State party through ratification of an Optional Protocol to the main treaty or by making a declaration according to the relevant treaty provisions.
  - ✓ Present the list of the functions which apply to the country or countries of the region where the training course is taking place.

## SESSION 1.4. THE KEY PROVISIONS/GENERAL OBLIGATIONS OF AN INTERNATIONAL HUMAN RIGHTS TREATY (SAMPLE: THE CONVENTION AGAINST TORTURE AND OTHER CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT)

### Note for the facilitator



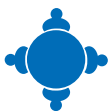
#### SESSION SEQUENCE

1. Interactive presentation (1<sup>st</sup> part)
2. Work in groups
3. Debrief in plenary
4. Interactive presentation (2<sup>nd</sup> part)
5. Wrap-up



#### TOTAL DURATION

2 hours



#### VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



#### EQUIPMENT

- Video projector and screen
- Speakers



#### TRAINING MATERIALS

- PPT on the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (Convention against Torture)
- Text of the Convention against Torture
- Possibly- Universal Declaration of Human Rights, a short (6-minute) documentary outlining its history, contents and continuous significance: <https://youtu.be/5RR4VXNX3jA>
- Flipcharts and markers



#### BACKGROUND READING FOR FACILITATORS

- General comments of the Committee against Torture;
- Recent and relevant concluding observations for the context in which the training is taking place.
- This information is available at: <http://www.ohchr.org/en/hrbodies/cat/pages/catindex.aspx>



#### DOCUMENTS FOR PARTICIPANTS

The text of the Convention against Torture



## LEARNING OBJECTIVES

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

- Identify the key provisions of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment as well as the sources needed for explaining them.

## SESSION PREPARATIONS

- This session has been designed to provide you with an example on how you can plan a session focusing on the key provisions or general obligations of an international human rights treaty.
- In advance of the training:
  - ✓ Based on the results of your training needs assessment and consultations with relevant resource persons or field colleagues, select the most relevant core international human rights treaty for the context of the training.
  - ✓ Familiarize yourself with the key provisions and general obligations of the treaty; major implementation concerns in the country, sub-region or region where the training will be taking place; and recommendations or general comments relating to those concerns issued by the respective Treaty Bodies.
  - ✓ Prepare a “big bang” opener to introduce the subject of the treaty (e.g., short video, quote, question, photo, etc.) to stimulate participants’ interest and reflection on the topic.
  - ✓ Prepare copies of the text of the treaty for all participants.



→ *This session lays the ground for a practical exercise on how to prepare a State party report (i.e., Session 4.2.1 bis).*

## SESSION SEQUENCE

### Step 1: Interactive presentation (1<sup>st</sup> part)

 **Duration 30 minutes**

- Introduce the subject of the treaty with the “big bang” opener you have identified. For example, a short video of maximum **5 minutes** on torture, available at <https://goo.gl/FTIZSI>. If you have more time, you can also show the Universal Declaration of Human Rights, a short (6-minute) documentary outlining its history, contents and continuous significance: <https://youtu.be/5RR4VXNX3jA> to place the respective treaty into the bigger context.
- Encourage participants to brainstorm on the key words or elements related to the definition of torture and obligations of State parties to the Convention against Torture which appeared in the video (e.g., severe physical suffering, purpose of punishment, investigation and prosecution) (**5 minutes**).
- Summarize the outcome of the brainstorming and link it with the actual definition of torture as provided in the Convention as well as with the difference between torture and cruel, inhuman and degrading treatment (**20 minutes**).



→ *Browse the YouTube channel of the United Nations Office of the High Commissioner for Human Rights at <https://goo.gl/HK6mZi> for short videos.*

**Step 2: Work in groups** **Duration 50 minutes**

- a) Divide the participants into five working groups and distribute to them the text of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. Ask them to identify, within their groups, two or three key provisions of the Convention against Torture and explain why they have identified those provisions as such and in which areas they see the major implementation challenges in their country or countries. Tell them to nominate a rapporteur to present the work of each group **(25 minutes)**.
- b) Ask the rapporteurs to debrief in plenary **(5 minutes per group)**.

**Step 3: Interactive presentation (2nd part)** **Duration 35 minutes**

- a) Give overall feedback on the presentations of the groups and link it with the second part of your presentation, in which you will provide an overview of the obligations of State parties under the Convention.
- b) The elements to be included in the presentation will generally be:
- the absolute prohibition of torture (art. 2.2);
  - the criminalization of acts of torture (arts. 4, 15);
  - the investigation, prosecution and punishment of perpetrators of torture (arts. 12, 13);
  - the provision for redress, including adequate reparations for victims (art. 14);
  - the prevention of torture (arts. 2.1, 10, 11).



→ ***Do not forget to consult the concluding observations and general comments of the Committee against Torture when preparing your presentation. They provide you with guidance on the meaning of the provisions of the Convention.***

**Step 4: Wrap-up** **Duration 5 minutes**

- a) Key messages for the wrap-up can include the fact that the Convention against Torture offers:
- an internationally-accepted legal definition of torture;
  - guide to legal, institutional and other methods to prevent and combat torture;
  - reinforcement of due process of law;
  - right of victims to redress, including adequate reparations; and
  - a framework for global action to prevent and combat torture.



→ ***It takes more than one session to explain the content of a treaty in the context of a treaty-specific training. This session along with the variety of training tools provided in this Training Guide can assist in developing in-depth sessions on the content of a treaty by, for example, breaking down in various sessions the explanations of the treaty (according to clusters provided in the relevant reporting guidelines); extending the time of interactive presentations; or including other group activities.***



## **National Mechanisms for Reporting and Follow-up (NMRF)**

# 2. National Mechanisms for Reporting and Follow-up (NMRF)

## SESSION 2.1. OVERVIEW OF THE GOVERNMENTAL STRUCTURES FOR ENGAGEMENT WITH THE HUMAN RIGHTS MECHANISMS: NMRF

### Note for the facilitator



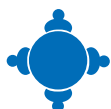
SESSION SEQUENCE

1. Interactive presentation
2. Sharing experiences: storytelling



TOTAL DURATION

1 hour 30 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

- Video projector and screen
- Flipcharts, self-sticking cards or meta cards or paper in different colours and shapes (arrow-shaped, round/oval)
- Pins, glue or tape, glue tack
- Markers in different colours



TRAINING MATERIALS

- PPT on NMRF
- 1 set of self-sticking or meta cards for presentation (optional)



BACKGROUND READING FOR FACILITATORS

- Chapter 2, Part I (The Manual) of this Training Guide and relevant tables in other chapters establishing the links between the capacities of a NMRF and the reporting cycle
- OHCHR National Mechanisms for Reporting and Follow-up: A Practical Guide to Effective State Engagement with International Human Rights Mechanisms
- OHCHR National Mechanisms for Reporting and Follow-up: A Study of State Engagement with International Human Rights Mechanisms
- \* Both documents are available at <https://goo.gl/sUpZIU>



DOCUMENTS FOR PARTICIPANTS

- Hard copy or PDF of the Practical Guide and Study
- Checklists of the capacities of a NMRF



## LEARNING OBJECTIVES

By the end of the session participants will be able to:

- identify the key features of a National Mechanism for Reporting and Follow-up;
- describe the four key capacities of an effective National Mechanism for Reporting and Follow-up; *and*
- exchange and discuss ideas for the improvement or establishment of its own Governmental structure for engagement with human rights mechanisms.

## SESSION PREPARATIONS

- The four key capacities of an effective NMRF provide a conceptual framework for promoting discussions between State officials as to how they can better institutionalize their engagement with all human rights mechanisms to improve the process of reporting or responding to individual communications, but also to ensure implementation of recommendations from human rights mechanisms to make subsequent reporting easier. Having this overall discussion on what already works or does not work at national level facilitates any subsequent training sessions on treaty reporting. For a State party to report well to a Treaty Body, it needs to have all four capacities well established.
- You are encouraged to familiarize yourself beforehand with the Practical Guide on NMRFs as you should be able to establish the links between the four capacities of a NMRF and the reporting cycle so that you can accurately present them to participants as needed during the training course.
- Presenting the key findings of the OHCHR Study on NMRFs also prepares the ground for specific discussions during the training course on 1) the establishment of a NMRF or 2) the strengthening of an existing governmental structure (see Session 2.2).
- Be mindful that the **storytelling** requires prior preparation. In advance of the training (at least two weeks before), **identify two participants** and invite them to share their experiences with their peers, as follows:
  - ✓ for a national training course, a member of the Ministry leading the NMRF or the existing governmental structure for reporting, along with a member of another Ministry which participates in the NMRF;
  - ✓ for a sub-regional or regional training course, a member of the NMRF from country A and a member of a NMRF from country B.
- **Brief** them on OHCHR's Practical Guide and Study on NMRFs as well as on the session sequence and its learning objectives.
- Ask them to **structure** the presentation of their experience around the following questions: *What has worked well? What are the challenges? What can be improved?* This should take no more than 10 minutes.
- Make yourself available to **coach** them, as necessary, in preparation for their intervention.



➔ ***It is useful to include this session at the outset of a training course to set the stage and conceptual framework for the subsequent discussions.***

## SESSION SEQUENCE

### Step 1: Interactive presentation

 **Duration 45 minutes**

a) The main issues to be presented will generally be:

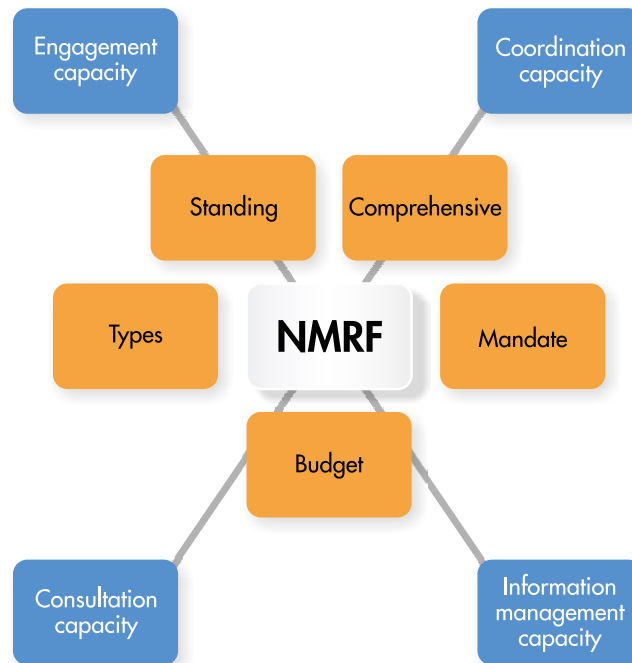
- ✓ the fact that States have been increasingly adopting different approaches to meeting their growing international and regional human rights obligations;
- ✓ the purpose of the OHCHR *Practical Guide* and the accompanying *Study of State Engagement with International Human Rights Mechanisms*: identify the key ingredients for a well-functioning and efficient NMRFs (drawing on different State practices and not proposing a one-size-fits-all solution);
- ✓ a definition of a National Mechanism for Reporting and Follow-up;
- ✓ the advantages and disadvantages of the existing types of NMRF: 1) *ad hoc*; 2) standing, based within a Ministry or Inter-Ministerial; and 3) separate institution;
- ✓ the key features of a NMRF: standing governmental structure; comprehensive mandate; budget and human resources; and its four capacities (see next point);
- ✓ an explanation in detail of the four capacities of an effective NMRF, i.e. engagement, coordination, consultation and information management;
- ✓ examples of the links between the four capacities and the reporting cycle.



#### → **General links of a NMRF four capacities with the reporting cycle:**

- **all technical aspects (e.g., knowledge of how to submit a report to a Treaty Body) enhance the engagement capacity;**
- **pulling together information for a State party report from different Ministries, Government institutions, the parliament, the judiciary and the National Statistics Office enhances the State's coordination capacity;**
- **consultation on the draft State party report with the national human rights institution or civil society organizations is an expression of the consultation capacity of the State;**
- **establishing methods and tools for tracking implementation of recommendations from human rights mechanisms including the Treaty Bodies (e.g., implementation plans, clustering of recommendations) enhances the information management capacity.**

b) Instead of a PPT, you can reconstruct the chart below with self-sticking cards and markers on a flipchart as you are explaining to participants the key features and four capacities of a NMRF.



- Prepare in advance self-sticking cards to save time with the NMRF acronym and the names of key features and capacities of a NMRF.
- Keep the chart on the wall of the training room and refer back to it throughout the training, whenever you address one of the four capacities.

## Step 2: Sharing experiences: storytelling

Duration 45 minutes

- a) Following the interactive presentation on the NMRF, mention that two participants have agreed to share their experiences in respect of the national structure and/or processes for reporting and follow-up existing in the country (or countries, if a regional event) and that after their presentations the floor will be open for discussion (**5 minutes**).
- b) Invite a member of the NMRF (if a national-level event) or the participant from country A (if a regional event) to present the national structure and/or processes for reporting and follow-up, and the current manner in which the Government engages with the three international human rights mechanisms, including successes and shortcomings (**10 minutes**).
- c) Invite another member from another Ministry to present his or her Ministry experience including the current manner in which the Government organizes and coordinates information gathering for the purposes of reporting to the Treaty Bodies. In the case of a regional event, invite the participant of Country B to present his or her country's national structure for reporting and follow-up, including successes and shortcomings (**10 minutes**).
- d) Discussion in plenary (**20 minutes**).



- Experience shows that participants actively engage in these discussions; if you are pressed for time, explain to them that they will have the opportunity to discuss and reflect further on the NMRFs later during the training.
- If the agenda for your training course is tight, drop the storytelling from this session. You can provide space for participants to share experiences on the NMRFs in another session (see for example, Session 2.2)

## SESSION 2.2. KEY CAPACITIES OF A NMRF

### Note for the facilitator



SESSION SEQUENCE

1. Group activity: discussion on the capacities of a NMRF
2. Wrap-up



TOTAL DURATION

1 hour 30 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

Video projector and screen



TRAINING MATERIALS

- PPT presentation on NMRF
- PPT slides on capacities checklists
- Hand-out “Guidance questions for discussion”
- Flipcharts with headings on the capacities of NMRF and markers

BACKGROUND READING  
FOR FACILITATORS

- Chapter 2, Part 1 (The Manual) of this Training Guide and relevant tables in other chapters establishing the links between the capacities of a NMRF and the reporting cycle
- OHCHR National Mechanisms for Reporting and Follow-up: A Practical Guide to Effective State Engagement with International Human Rights Mechanisms
- OHCHR National Mechanisms for Reporting and Follow-up: A Study of State Engagement with International Human Rights Mechanisms
- \*Both documents are available at <https://goo.gl/sUpZIU>



DOCUMENTS FOR PARTICIPANTS

- Hand-out “Guidance questions for discussion”
- Hard copy or PDF of the Practical Guide and Study

### LEARNING OBJECTIVES

By the end of the session participants will be able to:

- appraise the key capacities of a National Mechanism for Reporting and Follow-up; *and*
- discuss ways of improving or establishing its own Governmental structure and processes for engagement with human rights mechanisms.

## SESSION PREPARATIONS

- This session builds up from step 1 (interactive presentation) of Session 2.1 (overview of the governmental structures for engagement with human rights mechanisms: NMRF), which needs to be done prior to this session. It has been designed to provide a space for participants to discuss each of the key capacities of a NMRF and reflect on how these capacities are currently addressed within existing structures for reporting and follow-up; how they could be addressed in the future; and what structure or tools could be established, developed or improved in this regard.
- In advance of the session:
  - ✓ Identify **four participants**, ideally from different ministries (or countries if the training is regional or sub-regional) and invite them to participate as rapporteurs at the session's discussion tables.
  - ✓ Meet with the rapporteurs beforehand (at least the previous afternoon) and:
    - explain to them the group activity, including the session sequence;
    - give them copies of OHCHR, *National Mechanisms for Reporting and Follow-up: A Practical Guide to Effective State Engagement with International Human Rights Mechanisms* and of the guidance questions for the discussion (see hand-out at the end of this note);
    - explain what is expected from them:
      - facilitate discussion on one of the capacities of a NMRF;
      - take notes and debrief the different groups coming to their tables; and
      - debrief the plenary on the main points discussed.
  - ✓ Prepare PPT slides with the NMRF checklist capacities provided in the OHCHR *Practical Guide* (mentioned above).
  - ✓ Prepare copies of the guidance questions for the discussion (in a hand-out) for all participants.

## SESSION SEQUENCE

### Step 1: Group activity: discussion on the capacities of a NMRF

 Duration 5 minutes

Instructions (5 minutes)

- a) Divide the participants into four groups and assign a working table to each group. Place on each working table one of the flipcharts you have previously prepared, so that each group has a different topic to discuss, i.e. 1) *engagement capacity*; 2) *coordination capacity*; 3) *consultation capacity*; and 4) *information management capacity*.
- b) Explain to participants that all participants, except for the assigned rapporteurs (pre-selected by you), will discuss all four capacities of a NMRF as they will be rotating between all four discussion tables. Indicate that on arrival at a new working table the groups should be briefed by the relevant rapporteur on the main points of what has previously been discussed. Every group should then add new information to what has already been discussed.
- c) Stress that the role of the rapporteurs also includes an overall debriefing to the plenary on the key points discussed at his or her table.
- d) Tell participants that in general they should discuss, for each capacity:
  - ✓ How it is currently addressed within existing structures of reporting and follow-up; how it could be addressed in future; and what structure or tools could be established, developed or improved in that regard.

- e) Stress that the role of the rapporteurs also includes an overall debriefing to the plenary on the key points discussed at his or her table.
- f) Tell participants that in general they should discuss, for each capacity:
  - ✓ *How it is currently addressed within existing structures of reporting and follow-up; how it could be addressed in future; and what structure or tools could be established, developed or improved in that regard.*
- g) At each working table keep hand-outs and indicate to participants that the hand-outs contain more specific guidance on issues that should be discussed. When rotating, they should leave hand-outs at the respective tables.
- h) Indicate that the total duration of this group activity is **60 minutes**, divided as follows:
  - ✓ first round of discussion: 20 minutes;
  - ✓ second and third rounds of discussion: 15 minutes;
  - ✓ fourth round of discussion: 10 minutes.
- i) Tell participants that you will be keeping track of the time and indicate to them when they need to rotate to the next working table.



→ ***If you are short of time, you can reduce the discussion times as follows: 15, 15, 10 and 5 minutes respectively, for a total of 45 minutes.***

## Step 2: Debriefing and wrap-up

 **Duration 25 minutes**

- a) Tell each rapporteur that they will have **5 minutes** each to debrief on the main outcomes at their tables. Invite the first rapporteur to do so.
- b) Before giving the floor to the next rapporteur, wrap up the first debriefing by showing participants on the screen the relevant NMRF capacity checklist and complementing the ideas of the group as needed.
- c) Whenever possible also seek to reach agreement on what the group would work towards improving in the future, ideally with a timeline and identifying a lead Ministry or NMRF member responsible for seeing this improvement through (see step 1 (d)).
- d) This process is repeated until the four rapporteurs have debriefed the plenary.



→ ***Reaching such an agreement creates a road map for the future, which will facilitate your follow-up to the training. Ensure that you and the participants have a copy of it.***

→ ***For sub-regional or regional training, ask participants to write down on a piece of paper what would work towards strengthening the NMRF (according to capacity) or establishing the NMRF; and what they could do to bring about these improvements. You can then open the floor to those participants who would like briefly to present their commitments to the plenary. Allocate 30 minutes for this last activity.***

**Group Activity 2.2****Hand-out 1/2****Guidance questions for discussion****Working table 1: Engagement capacity**

- How does my Government currently engage with international and regional human rights mechanisms? Which Ministry takes the lead? When?
- Is there a permanent structure for engagement with human rights mechanisms? Or is it an ad hoc engagement?
- What works well? What does not work well?
- How does/could the Government organize and centrally facilitate visits by Special Procedures mandate holders or the Sub-Committee on the Prevention of Torture (SPT)?
- How does/could it organize and centrally facilitate the preparation of responses to communications and follow-up questions and recommendations or decisions received from the Treaty Bodies or the Special Procedures?
- How could a NMRF best be structured and resourced?
- How could one avoid too much rotation between staff or maintain some core institutional knowledge?
- How could one ensure that staff are adequately trained?
- How would gender be mainstreamed in the structure and work processes?

**Working table 2: Coordination capacity**

- How could the Government best collect, analyse and disseminate information from or to Government entities for reporting and follow-up to recommendations?
- How could the Government best collect, analyse and disseminate information from or to parliament, the judiciary and the National Statistical Office for reporting and follow-up to recommendations?
- Is/or could the lead agency/Ministry responsible for implementing Sustainable Development Goals be included in such a structure?
- If a NMRF were to be established, how could the visibility of the NMRF be ensured?
- How can one ensure that everybody understands its role and functions and cooperates with such a mechanism?

**Group Activity 2.2****Hand-out 2/2****Guidance questions for discussion****Working table 3: Consultation capacity**

- How and at what stages could the Government best foster, organize and lead consultations for reporting and follow-up with the national human rights institution?
- How and at what stages could the Government best foster, organize and lead consultations for reporting and follow-up with civil society organizations including the most marginalized groups to ensure that no one is left behind?

**Working table 4: Information Management capacity**

- How does the Government currently manage information on implementation of treaty provisions and recommendations, inter alia with a view to preparing the next periodic report?
- How could the Government best track the issuance of recommendations emanating from the international and regional human rights mechanisms?
- Has the Government a system available to cluster recommendations and their implementation against themes including against targets established under the Sustainable Development Goals?
- How could the Government best track implementation of recommendations emanating from the international and regional human rights mechanisms?





## **The Benefits of Treaty Body Reporting**

# 3. The Benefits of Treaty Body Reporting

## SESSION 3. BENEFITS OF REPORTING

### Note for the facilitator



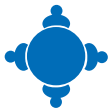
SESSION SEQUENCE

1. Group activity: what are the benefits of reporting?
2. Debrief
3. Wrap-up



TOTAL DURATION

30 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

Video projector and screen



TRAINING MATERIALS

- PPT on Benefits of reporting
- Flipcharts, markers and tape
- Meta cards and pens



BACKGROUND READING  
FOR FACILITATORS

Chapter 3, Part I (The Manual) of this Training Guide



DOCUMENTS FOR PARTICIPANTS

### LEARNING OBJECTIVES

By the end of the session participants will be able to:

- Identify and explain the benefits for State parties of reporting to the Treaty Bodies.

## SESSION PREPARATIONS

- In advance of this session:
  - ✓ Write down the following questions on two separate sheets of paper:
    - Why are State parties reporting to the Treaty Bodies?
    - What are the benefits of reporting?
  - ✓ Prepare four or five sets of these questions to be used in group activity.
- If you would like to conduct this session for *other* stakeholders, you should adapt the questions to your target audience. For example, in the case of a training for a national human rights institution, the questions could be: Why national human rights institutions engage in the reporting procedure of the TBs? What are the benefits of submitting alternative information to a TB? Please refer to Chapters 5 and 6 as well Annex 2 of the Part I (Manual) of this Training Guide for further information on the role of other stakeholders in the reporting procedure.

## SESSION SEQUENCE

### Step 1: Group activity: what are the benefits of reporting?

 **Duration 15 minutes**

- a) Remind participants that one of the main functions of the Treaty Bodies is to examine State party reports on implementation of the human rights contained in the relevant treaty and mention that this process should not be seen as a burden but rather as an opportunity for State parties to take stock of the human rights situation in the country. Mention to them that you would like the group to reflect, in a written exercise, more on the opportunities or benefits that reporting to the Treaty Bodies represents for State parties. Stress that this exercise does not require them to move from their tables (**5 minutes**).
- b) Distribute to each table the sheet of paper you have previously prepared containing the question **Why are State parties reporting to the Treaty Bodies?** Ask them to write down, individually, two short responses (which could be one word) to this question.
- c) Once everybody has written down their responses, ask participants to move the paper on to the person next to them, who will be adding two responses different from what is already written on the paper they receive. This process is repeated until every participant at each table has written down two ideas or responses to the question. Allow between 45 seconds and 1 minute per participant to write down his or her responses. This means that a maximum of **5 minutes** should be allocated if five participants are seated at each table.
- d) Then distribute to the tables the second sheet of paper you have previously prepared, containing the question **What are the benefits of reporting?** Ask them once again to write down, individually, two short responses (again could be one word) to this question. Repeat c).

### Step 2: Debrief

 **Duration 10 minutes**

- a) Ask the last person who wrote on the sheet, at each of the five tables, to read out some of the responses. Record and cluster the responses on a flipchart.



→ **The recording and clustering of responses on the flipchart could ideally be done by an assistant facilitator.**

**Step 3: Wrap-up** **Duration 5 minutes**

- a) Present the results of the exercise to the group and wrap up the activity. Key messages for the wrap-up can include:
- ✓ reporting to the Treaty Bodies is a legal obligation for State parties to international human rights treaties. It enables governments to ensure treaty compliance through knowing their own national situation. Its ultimate goal is to improve the situation of right-holders at national level.
  - ✓ a summary of the benefits of reporting (i.e. self-assessment of human rights; promotion of national dialogue; receiving international expert advice and access to experience from other countries).



➔ **Do not forget to come back to the four capacities of the NMRF. Some examples:**

- **reporting on time and in compliance with the respective Treaty Body's reporting guidelines demonstrates the capacity of a NMRF for engagement with the Treaty Bodies;**
- **gathering information and data from different ministries, parliament, the judiciary, the national office for statistics, etc., to prepare such a State party report demonstrates the coordination capacity of the NMRF;**
- **the NMRF has an opportunity to demonstrate its consultation capacity by fostering and leading the interactions with the national human rights institution and civil society through the preparations of the State party report;**
- **Ultimately the preparation of a report to a Treaty Body enables the NMRF to demonstrate its information management capacity, when a system for managing information on the implementation of treaties and implementation of recommendations is in place.**



## **The Reporting Procedure**

# 4. The Reporting Procedure

## SESSION 4.1. THE REPORT OF THE STATE PARTY

### Note for the facilitator



SESSION SEQUENCE

1. Icebreaker
2. Interactive presentation
3. Wrap-up



TOTAL DURATION

45 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

Video projector and screen



TRAINING MATERIALS

- PPT on the report of the State party
- Flipcharts and markers



BACKGROUND READING  
FOR FACILITATORS

- Chapter 4, Session 4.1 (The report of the State party), Part I of this Training Guide
- Harmonized reporting guidelines HRI/GEN/2/Rev.6, available at: <https://goo.gl/LVCPLX>



DOCUMENTS FOR PARTICIPANTS

### LEARNING OBJECTIVES

By the end of the session participants will be able to:

- explain what constitutes a State party report to a Treaty Body; *and*
- differentiate between the content of a common core document from the content of a treaty-specific report.

## SESSION PREPARATIONS

- In advance of the training:
  - ✓ Ensure you have the latest information with respect to the submission of common core documents by countries from the relevant region or sub-region. This information is available at <https://goo.gl/w2eAlg>. Prepare a table on a PPT slide.
  - ✓ Check various common core documents against the harmonized guidelines on reporting under the international human rights treaties and pick the most relevant example for the context in which the training is taking place. See also Session 4.1.2, Part I of this Training Guide.
  - ✓ Familiarize yourself with the reporting status of the country or countries (in case of a regional or sub-regional event) where the training is taking place. You can find this information at <https://goo.gl/sR3d1U>. Prepare a reporting status table on a PPT slide.
  - ✓ Select an example of treaty-specific reporting guidelines for presentation to participants, based on the reporting status table. The reporting guidelines are available on the website of each committee at the following: <http://www.ohchr.org/EN/HRBodies/Pages/treatyBodies.aspx>

## SESSION SEQUENCE

### Step 1: Icebreaker

 Duration 5 minutes

If you hold a sub-regional event

- a) Give to each participant a note with the date of submission of its common core document (CCD) (if none was submitted, you leave the note blank).
- b) Ask participants to suggest what the date stands for.
- c) Show list of countries with dates of submission of the CCD in the sub-region.
- d) Start your inter-active presentation.

### Step 2: Interactive presentation

 Duration 40/35 minutes

- a) Remind participants that a State party to a treaty is required to submit its initial report within one or two years after the treaty enters into force for that State. Thereafter the State party is required to report periodically (show the reporting periodicity table on the screen).
- b) Introduce the topic of the presentation with a short brainstorming on what constitutes the report of a State party.
- c) The main points to be presented will generally be:
  - ✓ The report of the State party is constituted of two separate and distinct but complementary documents, i.e. the CCD and the treaty-specific report
  - ✓ The main elements of a CCD: structure and content, word limit and updates
  - ✓ The countries from the relevant region or sub-region which have submitted their CCDs and relevant examples for the context in which the training is taking place

- ✓ The main elements of a treaty-specific report, including differences between initial and periodic reports as well as the structure, content and word limits
- ✓ The format of State party reports
- ✓ Annexes to State party reports are only supporting documents and should not contain new or key information. They are not translated
- ✓ The reporting status of the country, sub-region or region as relevant
- ✓ An example of treaty-specific reporting guidelines relevant to the region



- ➔ **Instead of a PPT you can use flipcharts and markers to deliver this presentation and to write down the main elements of a CCD and a treaty-specific report.**
- ➔ **If you include Step 1, prepare in advance PPT slides of the reporting status table and the list of countries who have submitted CCDs to be shown on the screen. This will save time and will be easier for participants to view.**

### Step 3: Wrap-up

 **Duration 5 minutes**

Key messages for the wrap-up can include:

- ✓ the content of a State party report should reflect the situation 'in law' and 'in practice' with respect to the implementation of the relevant treaty;
- ✓ statistical data to be presented in annexes and which should allow a comparison over time, indicating sources and being disaggregated by sex, age, etc.
- ✓ stressing that the word limits for each of the documents constituting the report of the State party should be respected, in line with General Assembly resolution 68/268.



- ➔ **Do not forget to mention which of the capacities of a NMRF are linked with the preparation of the State party report. For example:**
  - **The preparation of the report enables the NMRF to demonstrate its capacity and authority to coordinate the gathering of information and collection of data needed to draft the State party report, from different ministries, parliament, the judiciary, the national office for statistics, etc.**



## SESSION 4.2. THE REPORTING CYCLE

### Note for the facilitator



#### SESSION SEQUENCE

1. Brief overview of the reporting cycle
2. Work in groups: putting together the reporting cycle
3. Debrief in plenary
4. Interactive presentation: the Simplified Reporting Procedure (SRP)
5. Wrap-up



#### TOTAL DURATION

1 hour



#### VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



#### EQUIPMENT

Video projector and screen



#### TRAINING MATERIALS

- 5 sets of large self-sticking cards or meta cards containing the pieces of the reporting cycle puzzle (one set per Working Group)
- Tape or glue tack
- Empty spaces on all four walls of the training room
- PPT: Reporting cycle + Simplified Reporting Procedure



#### BACKGROUND READING FOR FACILITATORS

- Chapter 4, Part I (The Manual) of this Training Guide
- HRI/MC/2015/2 on the SRP



#### DOCUMENTS FOR PARTICIPANTS

- Slide of the reporting cycle (standard)
- Slide of the reporting cycle under the Simplified Reporting Procedure
- Slide on periodicity of reporting

### LEARNING OBJECTIVES

By the end of the session participants will be able to:

- illustrate the Treaty Bodies reporting cycle;
- describe the stages of the reporting cycle; *and*
- indicate the differences between the standard reporting procedure and the Simplified Reporting Procedure

## SESSION PREPARATIONS

- In advance of the training:
  - ✓ Prepare four sets of large self-sticking cards, containing the words in **bold** of each of the six stages of the Treaty Body reporting cycle, as follows:
    1. **State party** prepares and submits its **report**
    2. The Committee presents **List of Issues** to the State party
    3. State party submits **written replies** to listed issues
    4. **Constructive dialogue** between the Committee and State party delegation during session of the Committee
    5. The Committee issues its **concluding observations** on the report, including recommendations
    6. Follow-up and **implementation** of the Committee's recommendations
  - ✓ Each stage corresponds to one piece of the **reporting cycle puzzle**. You should have **four sets of the puzzle**.
  - ✓ Identify four empty spaces on the four walls of the training room on which participants can reconstruct the reporting cycle.



→ **Having all the materials prepared beforehand:**

- *Saves time; and*
- *Allows you to take care of other pressing issues that may arise.*

## SESSION SEQUENCE

### Step 1: Brief overview of the reporting cycle

 Duration 5 minutes

- a) Divide participants into four groups (4-5 participants per group).
- b) Explain to participants that State parties to any of the nine core international human rights treaties have the obligation to report periodically to the relevant Committee on how the State party implements the rights contained in the treaty at national level.
- c) Explain that the reporting cycle is composed of six stages organized around the consideration of a State party's report by a Committee.

### Step 2: Work in groups: putting together the reporting cycle

 Duration 15 minutes

- a) Invite participants to demonstrate the order of the stages of the reporting cycle by putting together the pieces of the reporting cycle puzzle.
- b) Assign one of the four walls of the room to each group, and distribute to them a full set of the puzzle. Indicate that each working group should reconstruct the reporting cycle and attach the puzzle pieces on the wall in the order agreed by the group. Ask them to nominate a rapporteur for each group to present the reconstructed puzzle of each group in plenary (**5 minutes**).
- c) Tell participants that they will have **10 minutes** to put together the reporting cycle and let them start their work in groups.



→ **Mix the pieces of the puzzle before distributing to participants.**

### Step 3: Debrief in plenary

**Duration 10 minutes**

- a) Ask the rapporteur of one group (a group which constructed the cycle in the correct order and ideally a group which constructed it in a linear fashion) to present the reconstructed puzzles of their group (5 minutes).
- b) Clarify any confusions with respect to the stages of the reporting cycle. Stress that the consideration of a State party report by a Treaty Body is not a once-for-all event but a continuous process which requires State parties to report back to the relevant Treaty Body every 4-5 years (on the implementation of recommendations and any new measures needed to implement the treaty). Therefore, reporting to the Treaty Bodies is seen as a reporting cycle and was not to be presented in a linear time line.
- c) Mention that a State party to a treaty is required to submit its initial report within one or two years of the treaty's entering into force for that State. Thereafter the State party is required to report periodically. Show the reporting periodicity table (5 minutes).



- **Most groups present the information in a linear fashion. Emphasize the importance of reporting being cyclical in nature, one cycle building on the next.**
- **Leave the reporting cycles on the wall so that you can refer to them as needed during the training.**

### Step 4: Interactive presentation: the SRP

**Duration 15 minutes**

- a) Ask participants if they have heard about the Simplified Reporting Procedure. Ask them what they think may be different in the reporting cycle under the SRP from the reporting cycle posted on the wall. Then show the slide on the SRP and explain the reporting cycle under the SRP. Instead you can also adjust one puzzle on the wall to show the SRP.
- b) Present the main points of the SRP, i.e. how it works, its added value and which Treaty Bodies are offering it to State parties.

### Step 5: Wrap-up

**Duration 10 minutes**

Key messages for the wrap-up can include the following:

- ✓ There are two reporting procedures available to State parties: a) the standard reporting procedure (posted on the wall); b) the Simplified Reporting Procedure (one adjusted puzzle on the wall).
- ✓ If the SRP is not accepted by State parties, they should continue submitting their reports under the standard reporting procedure.

## SESSION 4.2.1. GOOD PRACTICES IN STATE PARTY REPORTING

### Note for the facilitator



SESSION SEQUENCE

1. Sharing experiences: storytelling
2. Discussion in plenary
3. Wrap-up



TOTAL DURATION

45 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

Video projector and screen



TRAINING MATERIALS

- PPT slide on the steps taken to prepare a report (optional)
- Flipcharts and markers

BACKGROUND READING  
FOR FACILITATORS

Chapter 4, Part I of this Training Guide



DOCUMENTS FOR PARTICIPANTS

### LEARNING OBJECTIVES

By the end of the session participants will be able to:

- determine the conditions for success when preparing a State party report to a Treaty Body, a report under the Universal Periodic Review (UPR) or under the Voluntary National Review on Sustainable Development Goals (SDGs) implementation; *and*
- identify the role of the NMRF in the preparation of such a report and distinguish the steps to be followed in preparing it.

### SESSION PREPARATIONS

- This session has been designed to facilitate peer-to-peer exchanges, sharing practices and learning.
- Be mindful that the **storytelling** requires **prior preparation**. In advance of the training (at least two weeks before), **identify two participants** as follows:
  - ✓ for a national training course: a member of a Ministry who **has been previously involved** in the preparation of a report to a Treaty Body, the UPR or on SDGs implementation; and a member of another Ministry who is currently involved in the preparation of such a report;

- ✓ for a regional or sub-regional training course: a member of a Ministry from **country X** who has been **previously involved** in the preparation of a report to a Treaty Body, the UPR or on SDGs implementation; and a member of a Ministry from **country Z** who is **currently involved** in preparing such a report.
- Invite the identified participants to **briefly share their experiences** with their peers;
- **Brief** them on the session sequence and its learning objectives;
- Ask them to **structure** the presentation of their experience around the following questions in no more than 5 minutes: *What worked or is working well when preparing the report? What were or are the challenges? What can be improved? What linkages do you see in preparing reports to different mechanisms (Treaty Bodies, UPR and national report on SDGs implementation)?*
- Make yourself available to **coach** them, as necessary, in **preparation** of their interventions.

## SESSION SEQUENCE

### Step 1: Sharing experiences: storytelling

 **Duration 15 minutes**

- a) Introduce the session and invite participant X to share his or her country's experience in preparing and submitting its report (1 minute). Remind him or her to keep to the time allocated, i.e. **7 minutes**.
- b) Invite participant Z to report on progress made in preparing the report (e.g., after a national training course has taken place). Remind him or her that he or she has **7 minutes**.

### Step 2: Discussion in plenary

 **Duration 15 minutes**

- a) Open the floor so participants can share other experiences or ask questions to the storytellers.

### Step 3: Wrap-up

 **Duration 15 minutes**

- a) Draw from the participants' presentations and discussions the key messages for the wrap-up, such as the conditions for success in the preparation of a State party report. Generally they include: political will, coordination through NMRF, broad consultations, human resources and time and managing information for purposes of reporting to different mechanisms;
- b) List the suggested steps to be followed when drafting a report to a Treaty Body, contained in chapter 4, Part I of this Training Guide;
- c) Other key messages can include:
  - ✓ the preparation of a State party report is an integral part of the engagement capacity of a NMRF, or a governmental entity responsible for coordinating the preparation of such a report;
  - ✓ a drafting group within the NMRF should be created and be responsible for drafting the report;
  - ✓ procedural clarifications with respect to the submission of the report should be addressed to the Secretariat of the relevant Treaty Body.



➔ **Prepare beforehand a PPT slide or flipchart showing the conditions for success and the steps to be followed when preparing a report, which you can show to the participants.**

## SESSION 4.2.2. HOW TO PREPARE A STATE PARTY REPORT?

### Note for the facilitator



1. Instructions
2. Work in groups
3. Debriefing in plenary
4. Wrap-up



2 hours and 30 minutes



Spacious training hall arranged in such a way as to promote a peer-to-peer atmosphere and accommodate the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



Video projector and screen



- PPT slides, e.g., guiding questions; and what makes a good report (optional)
- Flipcharts and markers
- Guiding questions
- Relevant treaty reporting guidelines and general comments/recommendations (optional)\*
- The text of the relevant core international human rights treaty selected for distribution to each group

\*Even though they are an important reference – and this should be stressed to participants – experience shows that not distributing general comments and recommendations reduces the number of documents to be analysed by participants in a short period of time without compromising the learning objectives of this session



- Session 4.2.1, Part I of this Training Guide (Preparation and submission of the report)
- Relevant treaty reporting guidelines
- Last concluding observations addressed to the State party by the relevant Treaty Body
- Relevant general comments/recommendations



- Hand-out with guiding questions
- Selected treaty provision (one different provision per group) with a badly drafted paragraph from a State party report (anonymized)
- The text of the relevant core international human rights treaty
- The relevant treaty reporting guidelines
- Last concluding observations addressed to the State party by the relevant Treaty Body

## LEARNING OBJECTIVES

By the end of the session participants will be able to:

- appraise the process of preparing a State party report to a Treaty Body;
- develop an outline of a State party's report to a Treaty Body.

## SESSION PREPARATIONS

- This session has been designed to offer participants a **methodology for developing an outline** of a State party report under the standard reporting procedure. During the session sequence guidance is provided on how one can adapt it for the preparation of initial or periodic reports.
- For sub-regional or regional training events, it is suggested that one assumes that the group is preparing an initial report. Specific guidance is provided in the session sequence, where relevant.
- This session should be preceded by a session or sessions devoted to explaining the key provisions and general obligations of a particular core international human rights treaty (see Session 1.4). Therefore it is assumed that the treaty has already been selected, and consequently also the Treaty Body which will be the focus of this practical session.
- Intense preparations and clear guidance from the facilitator are required for this session in order for it to run smoothly. Therefore **in advance of the course** you are encouraged to:
  - ✓ familiarize yourself with the treaty-specific reporting status of the country or countries (if sub-regional or regional training), and with the relevant treaty and its accompanying reporting guidelines;
  - ✓ check whether the Treaty Body has adopted a follow-up procedure. If so, also check the status of the follow-up report of the country or countries (if sub-regional or regional training);
  - ✓ obtain a copy of the latest Treaty Body concluding observations issued to the State party;
  - ✓ check whether the Treaty Body has adopted a general comment or recommendation on the selected provisions. If so, familiarize yourself with their content so that you can provide better guidance to participants;
  - ✓ divide participants into five working groups. Therefore, **pre-select five provisions of the treaty** as you will be assigning one treaty provision per group. Make sure to find a balance in your selection between the key or general provisions and provisions covering substantive areas which are most relevant to the context of the training (e.g., while a key provision may be the prohibition of discrimination, a relevant substantive area covered by other provisions of the treaty may be education). Assign one provision per group;
  - ✓ pre-select for each treaty provision a badly drafted paragraph from a State party report (anonymized);
  - ✓ prepare one set of materials per working group containing the following: the treaty provision assigned per group with a badly drafted paragraph from a State party report; the text of the treaty and its reporting guidelines; the last concluding observations issued to the State party (except for initial reports); and the hand-out contained at the end of this note for the facilitator;
  - ✓ familiarize yourself with the session sequence.



- ➔ *The treaty-specific reporting guidelines can assist you in the selection of provisions for the work in groups.*
- ➔ *This session can be used as a basis for developing the agenda of a report drafting workshop for the 'drafting working group', in which the group will actually develop the outline of the State party report.*

- If you would like to conduct this session for **other stakeholders**, you can follow the methodology suggested and adapt the guiding questions to your target audience so they are equipped to submit alternative reports to a Treaty Body. For example, on identifying the key issues, stakeholders can reflect on the focus and structure of their alternative report. Please refer to Chapters 5 and 6 as well Annex 2 of the Part I (Manual) of this Training Guide for further information on the role of other stakeholders in the reporting procedure.

## SESSION SEQUENCE

### Step 1: Introduction

 Duration 15 minutes

- a) Introduce the session by mentioning the main elements of the relevant treaty-specific reporting guidelines (e.g., proposed structure of the report, type of information to be included, etc.).
- b) You may also wish to re-emphasize some of the suggested key messages of Session 4.2.1 before moving to the group work.
- c) Divide participants into five groups. Distribute to each member of the group a set of materials you have previously prepared.

### Step 2: Work in groups

 Duration 1 hour 30 minutes

- a) Tell participants that they will be discussing in a staggered manner five batches of guiding questions contained in the hand-out. Explain to them that the questions aim at supporting the development of an outline of the report of the State party to a Treaty Body and that this is part of a suggested methodology for preparing a State party report.
- b) Task them with writing down the agreements of the group on flipcharts as a debriefing in plenary will take place at the end.
- c) Mention that you will be indicating to them how much time they will have to discuss each batch of questions and then let the groups start working.
  1. Planning and organizing (**10 minutes**)
    - Who within the government is best placed to lead the preparations of this particular State party report? Which ministries and government agencies should be involved? What would be the responsibilities of the lead Ministry and others involved in this exercise?
  2. Identifying the key issues to be reported on (**15 minutes**)
    - What international, regional and national sources of information might assist in identifying those issues?
    - What would be the most relevant issues to include in the report with respect to the treaty provision assigned to the group?



### 3. Gathering information and collection of data: what information and data are needed to draft the report? (25 minutes)

- What measures or actions are in place to implement the treaty provision assigned to them, using the questions below as a guide:
  - How is the right set out in the treaty provision assigned to the group protected at national level (i.e. legislative framework, including remedies for violations of rights)?
  - What are the most relevant policies, programmes, strategies, etc. in place to implement this right?
  - How do these laws, policies, programmes and strategies specifically address the issues previously identified by the group?
- **For periodic reports:** do the final concluding observations addressed to the State party contain a recommendation relating to the treaty provision assigned to the group? If so, have any specific measures been adopted to implement such a recommendation?
- Has the State party reported to other human rights mechanisms how it has been implementing measures related to the treaty provision assigned to the group? How would this information be useful for the current report?
- What type of information and data aimed at assessing the impact of the actual enjoyment of the rights contained in the treaty – in particular the treaty provision assigned to the group – is available (e.g., monitoring and evaluation reports of policies and programmes, statistical data, etc.)? Is there a mechanism for monitoring progress in implementation?



→ *During a sub-regional or regional event, this is an opportunity for participants to share within their groups their different country experiences and present a summary to the plenary. Do not forget to inform participants accordingly.*

### 4. Gathering information and collection of data: who has the information needed? (10 minutes)

- Who within the government has the information and data, identified by the group, needed to draft the section of the report on the treaty provision assigned to the group? Please indicate, as far as possible, who would be responsible for providing the different items of information.

### 5. Identifying elements for good reporting (30 minutes)

- Review the badly drafted paragraph of a State party report that has been given to you.
- What do you think is good about it? What is insufficient about it? How would you improve the text?



→ *Project on the screen slides showing the guiding questions, for ease of reference.*

## Step 3: Debrief in plenary

 **Duration 30 minutes**

- a) Invite a representative of one of the groups to present his or her group's conclusions with respect to **planning and organization** in no more than **3 minutes**. Immediately afterwards open the floor and invite the other groups to highlight what they have done differently or to make a brief comment;
- b) Next invite a representative of another group to present his or her group conclusions with respect to **identification of key issues to be included in the report**. Immediately afterwards open the floor and invite the other groups to highlight what they have done differently or to make a brief

comment. Repeat this procedure until all the work done has been presented. Each debrief should not exceed 5 minutes (total of 25 minutes).

- c) Provide overall feedback on the groups' presentations in no more than **5 minutes**. Key messages can include:
- ✓ The next steps in the preparation of the report (i.e. including national actors in the drafting of the report, who initially might not have come to mind, e.g., National Statistics Office or lead focal point/Ministry for Sustainable Development Goals implementation); gathering the information and collecting the data identified in the outline; analysing and drafting the report; consultations with national human rights institutions and civil society including the most marginalized groups; finalizing and endorsing the report; and finally submission to the relevant Treaty Body).



→ **Watch that this does not become too long and boring.**

- **You can consider allowing participants to take a short (maximum 5 minutes) coffee break before the debriefing.**

#### Step 4: Wrap-up

 **Duration 15 minutes**

- a) Wrap-up the session by asking participants to share one idea which, in their view, responds to the question of *what they think constitutes a good report?* (**10 minutes**).
- b) Complete participants' views, as needed, with the following non-exhaustive suggestions on what can constitute a good report:
- ✓ adherence to the reporting guidelines;
  - ✓ inclusion of information on the implementation of the previous concluding observations (periodic reports); and on the follow-up to the decisions and views of the relevant Committee, if applicable;
  - ✓ inclusion, as much as possible, of disaggregated statistics;
  - ✓ well-structured numbering of paragraphs, respecting word limits;
  - ✓ concise and candid presentation of the information;
  - ✓ evidence that it has created State ownership and is the result of broad consultations with national human rights institutions and CSOs.



→ **Additionally, in treaty-specific training courses at national level you can include a second group activity focused on 'planning and organizing the preparation of the report', in which participants will develop a roadmap for preparation of the State party report. See for example, step 4 of Session 1.2 (bis).**

## Group Activity 4.2.2

## Hand-out

## Guiding questions for work in groups

**Instructions:**

You will be discussing within your group in a staggered manner the five batches of guiding questions contained in this hand-out within your group. These questions aim at supporting the preparation of an outline of the report of the State party to a Treaty Body. The facilitator will indicate to you the allocated time per batch of questions.

You should write down your group agreements in flipcharts as at the end there will be a debriefing in plenary.

**Guiding questions:**1. Planning and organizing (**10 minutes**)

- Who within the government is best placed to lead the preparations of this particular State party report? Which ministries and government agencies should be involved? What would be the responsibilities of the lead Ministry and others involved in this exercise?

2. Identifying the key issues to be reported on (**15 minutes**)

- What international, regional and national sources of information might assist in identifying those issues?
- What would be the most relevant issues to include in the report with respect to the treaty provision assigned to the group?

3. Gathering information and collection of data: what information and data are needed to draft the report? (**25 minutes**)

- What measures or actions are in place to implement the treaty provision assigned to them, using the questions below as a guide:
  - How is the right set out in the treaty provision assigned to the group protected at national level (i.e. legislative framework, including remedies for violations of rights)?
  - What are the most relevant policies, programmes, strategies, etc. in place to implement this right?
  - How do these laws, policies, programmes and strategies specifically address the issues previously identified by the group?
- **For periodic reports:** do the final concluding observations addressed to the State party contain a recommendation relating to the treaty provision assigned to the group? If so, have any specific measures been adopted to implement such a recommendation?
- Has the State party reported to other human rights mechanisms how it has been implementing measures related to the treaty provision assigned to the group? How would this information be useful for the current report?
- What type of information and data aimed at assessing the impact of the actual enjoyment of the rights contained in the treaty – in particular the treaty provision assigned to the group – is available (e.g., monitoring and evaluation reports of policies and programmes, statistical data, etc.)? Is there a mechanism for monitoring progress in implementation?

4. Gathering information and collection of data: who has the information needed? **(10 minutes)**

- Who within the government has the information and data, identified by the group, needed to draft the section of the report on the treaty provision assigned to the group? Please indicate, as far as possible, who would be responsible for providing the different items of information.

5. Identifying elements for good reporting **(30 minutes)**

- Review the badly drafted paragraph of a State party report that has been given to you.
- What do you think is good about it? What is insufficient about it? How would you improve the text?

## SESSION 4.2.3. HOW TO PREPARE FOR THE CONSTRUCTIVE DIALOGUE?

### Note for the facilitator



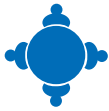
SESSION SEQUENCE

1. Interactive presentation
2. Preparations for the mock session (simulation of a constructive dialogue)
3. The mock session
4. Debrief and wrap-up



TOTAL DURATION

3 hours 45 minutes



VENUE REQUIREMENTS

### U-sized table arrangement for Treaty Body session



EQUIPMENT

- Video projector and screen
- Laptop with internet connection



TRAINING MATERIALS

- PPT on how a constructive dialogue is conducted
- Separate instructions for participants playing the role of Committee members and for those playing the role of State party delegation
- The text of a specific core international human rights treaty
- Specific treaty reporting guidelines
- (Fictitious) concluding observations, State party report and alternative report\*
- Suggested questions for Committee members
- Nameplates for podium: Chairperson of the Committee, head of delegation, Secretariat. Five individual Treaty Body expert name plates. Also for the floor: State party delegation, NGOs, national human rights institutions
- Link to selected excerpt from a constructive dialogue video

\*Fictitious List of Issues and their corresponding written replies are not part of the training materials. Experience shows that not distributing them reduces the quantity of documents to be analysed by participants in a short period of time without compromising the learning objectives of this session.



BACKGROUND READING FOR FACILITATORS

Chapter 4, Session 4.2.2 (Consideration of the report), Part I of this Training Guide



DOCUMENTS FOR PARTICIPANTS

- Hand-out for participants playing the role of Committee members and a set of documents
- Hand-out for participants playing the role of State party delegation and a set of documents

## LEARNING OBJECTIVES

By the end of the session participants will be able to:

- describe the purpose and rules of procedure of a constructive dialogue between a Treaty Body and a State party; *and*
- prepare for their participation in a constructive dialogue.

## SESSION PREPARATIONS

- This session has been designed to take place in the framework of a general training on treaty reporting. It requires intense preparations and clear guidance from the facilitator for it to run smoothly. Therefore you are encouraged to familiarize yourself with the procedure and training materials well in advance of the training.
- A separate box with specific tips on how to adapt this session into a two-day training course, including a **one-and-a-half days mock session** aimed at supporting the actual constructive dialogue preparations of a State party delegation, is included at the end of this note for the facilitator.

**In advance of the training course:** select, from the website of OHCHR ([www.ohchr.org](http://www.ohchr.org)) under the Publications and Resources webpage, the set of documents related to a specific Treaty Body with a view to conducting a mock session most relevant to the context in which the training is taking place.

- Each set contains the following: the text of the treaty; the reporting guidelines issued by the Treaty Body; three fictitious documents: concluding observations, State party report, and alternative report; and, a list of suggested questions for Committee members. Make **copies** of these materials to distribute to participants.
- Alternatively you can use any of the proposed documents as a sample for developing your own training materials.



→ **Copies of the list of suggested questions for Committee members will only be distributed to participants playing the role of Treaty Body experts in the mock session.**

**In advance of the session, preferably one day before:**

- Divide **participants** into three groups, taking into consideration the information they have provided to you in their application form or during the introductory session, i.e. experience with Treaty Body reporting and government entities where they work.
  - ✓ **Group 1** is going to play the role of **Committee members**. The most experienced participants in the group (e.g., if they have already formed part of a State party delegation, and are more familiar with Treaty Body reporting) or UN colleagues (if they are participating in the training) are best placed to play this role.
  - ✓ **Groups 2 and 3** are each going to play the role of a **State party delegation**. So you will have two State party delegations. Practice shows that this ensures that all participants experience how a constructive dialogue is prepared and conducted; and, consequently, more enriching

debriefings. It is suggested that the **composition** of these groups is **balanced** as far as possible by, for example, having in each group a mixed representation of different ministries; a gender balance; and participants from different countries (if sub-regional or regional training).

**TIP** → Write down the composition of the groups on flip charts and display them, so that participants can see to which group they are assigned.

- Arrange **the room** into a Treaty Body session **conference room** (U-shaped). The seating arrangement will be as follows (see also the map below):
  - ✓ **Head of the table:** the Chairperson (centre); the head of State party delegation + two delegation members (left); and a member of the Secretariat, i.e. a facilitator (right).
  - ✓ **Left side of the U:** the rest of the State party delegation.
  - ✓ **right side of the U:** the Treaty Body experts.
  - ✓ **Back of the room:** the observing group.
- Prepare the following **name plates:** Chairperson, head of delegation, Secretariat, Committee members, State party delegation and civil society organizations.

**TIP**

- The best time for this session to take place is in the morning.
- If available, you can use another room for this activity, e.g., the break-out room.
- The nameplates can be placed on the tables while the participants are preparing the exercise.

## SESSION SEQUENCE

### Step 1: Interactive presentation

 Duration 30 minutes

- a) Remind participants that the constructive dialogue is one of the phases of the reporting cycle.
- b) Present the general format of a constructive dialogue followed by the specific characteristics of the respective treaty (**13 minutes**).
- c) Show a **two-minute video** of a constructive dialogue (e.g., an excerpt from the opening statement of a State party), if the internet connection works well. The sessions of the Treaty Bodies (live and archived) are available on the UN Web TV channel at <http://webtv.un.org/meetings-events/>.
- d) Open the floor for Q&As (**15 minutes**).

**TIP**

- Whenever possible, invite a Treaty Body expert\* as a resource person to deliver this presentation. Participants will greatly benefit from first-hand information on how the relevant Treaty Body conducts a constructive dialogue.
- Select the excerpt from the constructive dialogue you will be showing beforehand and have the link ready.
- Test the internet connection in advance.

\* Provided that their participation is not contrary to “the Addis Ababa Guidelines” on the independence and impartiality of members of the human rights Treaty Bodies (see chapter 1.3, Part 1 of this Training Guide).

**Step 2. Preparations for the mock session** **Duration 80 minutes****Instructions (10 minutes)**

- a) Invite participants to prepare for their participation in a simulation of a constructive dialogue between a fictitious State party delegation and a specific Treaty Body. Explain to them that such simulation is often referred to as a mock session.
- b) Tell them that you have divided them into three groups. Explain that while participants in Group 1 will be playing the role of committee members, participants in Groups 2 and 3 will each be playing the role of the fictitious State party delegation. So, Groups 2 and 3 will be separately engaging in a constructive dialogue with Group 1. Call the names of participants by group and ask them to gather round the flipchart posted on the wall showing the number of their group and their names.
  - ✓ Explain that Group 1 (committee members) will have to prepare the questions to be posed to the State party delegation; and decide on other matters such as who will be the Chairperson of the Committee and how to organize their interventions and manage the time efficiently.
  - ✓ Explain that Groups 2 and 3 will have to identify the potential issues of concern for the committee and prepare responses; prepare the introductory remarks of the head of the delegation; and agree on other matters such as the composition of the delegation, including who will be its head, who will be replying to questions, and how best to manage the time.
  - ✓ Describe the scenario of the mock session as detailed in the hand-out (see Group activity: 4.3/hand-out, below).
- c) Distribute to each group their respective hand-outs and sets of documents.



→ **Prepare a PPT slide with the scenario and project it on the screen so participants can refer to it any time.**

- d) Tell participants that they will have **60 minutes (keeping 10 minutes as a grace period)** to prepare themselves, and let them start the work in groups.



→ **Advise Group 1 to nominate a different person for the role of Chairperson for Groups 2 and 3, and to prepare different questions for each State party delegation. This will make the mock session more dynamic.**

**Step 3: The mock session** **Duration 95 minutes****Instructions (5 minutes)**

- a) Explain to participants that while one group is simulating the dialogue, the other group will be assessing the exercise. Encourage them to assess and comment on:
  - ✓ The composition of the delegation; time management and coordination of both the Committee and the State delegation; clarity and conciseness of the questions and of the answers.



- b) Indicate that a short debriefing focused on the above points will follow at the end of each mock session. Also mention that at the very end of the mock session more time will be devoted to a debriefing on the overall mock session.
- c) Ask participants to take their seats as reserved for them in the room according to the role played.

### The mock session (90 minutes)

- d) Remind them that as indicated in the scenario, each group will have **40 minutes for the mock session plus 5 minutes for the debriefing**. Let the first group start the mock session.

**TIP** → *In order to ensure that the mock session runs smoothly, guidance from the facilitator is KEY throughout the simulation, in particular for the participant playing the role of Chairperson, who needs to ensure that the allocated time is strictly kept to.*

### Step 4: Debrief in plenary and wrap up

**Duration 20 minutes**

- a) Open the floor to participants and encourage them to comment on the following questions:
- ✓ What did they find difficult about the role they played?
  - ✓ What needs to be improved?
  - ✓ What have they learned from the mock session? *and*
  - ✓ Did the mock session help them to have a better understanding of the constructive dialogue, and if so, why?
- b) Wrap-up the session by summarizing the main points of the discussion and complementary information as needed. Key messages can include:
- ✓ the introductory statement by the head of the delegation is an excellent opportunity to provide information to the Treaty Bodies on implementation developments that is not included either in the report or in the replies to the List of Issues;
  - ✓ the importance of having a delegation led by a senior official with State authority, composed of government officials with the relevant expertise needed to reply to the questions of the Treaty Body members – and it should be gender-balanced;
  - ✓ a well-prepared delegation and a candid dialogue with the relevant Treaty Body will result in better understanding by the Treaty Body of the progress of and challenges faced by the State party in implementing the treaty.

**TIP** → *If you have invited a Treaty Body expert as a resource person to deliver a presentation, invite him or her also to co-facilitate the debriefing. This will be an asset as he or she can complement information relating to the current practices of the Committee.*

## ONE-AND-A-HALF DAY'S MOCK SESSION

A one-and-a-half day's mock session simulates a constructive dialogue in its entirety. Its aim is to support the preparations by a State party for an upcoming dialogue with a Treaty Body. To achieve this goal, this mock session is often placed within a two-day treaty-specific training course consisting of three main sessions: a) the key provisions of a specific core international human rights treaty; b) the relevant Committee, including format of the constructive dialogue; and, c) the mock session. By the end of such a training session the participants (i.e., the actual members of the delegation who will be representing the State party) should be able to complete its preparations for the upcoming constructive dialogue with a specific Treaty Body.



→ **How to adapt Session 4.3 to a two-day training course which includes a one-and-a-half days mock session?**

- In advance of the training:
  - ✓ Ensure that the members of the delegation have in advance a set of the following documents: State party report; List of Issues; replies to the List of Issues; previous concluding observations (if a periodic report); alternative reports received by the Committee; the text of the treaty; and the reporting guidelines.
  - ✓ Identify a 'mock committee'. For example, a former or current\* expert of the relevant Treaty Body along with UN colleagues working in the country on human rights issues relating to the treaty and who are, preferably, familiar with the Treaty Body's reporting procedure.
- The interactive presentation (step 1) can be extended to a **whole morning divided into two sessions** (i.e., overview of a treaty and its committee) during the first day of the training. Whenever possible, a *Treaty Body expert* can be invited as a resource person to deliver them.
- The **mock session sequence** can be organized as follows:
  - ✓ **Preparation** of the delegation for the mock session (step 2): **half a day** – often the afternoon of the first day of the training. It is important that participants have clear instructions as to what is expected from them during this half-day and that they remain in the venue! They can identify potential questions to be addressed to them based on, for example, the List of Issues sent to the State party by the Treaty Body and alternative reports; take stock of new implementation developments not contained in the report and of the replies to the List of Issues they may wish to include in the introductory remarks by the head of the delegation which they will be drafting. This time may also be used for them to organize who will be responding to each type of question.
  - ✓ The **mock session** (step 3): **one full day**. The duration of any constructive dialogue is **six hours**. Most Treaty Bodies hold these two meetings over two consecutive working days, starting in the afternoon of the first day and continuing in the morning of the second day. However, for training purposes the six hours can be distributed, following the CEDAW model, as follows: **three hours in the morning, followed by lunch and then three hours in the afternoon**. See Session 4.2.2 (iii), Part 1 of this Training Guide for more information on the format of the constructive dialogue.
  - ✓ Debriefing in plenary (step 4).

\* Provided that their participation is not contrary to "the Addis Ababa Guidelines" on the independence and impartiality of members of the human rights Treaty Bodies (see chapter 1.3, Part 1 of this Training Guide).

## Group Activity 4.2.3

## Hand-out GROUP 1

## Mock session: simulation of a constructive dialogue

## Scenario:

1. The Chairperson of the Committee will open the session. ⌚ 2 minutes
  2. The **Head of the Delegation** will introduce his Delegation and deliver his introductory statement. ⌚ 3 minutes
  3. Chairperson gives the floor to the **Committee members** to start posing *questions* stating that if questions are not adequately answered then Committee members will have the opportunity to pose follow-up questions. ⌚ 5 minutes
  4. Chairperson gives the floor to the members of the **Delegation** to provide *answers* to the questions. ⌚ 10 minutes
  5. Chairperson gives the floor to the **Committee members** for follow-up questions to the answers provided; and then ⌚ 5 minutes  
     gives the floor to the **Delegation** to reply . ⌚ 10 minutes
  6. Chairperson thanks the Delegation; and then ⌚ 1 minute  
     gives the floor to the **Head of the Delegation** for concluding remarks. ⌚ 4 minutes
- Duration** ⌚ 40 minutes  
**+ Short debrief** ⌚ 5 minutes

**Participants playing the role of Committee members/Treaty Body experts should:**

- decide who will be playing the role of Chairperson of the Committee; s/he will be opening and moderating the session;
- look at all the information received by the Committee on the State party to be examined, i.e. State party report, previous concluding observations and alternative reports; compare the information and find the gaps;
- look at the Committee's reporting guidelines and the text of the treaty; on this basis and given the information gaps identified, prepare questions on issues of concern or on issues which require further clarification from the State party;
- look at the list of suggested questions provided to you for ease of reference, which you may or may not decide to use;
- the Chairperson prepares to coordinate interventions during the constructive dialogue and manages the time allocated for the dialogue.

## Group Activity 4.2.3

## Hand-out GROUPS 2 and 3

## Mock session: simulation of a constructive dialogue

## Scenario:

1. The Chairperson of the Committee will open the session. ⌚ 2 minutes
  2. The **Head of the Delegation** will introduce his Delegation and deliver his introductory statement. ⌚ 3 minutes
  3. Chairperson gives the floor to the **Committee members** to start posing *questions* stating that if questions are not adequately answered then Committee members will have the opportunity to make follow-up questions. ⌚ 5 minutes
  4. Chairperson gives the floor to the members of the **Delegation** to provide *answers* to the questions. ⌚ 10 minutes
  5. Chairperson gives the floor to the **Committee members** for follow-up questions to the answers provided; and then  

gives the floor to the **Delegation** to reply. ⌚ 10 minutes
  6. Chairperson thanks the Delegation; and then  

gives the floor to the **Head of the Delegation** for concluding remarks. ⌚ 1 minute  
⌚ 4 minutes
- Duration** ⌚ 40 minutes  
+ **Short debrief** ⌚ 5 minutes

## Participants playing the role of the State party's delegation should:

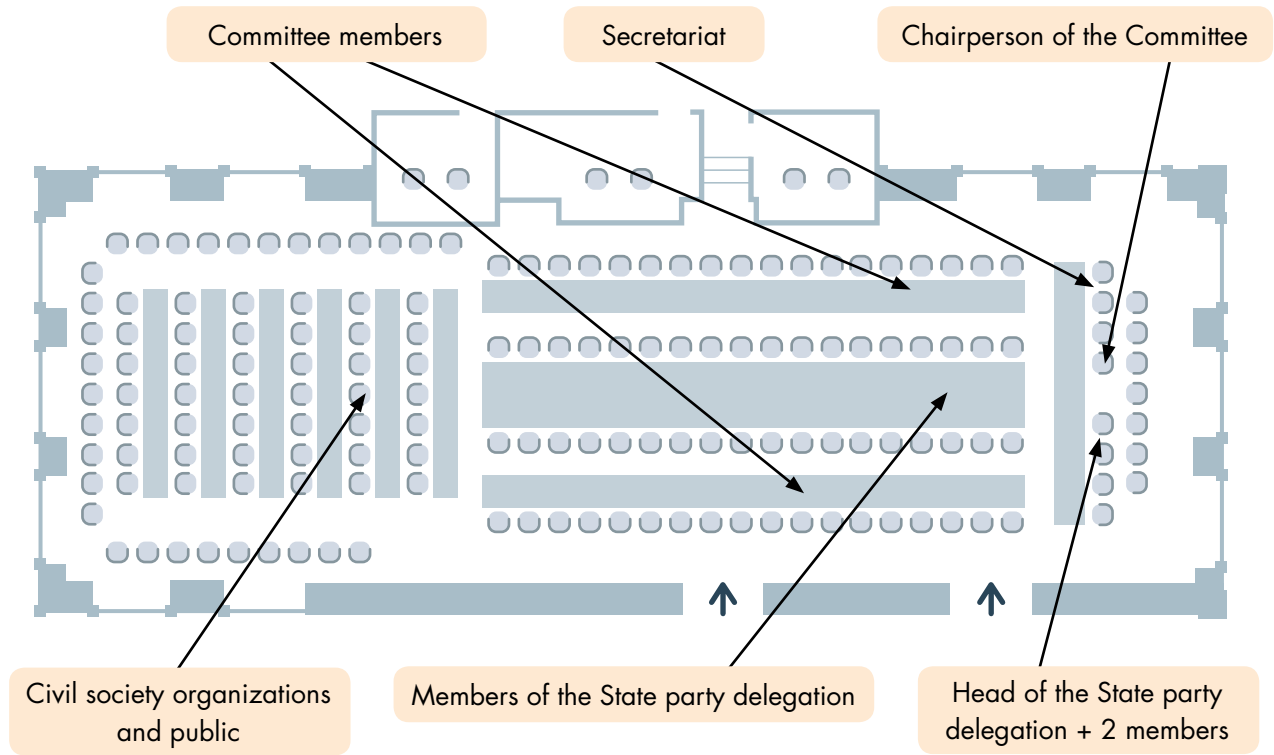
- Discuss and agree on the composition of the delegation that will be going to Geneva. For example: Why it would be relevant that a representative of Ministry X participates in the constructive dialogue? Would it be relevant to have representatives from the National Statistics Office in the delegation? – or from any other government institution? Is there gender balance in the composition of the delegation?
- Decide who will be the head of the delegation. For example, a Minister from the capital or the Ambassador in Geneva? Any other representative?
- Go through the report of the State party as well as the previous concluding observations issued by the Treaty Body and the alternative report provided to the Committee. Analyse and compare the information with the aim of identifying potential issues the Committee may raise during the dialogue and prepare responses. The reporting guidelines may assist you in this regard.
- Prepare a: **3-minute introductory statement** that will be delivered by the head of the delegation to: a) present the State party report and; b) introduce the members of the delegation. Additionally, a **4-minute closing statement** to be delivered at the end of the constructive dialogue should be also prepared.
- Coordinate those who will be replying to the potential questions posed by the Committee members and those who will be managing the time.

Group Activity 4.2.3

SAMPLE

Map, seating arrangements and nameplates for mock session

Treaty Bodies Meeting Room



## SESSION 4.2.4. HOW TO FOLLOW-UP AND IMPLEMENT RECOMMENDATIONS (AN INTEGRATED APPROACH)?

### Note for the facilitator



SESSION SEQUENCE

1. Brainstorming: how to effectively follow-up on and implement recommendations
2. Brainstorming: the elements of an implementation plan
3. Work in groups: reviewing and clustering recommendations
4. Work in groups (cont'd): prioritizing recommendations
5. Work in groups (cont'd): identifying implementing actors
6. Work in groups (cont'd): matching recommendations
7. Work in groups (cont'd): filling in the implementation plan template
8. Work in groups (cont'd): identifying indicators
9. Groups' presentations and discussions in plenary
10. Wrap-up



TOTAL DURATION

4 hours



VENUE REQUIREMENTS

Spacious training hall arranged in such a way that it promotes a peer-to-peer atmosphere and accommodates the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

Video projector and screen



TRAINING MATERIALS

- PPT slides on implementation plan template, giving guidance on considerations to be prioritized (optional)
- Flipcharts, markers and tape
- Five thematic sets of 30 recommendations each



BACKGROUND READING FOR FACILITATORS

- Chapters 2 (NMRF) and 4, Session 4.2.3 (Consideration of the report), Part I of this Training Guide
- OHCHR, *National Mechanisms for Reporting and Follow-up a Practical Guide to Effective State engagement with International Human Rights Mechanisms*, available at: <https://goo.gl/Miz2bl>
- OHCHR, *Human Rights Indicators: A Guide to Measurement and Implementation*, available at: <https://goo.gl/hKQ097>



DOCUMENTS FOR PARTICIPANTS

## LEARNING OBJECTIVES

By the end of the session participants will be able to:

- appraise the information management capacity of a NMRF;
- identify the main elements of a human rights recommendations implementation plan;
- infer the interlinkages between Treaty Bodies, UPR and Special Procedures recommendations; *and*
- prepare a human rights recommendations plan, based on an integrated approach to implementation, which clusters and prioritizes recommendations.

## SESSION PREPARATIONS

- This session has been designed to **encourage an integrated approach to implementation of the recommendations** of the three main UN human rights mechanisms (i.e. Treaty Bodies, UPR and Special Procedures), as in practice State parties to the human rights treaties are confronted with the challenge of implementing hundreds of recommendations emanating from all these mechanisms. This a segmented group activity **suggests a methodology** on how to develop a step-by-step human rights recommendations implementation plan.
- It will require intense preparation and clear guidance from the facilitator for it to run smoothly. You are encouraged to be familiar with the content of Session 4.2.3 of Part I of this Training Guide; with the information management capacity of a NMRF; and with the OHCHR conceptual framework on indicators.
- In advance of the session:
  - ✓ Prepare an implementation plan containing the headings indicated in the sample provided at the end of this note.
  - ✓ Prepare **five thematic sets** of 30 human rights recommendations issued to the country where the training is taking place. You should have **150 recommendations in total**, i.e. five thematic sets of 30 recommendations each. See the tip on Step 3 for an alternative option.
  - ✓ To prepare the sets, you can use:
    - five Sustainable Development Goal targets and search for matching recommendations (see UHRI at [www.uhri.ohchr.org](http://www.uhri.ohchr.org));
    - the list of OHCHR illustrative indicators to select the five themes taking into consideration their relevance for the context.

The UHRI can be used to extract the recommendations using the advanced search feature, i.e. by State and by right. Bear in mind that often Treaty Body recommendations contain various subparagraphs; each can be considered as a single recommendation.

You can also use the sample training materials (thematic sets) uploaded on the OHCHR website ([www.ohchr.org](http://www.ohchr.org)) in the Publications and Resources webpage. The sample compilation on OHCHR's website contains 23 sets of recommendations linked to SDG3 (health), SDG5 (gender equality), SDG8 (decent work and economic growth) and 16 (peace, justice and strong institutions) based on the following criteria:

- two similar recommendations under one SDG from two different human rights mechanisms;
- one recommendation from another human rights mechanism and SDG; and

- another recommendation from another human rights mechanism and SDG.

Each recommendation is inserted on a separate card, and each four cards that belong to one set carry a similar number, i.e., each participant gets one set of cards (eg A1 for participant one, A2 for participant 2 etc.) to then cluster them under the four broad categories mentioned above.

## SESSION SEQUENCE

### Step 1: How to effectively follow-up and implement recommendations (brainstorming)

 Duration 20 minutes

a) Introduce the session by:

- ✓ locating the follow-up and implementation of recommendations within the reporting cycle;
- ✓ acknowledging that the number of recommendations from the Treaty Bodies alone which States are to follow-up and implement is already enormous and that such a number increases if one adds the recommendations from the UPR and Special Procedures and other human rights mechanisms. Give an example (e.g., in the last 10 years in country A: Treaty Bodies have issued XX recommendations, the UPR XX, and the Special Procedures XX, totalling XX recommendations);
- ✓ mentioning that in consequence one of the challenges faced by States is how to follow-up and implement such a number of recommendations. Ask participants to brainstorm with you on what would be the elements needed to effectively follow-up and implement human rights recommendations (**5 minutes**);
- ✓ allocating **10 minutes** for the brainstorming.

b) Suggested elements for effective follow-up and implementation include:

- ✓ solid intergovernmental coordination through the NMRF;
- ✓ identification of ministries and other government agencies responsible for implementation;
- ✓ an integrated or holistic approach to implementation, as often the recommendations from the different mechanisms complement and reinforce each other;
- ✓ continuous tracking of recommendations and decisions to the State, systematically captured in clusters in user-friendly spreadsheets or databases (tools);
- ✓ clustering of recommendations (by theme or right or affected person and possibly by Sustainable Development Goal targets), analysed and prioritized so they can be translated into clear and concrete action at national level (methodology);
- ✓ development of indicators to assist in assessing the impact of implementation of recommendations (tool);
- ✓ elaboration of a planning tool, such as a human rights recommendations implementation plan.

c) Write down the main ideas shared by the participants on a flipchart and complete as needed.



- d) Wrap-up the discussion, for example, highlighting that all the above elements refer to the information management capacity of a NMRF. Also explain that through an activity divided into various segments the group is going to develop a model implementation plan by drawing on the work of all concerned. Indicate that specific instructions for each segment will follow in due course (**5 minutes**).

### Step 2: The elements of an implementation plan (brainstorming)

 **Duration 10 minutes**

- a) Invite participants to indicate what would be the main elements of a human rights implementation plan (**5 minutes**).
- b) Summarize the elements mentioned in a flipchart and complete as needed until you have all the elements contained in the template you previously prepared (see sample). (5 minutes).



- **Show on the screen the implementation plan template for ease of reference.**
- **Check on the difference between a human rights recommendation plan and a National Human Rights Action Plan so that you are prepared to give an answer to participants if asked. See: OHCHR, National Mechanisms for Reporting and Follow-up a Practical Guide to Effective State Engagement with International Human Rights Mechanisms, pp. 24-25.**

### Step 3: Reviewing and clustering recommendations (work in groups)

 **Duration 30 minutes**

- a) Divide participants into five groups. Distribute to each group a sample set of 30 recommendations you have previously clustered thematically for example under five of the 17 Sustainable Development Goals (i.e. one thematic cluster per group).
- b) Task them with reviewing the recommendations assigned to their group and create, wherever possible, sub-clusters of similar or identical recommendations, notwithstanding the mechanism which issued them. Indicate to participants that they have **30 minutes** to do so.



- **Alternatively you can distribute to the working groups a set of the latest recommendations issued to the relevant State by Treaty Bodies, UPR and Special Procedures. Ask each group to agree on how they are going to cluster the recommendations (e.g., by theme, right, etc.) and then cluster the recommendations accordingly. Some suggestions on possible thematic clusters are found in the research guide of the Universal Human Rights Index ([www.uhri.ohchr.org](http://www.uhri.ohchr.org)) or in the list of illustrative indicators developed by OHCHR (<https://goo.gl/hKQ097>).**
- **Or, if you are using the generic set of recommendations developed by OHCHR, you ask participants to cluster the recommendations each participant received under SDG 3 (health), SDG 5 (gender equality), SDG 8 (decent work and economic growth) and SDG 16 (peace, justice and strong institutions). For this purpose, you place the title and targets of each of these SDGs on different walls/flipcharts across the training room. Once done, you divide the participants in equal numbers to four groups (one per SDG). Once recommendations have been clustered, task the groups with reviewing them and creating sub-clusters of similar or identical recommendations. Consider allocating 50 minutes in total to this segment. Proceed then to step 4 of this note.**

**Step 4: Prioritizing recommendations (work in groups)** **Duration 30 minutes**

- a) Explain to the working groups that while all recommendations need to be implemented, some might need further prioritization. Mention some considerations which can help when prioritizing recommendations, such as whether:
- ✓ the issue has been identified by a TB as in need of urgent follow-up
  - ✓ other TBs have also stressed the same issue
  - ✓ the issue has been emphasized in the UPR and by Special Procedures
  - ✓ the recommendation can be implemented without budget implications
  - ✓ the issue has been prioritized at national level (by the general public, media, civil society); how?
  - ✓ the issue concerns the most marginalized, disadvantaged and vulnerable groups and individuals
  - ✓ the issue is also addressed in the country's Sustainable Development Goals implementation plan/roadmap
- b) Ask them to use the above suggestions as guidance for prioritising **ten** recommendations out of the ones assigned to them. Indicate that the time allocated for this exercise is **30 minutes**.

**→ Project on the screen the guiding considerations for ease of reference.****Step 5: Identifying implementing actors within the government (work in groups)** **Duration 20 minutes**

- a) Ask participants to discuss within their groups who within the government would be the main actors (e.g., ministries, government institutions, agencies, etc.) implementing the recommendations prioritized by their groups. Also task them with identifying any other actors who could play a role in implementation, where relevant.
- b) Indicate to participants that the time allocated to this segment is **20 minutes**.

**Step 6: Matching recommendations (work in groups)** **Duration 25 minutes**

- a) Task the groups with matching the ten recommendations they have prioritized with the main implementation actors.
- b) Allocate **25 minutes** for completion of this segment of the activity.

**→ Steps 5 and 6 could be merged into a 30-minute segment.****Step 7: Filling in the implementation plan template (work in groups)** **Duration 30 minutes**

- a) Ask participants to reproduce on a flipchart the implementation plan template shown on the screen. Alternatively, if groups work around a table, provide them with a skeleton A3 print-out of an implementation plan that they can fill at the table.
- b) Task them with selecting 3 recommendations from the 10 they have prioritized to fill in the template (except for the columns on indicators and budget). Tell them to note:

- ✓ whether by choosing to implement one specific recommendation, other similar recommendations would possibly also be implemented; if so, they should add another recommendation to complete the template;
  - ✓ whether any of the recommendations already provide details of the type of activities which need to be put in place to implement the recommendations.
- c) Indicate to the groups that they have **30 minutes** to conduct this exercise.

### Step 8: Identifying indicators

 **Duration 30 minutes**

- a) Mention to participants that you would like to make a brief note on the use of indicators when implementing human rights recommendations; the following points are relevant (**10 minutes**):
- ✓ Indicators for human rights highlight their practical content; *assist with the follow-up of recommendations as they measure progress in implementation or realization of human rights*; ensure transparency and objectivity.
  - ✓ OHCHR conceptual framework translates human rights norms and principles, as enshrined in human rights instruments, into three types of indicator: structural, process and outcome.
  - ✓ **Structural**: this type measures the acceptance of, intent of, and commitment to human rights. For example ratification of treaties, time-frame and coverage of a plan of action for free and compulsory primary education.
  - ✓ **Process**: this type measures effort to transform commitments into desired results. For example, proportion of births attended by skilled health professionals, proportion of judges, prosecutors and lawyers trained in human rights.
  - ✓ **Outcome**: this type measures the results of efforts to further human rights. For example: reported cases of torture, literacy rates (disaggregated by population groups).
  - ✓ *Indicators are explicitly or implicitly mentioned in recommendations from the human rights mechanisms.* For example:
    - The Committee recommends that the State party verifies and ensures the implementation of **labour legislation on occupational health and safety conditions**, including through **regular inspections and training of employers and employees**, and ensuring **access to adequate compensation for injury and work-related diseases for employees and their families**.
- b) Invite the groups to identify possible indicators (explicitly or implicitly) mentioned in the three recommendations they have included in the implementation plan template. Task them with including the indicators identified in their respective template. Indicate that they have **15 minutes** to complete this task before resuming in plenary.



→ **Alternatively you can invite the OHCHR human rights indicators team as resource persons for your training and jointly develop and conduct a tailored training session on indicators.**

### Step 9: Groups' presentations and discussion in plenary

 **Duration 40 minutes**

- a) Ask participants to stroll around the room to have a look at the work of the other groups, so that all can see the full model implementation plan emerging from the work of each group (**5 minutes**).

- b) Ask one group to present to the plenary the information contained in each column of the implementation plan template (except for the column on budget) for **one** of the three recommendations they have included therein. Ask other groups to complement suggestions- if necessary. **(10 minutes)**.
- c) Open the floor by seeking participants feedback on the following **(15 minutes)**:
- ✓ what did they find most difficult during the group activity (e.g., the establishment of the prioritization criteria, etc.)?
  - ✓ what did they observe (e.g., while reviewing the recommendations; regarding the selection of the recommendations to be included in the implementation plan; etc.)?
  - ✓ what would be the advantages of applying this step-by-step exercise to developing an implementation plan in their own context? What would they do differently, if anything?
- d) As regards indicators, highlight to participants that in order to identify and develop contextually relevant and technically sound indicators, it is useful to draw both on further definitional and methodological considerations, and also on the lists of illustrative indicators outlined in the OHCHR human rights indicators guide. Mention that a participatory approach, as described in the human rights based approach to data developed by OHCHR, will also be essential in this context.
- e) Refer them to the OHCHR human rights indicators team ([hrindicators@ohchr.org](mailto:hrindicators@ohchr.org)), as well as to the OHCHR publication “Human Rights Indicators: A Guide to Measurement and Implementation” for deeper guidance and advice **(10 minutes)**.



➔ **If you have asked participants to establish the clusters themselves (tip on Step 2), do not forget to start the discussion by asking the groups if they found it difficult to agree on the criteria for clustering the recommendations.**

## Step 10: Wrap-up

 **Duration 5 minutes**

- a) Wrap-up the session. Key messages for the wrap-up can include the following:
- ✓ *ad hoc* arrangements are no longer viable for follow-up and implementation of recommendations emanating from the Treaty Bodies, UPR and Special Procedures;
  - ✓ the recommendations from the human rights mechanisms are interlinked and complement and reinforce each other, i.e. implementation of a recommendation from one mechanism may mean that a recommendation from another mechanism is also being implemented; similar recommendations complement each other as they provide more details on how to implement them and how to measure implementation progress;
  - ✓ a NMRF is centrally placed to coordinate and track the follow-up and implementation of human rights recommendations;
  - ✓ NMRFs should strategically include representatives of national statistics offices as well as from the lead agency/Ministry responsible for Sustainable Development Goals implementation;
  - ✓ efficient follow-up of implementation of recommendations is directly related to the information management capacity of a NMRF.

## Group Activity 4.2.4

SAMPLE

## Implementation Plan

CLUSTER: Education								
Recommendation	Human Rights Mechanism (Treaty Body, UPR, SP?)	Action/Activities (What do we already have in place to achieve this recommendation? (What else do we plan to do to achieve this recommendation?))	Lead Ministry/ agency (Who will take the leading role in ensuring that this action is done?)	Other gov. actors and national stakeholders (Who else is important for us to achieve this)	Indicators (How will we know we have achieved our targets?)	Time Frame (When do we expect to complete activity)	International implementing partners (Including technical assistance)	Estimate budget
<ul style="list-style-type: none"> <li>Ensure equal access to education for girls</li> <li>Ensure that girls and young women have de facto equal access to all levels of education, including by eliminating the direct and indirect costs of schooling, providing incentives for parents to send their daughters to school and building appropriate sanitary facilities in schools</li> </ul>	UPR CEDAW	<ul style="list-style-type: none"> <li>Conduct awareness raising campaigns targeting parents on the rights of girls to education;</li> <li>Develop a programme providing incentives for parents to send their daughters to school</li> <li>Conduct a study to determine where in the country and in which schools appropriate sanitary facilities for girls are needed; an develop an building plan, accordingly</li> </ul>	Ministry of Education, Ministry of Gender Equality, Child Development and Family Welfare	Ministry of Construction, Transport and Infrastructure parliament NGOs	<ul style="list-style-type: none"> <li>Number of awareness raising campaigns conducted and material distributed</li> <li>Programme on incentives adopted and in force in at least 4 regions of the country</li> <li>Study conducted and building plan developed and adopted</li> <li>Budget to build the sanitary facilities approved</li> </ul>	2017-2020	UNICEF, UNDP	TBD





## **Engagement of the United Nations System in the Reporting Procedure**

# 5. Engagement of the United Nations System in the Reporting Procedure

## SESSION 5. EXPLORING HOW TO MAKE BEST USE OF UN SYSTEM SUPPORT TO IMPLEMENT HUMAN RIGHTS RECOMMENDATIONS DURING THE IMPLEMENTATION PHASE OF THE REPORTING CYCLE

### Note for the facilitator



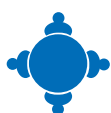
SESSION SEQUENCE

1. Brainstorming: the reporting cycle and the UN System
2. Laying the ground: UNDAF, SDGs and human rights recommendations
3. Work in groups: matching human rights recommendations with the SDGs
4. Work in groups (cont'd): matching human rights recommendations with the UNDAF
5. Discussion in plenary



TOTAL DURATION

2 hours and 15 minutes



VENUE REQUIREMENTS

Spacious training hall arranged in such a way that it promotes peer-to-peer atmosphere and accommodates the needs of group work; preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



EQUIPMENT

Video projector and screen



TRAINING MATERIALS

- A figure of the reporting cycle
- PPT slides on UNDAF and on SDGs (optional)
- Flipcharts and markers
- Self-sticking cards
- List of SDGs with their targets
- OHCHR table linking human rights and SDGs





#### BACKGROUND READING FOR FACILITATORS

- Chapter 5, Part I (The Manual) of this Training Guide
- See documents listed below in the Session preparations section.



#### DOCUMENTS FOR PARTICIPANTS

- List of SDGs with their targets
- OHCHR table linking human rights and the SDGs

## LEARNING OBJECTIVES

By the end of the session participants will be able to:

- identify how the human rights mechanisms' recommendations fit or are already included in the UNDAF;
- establish the link between the human rights mechanisms' recommendations and the SDGs; *and*
- appraise who within the UNCT may be best placed to support a country in implementing specific recommendations from the human rights mechanisms.

## SESSION PREPARATIONS

- This session builds on Session 1.1 (overview of the international human rights system), Session 4.2 (the reporting cycle); and Session 4.2.4 (follow-up and implementation of recommendations), which need to be conducted at some point prior to this session to ensure that its learning objectives are met. In fact, it is suggested that it be conducted immediately after Session 4.2.2 to maintain the natural flow of the training.
- In order for this session to be meaningful, facilitators should do the following:
  - ✓ Familiarize themselves with the links between the Sustainable Development Goals (SDGs) and human rights as well as with the role of the United Country Teams and relevant policy and programming documents such as the United Nations Development Assistance Framework (UNDAF).
  - ✓ Assess the level of participants' knowledge of the UNDAF and the SDGS. This should be integrated in the TNA (see section on planning your course) through, for example, a questionnaire or application form sent to participants prior to the training (see Annex 3).
- Useful reference documents and sources of information include:
  - ✓ the UNDG Guidance Note on Human Rights for Resident Coordinators and United Nations Country Teams, available at: <https://goo.gl/wjlj65>; the Interim United Nations Development Assistance Framework, available at <https://goo.gl/csziVG>; United Nations Development Group (UNDG), Mainstreaming Human Rights in Development, which contains country examples, available at the website of the UNDG at <https://undg.org/>;
  - ✓ the OHCHR paper: Transforming our World: Human Rights in the 2030 Agenda for Sustainable Development, available at: <https://goo.gl/BMmSYs>; OHCHR dedicated webpage on the SDGs at <https://goo.gl/DCcivU>; the Sustainable Development Knowledge Platform website at <https://sustainabledevelopment.un.org/>.

- In advance of the training:
  - ✓ Get a copy of the following documents and prepare copies for the participants:
    - The SDGs and their targets, available at: <https://goo.gl/W02HX4>;
    - the OHCHR list linking the international human rights treaty provisions with the SDGs and their targets, available at: <https://goo.gl/8kkpwm>.



→ **A pre-course reading assignment will help participants familiarize themselves with the UNDAFs and SDGs. If you give such an assignment, remind participants to go through those materials so that they come to the session prepared.**

## SESSION SEQUENCE

### Step 1: Brainstorming: the reporting cycle and the UN System

**Duration 10 minutes**

- a) Refer to one of the reporting cycles on the wall and mention to participants that along the reporting cycle there are a number of opportunities in which the United Nations system can support a State party. Invite them to indicate where in the cycle they see those opportunities (**5 minutes**).
- b) Acknowledge the responses, clarify any confusion and place on the reporting cycle diagram large self-sticking cards indicating the correct answers (i.e. in preparing reports; in preparing for constructive dialogue; and in follow-up to and implementation of recommendations).
- c) Indicate that this session will be focused on the sixth stage of the reporting cycle, specifically on exploring how to make use of the support of the United Nations system to implement human rights recommendations addressed to a State party (**5 minutes**).



→ **Alternatively, you can use a reporting cycle PPT slide.**

### Step 2: Laying the ground: UNDAF, SDGs and the human rights recommendations

**Duration 30 minutes**

- a) Mention to participants that one of the added values of having a United Nations Country Team present in the State is that it can directly support the government in implementing human rights recommendations.
- b) Ask them if they have heard about the United Nations Development Assistance Framework (UNDAF). Invite them to briefly share with you and their peers what the UNDAF is (**5 minutes**).
- c) Summarize participants' views and highlight that the UNDAF is a strategic programme framework agreed between the government and the UNCT which supports only those national development priorities for which the contribution of the UNCT to the achievement of the 2030 sustainable development agenda and human rights in the country can have the greatest impact. Provide an example.
- d) Explain what the 2030 Agenda and the Sustainable Development Goals (SDGs) are. Key messages can include the following:

- ✓ that they are grounded in the normative human rights framework and that many of the goals, targets and indicators are aligned with specific human rights. Provide an example;
  - ✓ that this means that the implementation of the 2030 agenda will deepen the integration of human rights in development work and that one way of laying the ground for this integration may be to establish the links between recommendations stemming from the human rights mechanisms (Treaty Bodies, UPR and SPBs) and the SDGs.
- e) Close the segment by highlighting that these interlinkages should be recognized in the UNDAFs so as to contribute to and better support both implementation of the human rights recommendations and achievement of the SDGs.

**TIP**

- ➔ *Use PPT slides as a support for clarifying issues such as how a UNDAF is prepared; the core programming principles, including human rights; what are the SDGs, etc.*
- ➔ *Depending on the results of your TNA you can consider devoting more time to this segment.*

### Step 3: Work in groups: matching recommendations with SDGs and identifying UN support

 **Duration 30 minutes**

- a) Ask participants to re-join or remain in the groups they worked with during the session devoted to follow-up and implementation of recommendations (Session 4.2.3). Indicate that you would like them to do the following within their groups:
- i. establish the link between the SDGs and the three recommendations they have prioritized in the previous session; *and*
  - ii. identify the UN agency which in their view is best placed to support them in implementing the recommendations prioritized and matched with the SDGs
- b) Distribute to each group a copy of the Sustainable Development Goals (SDGs) with their targets as well as a copy of OHCHR table linking the SDGs and their targets with the human rights treaties.
- c) Tell them to draw up a table with three columns on a flipchart (recommendations, SDGs and UN agency) so they can clearly indicate which recommendation relates to which SDG and to which UN supporting agency (**5 minutes**).
- d) Indicate to them that the time allocated to complete the work is **25 minutes**.

### Step 4: Work in groups (cont'd): matching recommendations with UNDAF

 **Duration 35 minutes**

- a) As a second stage of the activity, distribute to each group a copy of the country's UNDAF as agreed between the government and the UNCT; and ask them to do the following:
- ✓ Identify whether any of the three prioritized recommendations (matched with the SDGs) is somehow already included in the UNDAF. If already included, what type of support is being provided?
  - ✓ Check whether the supporting UN agency identified by the group corresponds to the supporting UN agency identified in the UNDAF.

- ✓ In case any of the three prioritized recommendations is not explicitly included in the UNDAF, identify whether any of them somehow fit therein.
- ✓ Discuss what would be the best way of obtaining the support of the UNCT to implement prioritized recommendations despite being or not being explicitly spelled out in the UNDAF?

b) Ask them to indicate on their flipcharts their answers. Allocate **30 minutes** for this exercise.

**Step 5: Discussion in plenary**

 **Duration 30 minutes**

- a) Randomly select one group to debrief the plenary on their findings in no more than **5 minutes**.
- b) Open the floor for participants from other groups to contribute to the discussion with different elements from those presented (**20 minutes**).
- c) Wrap-up the session by summarising the main elements discussed by the group (**5 minutes**).



**Engagement of National Human  
Rights Institutions and Civil Society  
Organizations in the Reporting  
Procedure**

# 6. Engagement of National Human Rights Institutions and Civil Society Organizations in the Reporting Procedure

## SESSION 6. CONSULTING WITH NATIONAL HUMAN RIGHTS INSTITUTIONS AND CSOs THROUGHOUT THE REPORTING CYCLE

### Note for the facilitator



1. Introductory brainstorming
2. Group activity: why consult?
3. Group activity: when to consult?
4. Group activity: how to consult?
5. Group activity: how to consult meaningfully?
6. Wrap-up



1 hour and 15 minutes



Spacious training hall arranged in such a way that it promotes peer-to-peer atmosphere and accommodates the needs of group work, preferably round tables with 4 to 5 persons per table for a maximum of 25 participants.



Video projector and screen



- Flipcharts with reporting cycle puzzle (previously used by participants)
- Flipcharts and markers
- Paper and pens
- Large self-sticking cards on UPR reporting cycle (optional)
- Checklist under the consultation capacity of a NMRF, in OHCHR National Mechanisms for Reporting and Follow-up: A Practical Guide to Effective State Engagement with International human rights mechanisms (<https://goo.gl/Mlz2bl>)



BACKGROUND READING  
FOR FACILITATORS

Chapters 2, 3, 4 and 5 Part I (the Manual) of this Training Guide



DOCUMENTS FOR PARTICIPANTS

Checklist of NMRF consultation capacity (optional)

## LEARNING OBJECTIVES

By the end of the session participants will be able to:

- appraise the benefits of consulting with national human rights institutions and CSOs in the reporting process; *and*
- identify when and how to consult with national human rights institutions and CSOs as well as the main criteria for holding meaningful consultations.

## SESSION PREPARATIONS

- This session builds on Session 4.2 (the reporting cycle, which needs to be conducted at some point prior to this session to ensure that its learning objectives are met). It brings together the different sections of part 1 of this Training Guide which refer to this issue, namely Session 2.2 on the types and capacities of a NMRF; Session 3. stimulation of national dialogue; and Session 4.2.1 on good practices. You are encouraged to be familiar with all these sessions to be able to better facilitate this session.
- It has been designed to explore in a dynamic way a series of questions relating to consultations held by States with national human rights institutions and CSOs.



→ *Keeping the discussions within the framework of each question is essential so as to be able to present to the group the key words it came up with during the wrap-up.*

- Even though the primary focus is on consultations during the treaty reporting cycle, this session can easily be extended to other human rights mechanisms entailing a reporting procedure, such as the UPR. Guidance on how to modify the session is provided where relevant.
- In advance of the training:
  - ✓ Prepare a flipchart and a sheet of paper with the following six statements:
    - Consultations will make us **understand better** where the State/CSOs are coming from, i.e. our **different perspectives** on issues.
    - Consultations will build **trust and cooperation** between different stakeholders.
    - Consultations increase **accountability** for my organization's or institution's work.
    - Consultations will help me prepare my report to the Treaty Bodies or UPR more **accurately and efficiently**.
    - Consultations will help me **solicit support** for implementation of recommendations addressed to my country.
    - Consultations will assist in **building up the knowledge** of all those who participate.

- Prepare photocopies of the sheet of paper to be distributed to participants prior to the group activity planned in step 2 of the session sequence.

## SESSION SEQUENCE

### Step 1: Introductory brainstorming

 Duration 5 minutes

- Prepare the ground for the session by asking participants to mention with whom, in general, States could consult on human rights issues beyond State institutions.
- Acknowledge the responses (e.g., national human rights institutions, CSOs, academics, media, etc.). Explain that the session is going to be devoted to exploring why, when and how States can consult with national human rights institutions and CSOs in the context of treaty reporting through short group activities.



→ *If you have previously conducted Session 2.1 on the NMRF, stress that the group activities of the session devoted to 'how to consult' (steps 4 and 5) will allow the group to explore ways in which a NMRF could strengthen its consultation capacity (i.e. how it can foster and lead consultations).*

### Step 2: Group activity: why to consult?

 Duration 15 minutes

- Distribute to each participant a sheet of paper containing the six statements on consultations you have previously prepared. Request them individually to tick two statements that they find most important as to why one should consult (**3 minutes**).
- Ask participants to discuss at their tables their selection and to come up with the agreed two statements that the group find most important; and ask a participant for each group to tick them with a marker in the flipchart you posted on the wall (**5 minutes**).
- Open the floor and ask participants whether there is any statement that they think is entirely misplaced or inaccurate (**5 minutes**).
- Summarize the key words mentioned, such as understanding, trust, cooperation, accuracy, efficiency, support, knowledge-building, etc. (**2 minutes**).



→ *There might be no need to directly respond to participants when expressing their views on statements they found misplaced or inaccurate as often other participants will intervene and argue. Let the discussion flow!*

### Step 3: Group activity: When should one consult?

 Duration 15 minutes

- Assign to each table one of the reporting cycles posted on the walls of the training room. Ask participants to discuss and place "post-its" in the cycle, indicating when during the cycle it could be useful for States to consult with national human rights institutions and CSOs (**5 minutes**).



- b) Select randomly a participant to present the conclusions of his or her table (**2 minutes**). Ask the other groups whether they have found other opportunities for holding consultations within the reporting cycle and ask them to indicate them (**3 minutes**).
- c) Wrap-up the activity. Key messages can include:
- ✓ consultations with national human rights institutions and CSOs are encouraged to take place any time before the submission of a report in order, for example, to solicit inputs and strengthen transparency;
  - ✓ after recommendations have been issued on the report, share findings and solicit support for implementation;
  - ✓ alternatively States could also consult within the national reporting preparation schedule (e.g., before drafting the report, once a first draft is ready, just before its submission, when responding to the List of Issues, before the constructive dialogue, after the dialogue);
  - ✓ at all times the report remains the responsibility of the State party;
  - ✓ the participation of national human rights institutions and CSOs in the consultations held by the State does not preclude the possibility of engaging directly and independently with the Treaty Bodies (e.g., submitting alternative reports) (**5 minutes**).



➔ **To adjust this exercise to consultations with national human rights institutions and CSOs in both the context of treaty reporting and UPR reporting:**



- **Prepare in advance five sets of large self-sticking cards, containing the stages of the Treaty Bodies' reporting cycle (see Session 4.2) and the stages of the UPR reporting cycle (which can be summarized as follows: State party report; mid-term report; dialogue in UPR working group; recommendations; implementation)**
- **Post on the walls of the room one set of self-sticking cards (i.e. both reporting cycles) per group; ask participants to identify which cycle applies to which international human rights mechanism (3 minutes); then continue with the activity as indicated. Key messages can remain the same.**
- **Do not forget to ask participants to place "post-its" on both cycles.**

#### Step 4: Group activity: How to consult?

 **Duration 15 minutes**

- a) Open the floor to participants so that they can share their views on *how the State could better consult with national human rights institution and CSOs* (**10 minutes**)
- ✓ Views expressed during previous training courses include: creation of task forces, networks, e mailing lists; holding of consultations beyond the capital; asking others to facilitate consultations, if the context is difficult; establishment of a CSO/national human rights institution desk in the NMRF; etc.
- b) Complete information, if needed (**5 minutes**). Use as a reference the checklist under the Consultation capacity of a NMRF, in OHCHR National Mechanisms for Reporting and Follow-up: A Practical Guide to Effective State Engagement with International Human Rights Mechanisms (<https://goo.gl/Mlz2bl>).

**Step 5: Group activity: How to meaningfully consult?**

**Duration 15 minutes**

- a) Ask participants to take a piece of paper and write down individually one short idea (which could be a single word) which replies to the following question: **according to you, how can one ensure that consultations with national human rights institutions and CSOs are meaningful?**
- b) Once everybody has written down their response, ask participants to move the paper on to the person next to them, who will be adding one different idea from what is written on the paper they receive. This process is repeated until every participant at each table has written down an idea or word in reply to the question. Allow between 45 seconds and 1 minute per participant for writing down his or her response. This means that a maximum of 5 minutes should be allocated if five participants are seated at each table (**5 minutes**).
- c) Ask the last person who wrote on the sheet, at each of the five tables, to list the ideas gathered. Record and cluster the responses on a flipchart (**5 minutes**).
  - ✓ Ideas from previous training courses include: acknowledge and maintain the distinct roles of each stakeholder (i.e. national human rights institutions and CSOs are independent actors); ensure transparency, accessibility (e.g., persons with disability but also access beyond the capital in different regions); inclusiveness; conduct consultations in a timely manner; show pro-activeness, etc.
- d) Present the results of the last activity to the group (**5 minutes**).

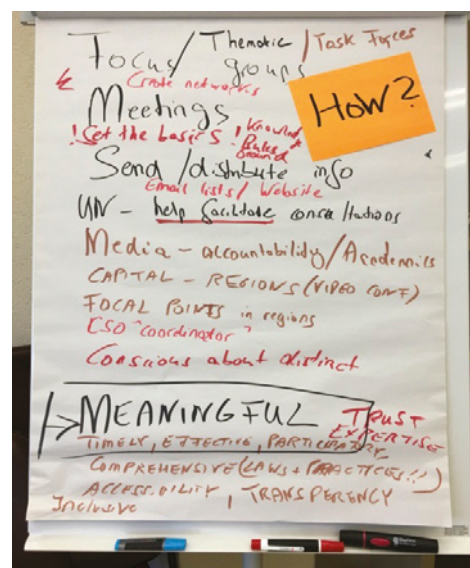
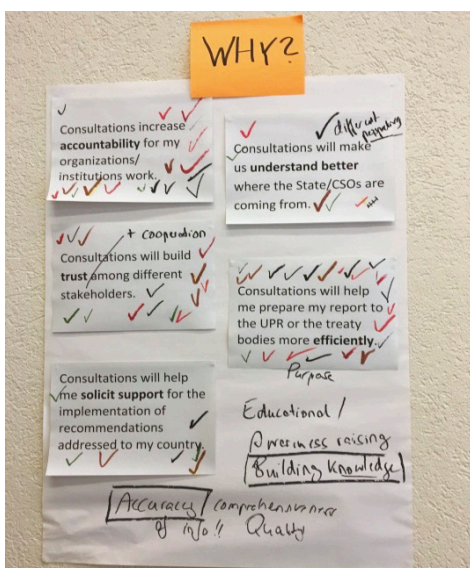


- ➔ **Alternatively, you can briefly brainstorm in plenary with participants on the question (5 minutes).**
- ➔ **Project the question on the screen for ease of reference.**
- ➔ **The recording and clustering of responses on the flipchart could ideally be done by an assistant facilitator.**

**Step 6: Wrap-up the session**

**Duration 10 minutes**

- a) Wrap-up the session by presenting the key words the group proposed in each of the questions explored. For example:



# V. Closing the Training Course



**Closing Session**

## CLOSING SESSION

### Note for the facilitator

Usually Treaty Body reporting training courses are closed by a senior representative of the facilitator's organization and/or by a senior resource person participating in the course. Besides factoring in time for concluding remarks and distribution of certificates, the closing session of a training course is also an opportunity to get the participants to express (in writing and/or orally) their follow-up commitments to the training i.e. the activities they plan to conduct back home to put in practice what they have learnt during the training. For example, to embark on the drafting of a Treaty Body report. Facilitators can then record these commitments and use them to follow-up on the training. A closing session should not last more than **1 hour**.



- **Have the certificates ready (i.e. signed and printed) at the outset of the training!**
- **Follow your organization's policy as to who should sign the certificates (e.g., signed by both a headquarter and a regional representative of the facilitator's organization).**

This session can be structured as follows:

1. Ask participants to identify three activities that they will conduct once back at home as a follow-up to the training and to write them down on a piece of paper (**10 minutes**).
2. Invite those who would like to do so, to present their commitments in plenary (**10 minutes**).



- **Participants can take with them their commitments. Otherwise, you can collect them and attach them in your follow-up conversations with each participant.**

3. Distribute the final evaluation forms and request to participants to fill them in (**15 minutes**).
4. Wrap-up/conclusion of the course by a senior resource person, e.g., a Treaty Body expert (**5 minutes**).
5. Closing remarks by a senior representative of the facilitator's organization, e.g., OHCHR (**5 minutes**).
6. Distribution of certificates by both senior resource person and senior representative (**15 minutes**).



- **Do not forget to pick up the completed final evaluation forms!**



## **VI. Annexes**

**ANNEX 1****SAMPLE****PRE-COURSE QUESTIONNAIRE/APPLICATION FORM**

[Title of training course]

[Venue and date]

**Application Form****1. Personal information**

Title: \_\_\_\_\_

First name: \_\_\_\_\_ Last name: \_\_\_\_\_

Profession: \_\_\_\_\_

Current employer: \_\_\_\_\_

Current position: \_\_\_\_\_

Department/Ministry: \_\_\_\_\_

Full address: \_\_\_\_\_

E-mail: \_\_\_\_\_

Telephone (office): \_\_\_\_\_

Telephone (mobile): \_\_\_\_\_

Nationality: \_\_\_\_\_

Sex: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Place of birth (town and country): \_\_\_\_\_

Passport number: \_\_\_\_\_

**2. Qualifications****Languages**English:  Native  Fluent  Comfortable  Not comfortable

Other languages: \_\_\_\_\_

**Education**

School education (list 3 highest qualifications):

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**Other**

Publications (optional): \_\_\_\_\_



### 3. Relevant experience

- |  |  |
|--|--|
| <input type="checkbox"/> Adult learning in general                             | <input type="checkbox"/> CRC   |
| <input type="checkbox"/> UN reporting processes (delegation membership, other) | <input type="checkbox"/> CEDAW   |
| <input type="checkbox"/> Drafting of reports                                   | <input type="checkbox"/> CMW   |
| <input type="checkbox"/> Human rights law                                      | <input type="checkbox"/> SPT   |
| <input type="checkbox"/> ICCPR   | <input type="checkbox"/> Petitions (Treaty Body individual communications procedures ) |
| <input type="checkbox"/> ICESCR  | <input type="checkbox"/> UPR   |
| <input type="checkbox"/> CAT   | <input type="checkbox"/> Regional human rights mechanisms                              |
| <input type="checkbox"/> CERD  | <input type="checkbox"/> Special Procedures  |
| <input type="checkbox"/> CED   | <input type="checkbox"/> Others (please specify: _____ )                               |
| <input type="checkbox"/> CRPD  |  |

How did you acquire this expertise?

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Do you have direct experience in a reporting process to international human rights mechanisms?

Yes  No

If yes, which mechanism, in what capacity and when?

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Do you have any experience in engaging directly with UN Treaty Bodies?

Yes  No

If yes, please give details:

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Is there a specific area in which you would like to specialize or in which you have had an interest but have been unable to gain experience?

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Are you a member of a National Mechanism on Reporting and Follow-up (or similar Governmental structure)?

Yes  No

If yes, please briefly explain your role in it:

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Based on your current contractual situation, will you be involved in engagement with human rights mechanisms for the next 2 years or beyond?

Yes  No

#### 4. Motivation

What is your motivation for applying for the training [title]?

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#### 5. For attention

Do you have any travel restrictions?

Yes  No

If so, what?

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Do you need explicit authorization from a superior to participate in this training?

Yes  No

If so, please give the name, title, e-mail and telephone number of the person concerned:

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#### 6. Disability

If you have a disability and/or may require accommodation in order to fully participate in the training, please provide further information:

- Will you be accompanied by a personal assistant or your own sign language interpreter(s)?
- Will you be accompanied by a guide dog?

Please specify any other requirements you may have in terms of access (e.g., wheelchair access, orientation to facility, large print, etc.)

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Date \_\_\_\_\_ Signature \_\_\_\_\_





## PRE-COURSE ASSIGNMENT

**Pre-course Assignment**

Participants are required to complete one pre-course assignment, i.e. to find the information requested below relating to the United Nations human rights mechanisms on the OHCHR website ([www.ohchr.org](http://www.ohchr.org)). The results should be sent for the attention of [name of facilitator and email] by [deadline one day before the training starts]. The answers will be given to you during the course.

**[Country X]**

Date of submission of Common Core Document

Find the fourth periodic report to CERD (of October 2014)

The procedures, besides reporting accepted by [country X]

Dates of the next consideration by a Treaty Body, if any

During their research participants may find it useful to look for the requested information on the webpage of the human rights mechanisms at

<http://www.ohchr.org/EN/HRBodies/Pages/HumanrightsBodies.aspx> or on the Treaty Bodies Database: [http://tbinternet.ohchr.org/\\_layouts/treatyBodyExternal/Countries.aspx](http://tbinternet.ohchr.org/_layouts/treatyBodyExternal/Countries.aspx).



- ***Make sure you are familiar with the reporting status, ratifications and acceptance of the individual complaints and enquiry procedures of the country where the training is taking place before designing a pre-course assignment.***
- ***Do not forget to come back to the answers of the assignment during the training, where relevant.***

## ANNEX 3

## SAMPLE

## TRAINING AGENDA

## "Training on Reporting to the United Nations human rights Treaty Bodies"

[Venue and date]

\* For facilitator's ease of reference, this sample agenda includes the suggested training techniques for each session.

Day 1: MONDAY	
08:30-09:00	<b>Registration</b>
09:00-09:45	<b>Opening</b> <ul style="list-style-type: none"> <li>• Welcome remarks by high-level or senior representative of the host Government</li> <li>• Remarks by senior resource person</li> <li>• Remarks by senior representative of the facilitators' organization</li> </ul>
09:45-10:00	<b>COFFEE BREAK</b>
10:00-10:50	<b>Introduction of facilitators and participants, and of the training course outline, objectives and expectations</b> <i>Training technique: interactive presentation + brainstorming with participants to establish ground rules</i>
10:50-12:00	<b>Session 1: Overview of the international human rights system</b> <i>Training technique: Video and Group activity (Quiz)</i>
12:00-12:45	<b>Session 2: Ratification of human rights treaties</b> <i>Training technique: Group activity - brainstorming (Why ratify a human rights treaty?)</i>
12:45-13:45	<b>LUNCH</b>
13:45-14:30	<b>Session 3: Overview of the governmental structures for engagement with human rights mechanisms: National Mechanisms for Reporting and Follow-up</b> <i>Training technique: Interactive presentation</i>
14:30-15:15	<b>Session 4: Functions of the Treaty Bodies</b> <i>Training technique: Work in groups - "carousel" (Describing the functions of the Treaty Bodies)</i>
15:15-15:30	<b>COFFEE BREAK</b>
15:30-16:00	<b>Session 4 (cont'd): Functions of the Treaty Bodies</b> <i>Training technique: Work in groups (De-brief in plenary)</i>
16:00-16:30	<b>Recap and participants feedback</b> (Distribution of daily evaluation forms and request for two volunteers to recap next morning)



Day 2: TUESDAY	
09:00-09:30	<b>Recap of Day 1</b> (by two participants)
09:30-10:00	<b>Session 5: The benefits of reporting</b> <i>Training technique: Group activity - brainwriting (What are the benefits of reporting?)</i>
10:00-11:00	<b>Session 6: The reporting cycle and the reporting procedures</b> <i>Training technique: Work in groups - "puzzle" (Putting together the reporting cycle) + interactive presentation</i>
11:00-11:15	<b>COFFEE BREAK</b>
11:15-12:00	<b>Session 7: The report of the State party</b> <i>Training technique: Interactive presentation</i>
12:00-12:30	<b>Session 8: The key provisions/general obligations of an international human rights treaty</b> <i>Training technique: Interactive presentation</i>
12:30-13:30	<b>LUNCH</b>
13:30-14:40	<b>Session 8 (cont'd): The key provisions/general obligations of an international human rights treaty</b> <i>Training technique: Work in groups + interactive presentation</i>
14:40-15:20	<b>Session 9: Preparing a State party's report</b> <i>Training technique: Sharing of experiences (storytelling)</i>
15:20-15.35	<b>COFFEE BREAK</b>
15:35-16:40	<b>Session 9 (cont'd): Preparing a State party's initial report</b> <i>Training technique: Work in groups (first part): preparing the State party report to a Treaty Body</i>
16:40-17:00	<b>Recap and participants' feedback</b> (Distribution of daily evaluation forms and request for two volunteers for recap next morning)

Day 3: WEDNESDAY	
09:00-09:30	<b>Recap of Day 2</b> (by two participants)
9:30-10:45	<b>Session 10: Consulting with national human rights institutions and CSOs throughout the reporting cycle</b> <i>Training technique: Brainstorming + group activities (why, when, and how to consult meaningfully)</i>
10:45-11:15	<b>Session 11: Preparation for the constructive dialogue: format of the consideration of a State party by a Committee</b> <i>Training technique: Interactive presentation</i>
11:15-11:30	<b>COFFEE BREAK</b>
11:30-12:45	<b>Session 11 (cont'd): Preparation for the constructive dialogue</b> <i>Training technique: Working groups (mock session) - role play</i>
12:45-13:45	<b>LUNCH</b>
13:45-15:45	<b>Session 11 (cont'd): Preparation for the constructive dialogue: the mock session</b> <i>Training technique: Simulation of constructive dialogue in groups (role play)</i>
15:45-16:00	<b>COFFEE BREAK</b>
16:00-17:30	<b>Session 12: The key capacities of a National Mechanism for Reporting and Follow-up</b> <i>Training technique: Work in groups (discussions of capacities) in "knowledge cafés"</i>
17:30-18:00	<b>Close and distribution of certificates</b> (Distribution of overall training course evaluation forms)



**TRAINING AGENDA**

**“Half-day training on the reporting cycle of the United Nations human rights Treaty Bodies”**

[Venue and date]

\* For facilitator’s ease of reference, this sample agenda includes the suggested training techniques for each session.

<b>MONDAY</b>	
08:30-09:00	<b>Registration</b>
09:00-09:15	<b>Opening</b> Welcome remarks by, for example, a senior representative of the facilitators’ organization
09:15-09:45	<b>Introduction of facilitators and participants, training course outline, objectives and expectations</b> <i>Training technique: Interactive presentation + brainstorming with participants to establish ground rules</i>
09:45-10:00	<b>COFFEE BREAK</b>
10:00-11:00	<b>Session 1: Overview of the international human rights system</b> <i>Training technique: Interactive presentation</i>
11:00-12:30	<b>Session 2: The reporting cycle and the reporting procedures</b> <i>Training technique: Work in groups (putting together the reporting cycle) + interactive presentation</i>
12:30-13:00	<b>Session 3: The benefits of reporting to the Treaty Bodies</b> <i>Training technique: Group activity (what are the benefits of reporting?)</i>
13:00-13:30	<b>Recap, participants’ feedback, and close</b> (Distribution of evaluation forms)

## ANNEX 5

## SAMPLE

## TRAINING AGENDA

## “Training on Reporting to the Committee on XXX”

[Venue and date]

\* For facilitator’s ease of reference, this sample agenda includes the suggested training techniques for each session.

Day 1: MONDAY	
08:30-09:00	<b>Registration</b>
09:00-09:45	<b>Opening</b> <ul style="list-style-type: none"> <li>• Welcome remarks by high level or senior representative of the Host Government</li> <li>• Remarks by senior resource person</li> <li>• Closing remarks by senior representative of the facilitators’ organization</li> </ul>
09:45-10:00	<b>COFFEE BREAK</b>
10:00-10:50	<b>Introduction of facilitators and participants, training course outline, objectives and expectations</b> <i>Training technique: Interactive presentation + brainstorming with participants to establish ground rules</i>
10:50-12:00	<b>Session 1: Overview of the international human rights system</b> <i>Training technique: Group activity (Quiz)</i>
12:00-13:00	<b>LUNCH</b>
13:00-14:30	<b>Session 2: How does [name of State party] engage with the United Nations human rights system: governmental structure for reporting and follow-up</b> <i>Training technique: Sharing of experiences + interactive presentation on NMRF</i>
14:30-15:30	<b>Session 3: The Committee on [name of the Treaty Body]: its composition, mandate, functions and working methods</b> <i>Training technique: Interactive presentation</i>
15:15-15:30	<b>COFFEE BREAK</b>
15:45-16:30	<b>Session 4: The benefits of reporting and the reporting status of the State party</b> <i>Training technique: Group activity (what are the benefits of reporting?) + presentation of the reporting status</i>
16:30-17:00	<b>Recap and participants feedback</b> (Distribution of daily evaluation forms and request for two volunteers to recap next morning)



Day 2: TUESDAY	
09:00-09:30	<b>Recap of Day 1</b> (by two participants)
09:30-10:15	<b>Session 5: The [name of the Treaty Body] reporting cycle</b> <i>Training technique: Work in groups (putting together the reporting cycle) + interactive presentation</i>
10:15-11:00	<b>Session 6: Reporting to [name of the Treaty Body]: reporting guidelines</b> <i>Training technique: Interactive presentation</i>
11:00-11:15	<b>COFFEE BREAK</b>
11:15-12:30	<b>Session 7: The report of the State party</b> <i>Training technique: Interactive presentation</i>
12:00-12:30	<b>Session 7: The key provisions/general obligations of [title of the international human rights treaty]</b> <i>Training technique: Interactive presentation + work in groups</i>
12:30-13:30	<b>LUNCH</b>
13:30-15:00	<b>Session 7 (cont'd): the key provisions/general obligations of an international human rights treaty</b> <i>Training technique: Interactive presentation</i>
15:00-15:15	<b>COFFEE BREAK</b>
15:15-16:30	<b>Session 8: Preparation of the State party report: lessons learned from previous reporting experiences</b> <i>Training technique: Sharing of experiences</i>
16:30-17:00	<b>Recap and participants' feedback</b> (Distribution of daily evaluation forms and request for two volunteers for recap next morning)

Day 3: WEDNESDAY	
09:00-09:30	<b>Recap of Day 2</b> (by two participants)
09:30-10:15	<b>Session 9: Preparing the State party's periodic report to [name of Treaty Body]: the previous concluding observations (what has been implemented, challenges and opportunities)</b> <i>Training technique: Work in groups</i>
10:15-11:00	<b>Session 9 (cont'd): Preparation of a State party's [initial/periodic] report to [name of Committee]</b> <i>Training technique: Work in groups</i>
11:00-11:15	<b>COFFEE BREAK</b>
11:15-12:30	<b>Session 9 (cont'd): Preparation of a State party's initial/periodic report to [name of Committee]</b> <i>Training technique: Work in groups</i>
12:30-13:30	<b>LUNCH</b>
13:30-14:15	<b>Session 10: Consultation with national human rights institutions and CSOs within the preparations of the initial/periodic report of the State party to [name of Committee]</b> <i>Training technique: Brainstorming + group activities (why, when and how to consult meaningfully)</i>
14:15-15:15	<b>Session 11: Development of a roadmap to prepare the initial/periodic report of the State party to [name of Treaty Body]</b> <i>Training technique: Work in groups</i>
15:15-15:30	<b>COFFEE BREAK</b>
15:30-16:00	<b>Session 11 (cont'd): Development of a roadmap to prepare the initial/periodic report of the State party to [name of Treaty Body]</b> <i>Training technique: Work in groups</i>
16:00-16:30	<b>Close and distribution of certificates</b> <i>Distribution of overall training course evaluation forms</i>





RECAPS AT THE END AND BEGINNING OF A DAY

Recaps are helpful for evaluating the training while it is being delivered. They are usually included at the end and at the beginning of each day during a training course (see section on Evaluation of training as well as the annexes containing samples of training course agendas in Part II of this Training Guide).

I. A **recap at the end of the day** usually lasts **30 minutes**. It can be structured as follows:

**Step 1:** Identify two participants to do the recap on the substance covered during the day on the next morning of the training course (**5 minutes**).



→ You may wish to have a separate chat with those doing the recap to explain that it should be short, no more than 5 minutes per participant, and suggest doing it, if possible, interactively.

**Step 2:** Summarize the main points and key messages of the day. This can be done by a resource person, if any has been invited, for example a Treaty Body expert (**10 minutes**).

**Step 3:** Distribute the daily evaluation form (see Annex 7) and ask all participants to complete it. Tell them to return the forms to you or to another facilitator you have previously designated (**15 minutes**).



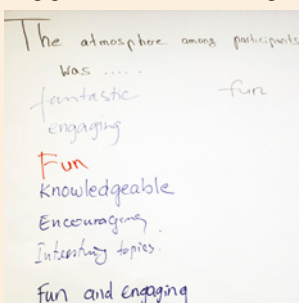
→ Alternatively you can use any other daily evaluation tool from among those proposed in OHCHR/Equitas', Evaluating human rights Training Activities: A Handbook for human rights Educators", pp. 181-228. For example:

a) **Are we on target?** Ask participants, on their way out of the room, to place stickers or draw a dot on the target flipchart posted on the wall. The aim is to collect information on what the participants felt or thought about the day according to statements you have previously prepared, such as:



- a) The discussions relating to how the Government of my country could engage better with the international human rights mechanisms were useful to my work
- b) The session involving participation in a constructive dialogue was useful to my work
- c) The sharing of experiences between each other was interesting
- d) The atmosphere throughout the day was good

b) **Complete the statements.** Ask participants, on their way out of the room, to complete the sentences which you have previously prepared and posted on four flipcharts (i.e. one sentence per flipchart). The aim is to collect information on the participants' thoughts about the day and suggestions for changes, such as:



- a) What I found really effective about today's training was...
- b) The atmosphere among participants was ...
- c) The facilitators were...
- d) What we could have done better today

II. A recap **at the beginning of the day** usually lasts **30 minutes**. It can be structured as follows:

**Step 1: Recap of Day 1.** Ask two participants (identified the day before) to give a recap of the previous day in no more than 5 minutes each. Total duration: **10 minutes**.

**Step 2: Report on evaluations.** Give a brief summary as to what participants remarked on regarding Day 1 in their written daily evaluation form and on the evaluation activity conducted during the previous day (**5 minutes**).

**Step 3: Pending issues.** Provide clarification on any pending substantive issues from the previous day, if any. Make any necessary administrative announcements (15 minutes).



→ *If you cannot start the training on time owing to lack of a quorum, shorten this recap to 15 minutes to avoid further delays during the day.*



<b>ANNEX 7</b>	<b>SAMPLE</b>
<b>DAILY EVALUATION FORM</b>	

[Training title]

[Venue and date]

**Evaluation Form – Monday, ...**

Name (optional): \_\_\_\_\_

**Session 1: Overview of the international human rights system**

	Unsatisfactory				Very satisfactory	
A. The contents	1	2	3	4	5	
B. The methodology used (group activity: quiz)	1	2	3	4	5	
C. The relevance to your work	1	2	3	4	5	

**Session 2: Ratification of human rights treaties**

	Unsatisfactory				Very satisfactory	
A. The contents	1	2	3	4	5	
B. The methodology used (why ratify?)	1	2	3	4	5	
C. The relevance to your work	1	2	3	4	5	

**Session 3: Overview of the governmental structures for engagement with human rights mechanisms: National Mechanisms on Reporting and Follow-up”**

	Unsatisfactory				Very satisfactory	
A. The contents	1	2	3	4	5	
B. The methodology used (interactive presentation)	1	2	3	4	5	
C. The relevance to your work	1	2	3	4	5	

**ANNEX 8****SAMPLE****END-OF-TRAINING EVALUATION**

[Training title]

[Venue and date]

**OVERALL TRAINING COURSE EVALUATION****PARTICIPANTS****1. Indicate your level of satisfaction with:**

	100%	75%	50%	25%
Your attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**OVERALL COURSE DESIGN AND DELIVERY****2. How would you rate:**

	Unsatisfactory				Very satisfactory
	1	2	3	4	5
The course programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rhythm/pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The length of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training materials used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The handouts/materials provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to learn from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. How would you rate the extent to which the course**

	Unsatisfactory				Very satisfactory
	1	2	3	4	5
Fulfilled your expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met the learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Targeted the needs of trainers (techniques, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was relevant to your daily work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**4. Please say which part of the course:**

**a) you found most useful and why?**

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**b) you would like to see improved? Please be specific and explain how.**

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**5. Please indicate if there is any topic that**

**a) should be dropped or given less attention**

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**b) was not included but which you would have wished to have addressed?**

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**6. Which elements of what you have learned through this course do you plan to apply in your future training programmes/courses?**

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**7. How do you hope to change your practice as a result of this training?**

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**8. Can you suggest how the Treaty Body Capacity Building Programme could follow this course up? Please explain.**

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**9. What kind of further support would you need from the Treaty Body Capacity Building Programme for your future training work? Please explain.**

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## TRAINERS

**10. How would you rate for (Name):**

	Unsatisfactory				Very satisfactory
	1	2	3	4	5
Competence in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to convey a message clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to engage with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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**11. How would you rate for (Name):**

	Unsatisfactory				Very satisfactory
	1	2	3	4	5
Competence in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to convey a message clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to engage with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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## ADMINISTRATIVE ISSUES

### 12. Please rate the following:

	Bad	Medium	Good	Excellent
Training rooms				
Food				
Other 1 ( <i>please specify</i> ):				
Other 2 ( <i>please specify</i> ):				

Comments:

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### 13. Any additional comments?

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**THANK YOU!**







