

Making Human Rights Real:
A Human Rights Education Program for Women in
Morocco

Second Edition of the Facilitator's Program Manual
English Executive Summary



Partners for Justice

Morocco Field Office
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Making Human Rights Real: A Human Rights Education Program for Women in Morocco

1. Program Summary:

Global Rights is pleased to present the second, revised version of *Making Human Rights Real*, our facilitator's manual for women's human rights education with illiterate women in Morocco.

Making Human Rights Real was elaborated by the Morocco Field Office of *Global Rights* and a network of 31 Moroccan women's rights NGOs and local development associations from diverse regions across the country. During four years of close collaboration with our local partners to enhance human rights education for illiterate women in Morocco, the Global Rights Morocco team:

- United 21 members of 14 women's advocacy NGOs and local development associations from diverse regions across Morocco in a *Women's Legal Literacy Working Group* to design and produce the first version of an Arabic language facilitator's manual entitled *Making Human Rights Real: A Legal Literacy Program for Women in Morocco* (September 2000-January 2002);
- Conducted an innovative training series on women's human rights education facilitation and program implementation for 88 representatives of 78 organizations in 39 cities, towns and villages from 6 diverse regions (February-April 2002);
- Implemented pilot programs of legal literacy for over 7000 women beneficiaries in our partner organizations across the country, providing technical assistance and on-going monitoring and evaluations (April 2002-May 2003);
- United 27 legal literacy program facilitators for a 3-day *National Consultation* to evaluate the first version of the program manual, design and write new curriculum based on field experiences, enhance the program facilitation methodology, analyze obstacles to program implementation and develop strategies to address them, and link local organizations across Morocco implementing the program (June 2003);
- Rewrote and produced this revised version of the program manual based on input and evaluations from both program facilitators and the women participants, and integrated the legal reforms to the Personal Status Laws in February 2004 into the new version of the manual (July 2003 – June 2004).

Making Human Rights Real contains an Introduction to human rights education, a Practical Guide for Program Facilitators, 74 two-hour sessions on a wide diversity of women's human rights themes for program facilitators to hold with groups of women participants, and appendices with additional resources. Each of the 74 program sessions contains a Lesson Plan accompanied by a legal reference sheet with relevant international human rights conventions, Moroccan laws, religious texts, and local customary law.

The Global Rights Morocco team designed this *Initiative* to increase knowledge of human and legal rights, encourage self-empowerment and self-motivation, and teach networking and collective mobilization for advocacy skills among illiterate and semi-literate women in Morocco. We also designed this program to develop the capacities of local NGOs to conduct

outreach to women in their communities and mobilize women at the grassroots level into their advocacy initiatives. The program uses a participatory approach based on an empowering pedagogy appropriate for human rights education for adults.

The program targets human rights education with illiterate women, but was designed to be flexible and adaptable for implementation with other groups of women. However, the essential characteristic of the program is that none of the sessions require reading or writing skills on the part of the participants. Finally, the program was designed to be low-budget with few material resources required. Implementing organizations need merely a facilitator, a group of women, two hours, and a place to meet.

The first version of the program manual published in February 2002 was 288 pages long and had 35 program sessions. This revised and expanded version of the Manual is 420 pages long with 74 program sessions, as well as:

- A revised and expanded Introduction to the program manual;
- An expanded and revised Facilitator's Guide;
- Updated Appendices;
- A new Amazigh ("Berber") language and culture section of the new program manual;
- A special section on legal reforms implemented since the first version of the Manual was published, including the February 2004 reforms to the Personal Status Codes.

The revised version of this Manual was made possible with the generous support of the Middle East Partnership Initiative and the United States Agency for International Development (USAID).

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3. Program Manual Description:

I. Introduction

A. Program Summary

This human rights education program for women in Morocco was elaborated by the Morocco field office of Global Rights and 31 Moroccan women's advocacy NGOs and local development associations from around the country. The 420-page Arabic language Program Manual contains an Introduction to Human Rights Education for Women, a Facilitator's Guide, seventy-four (74) sessions to hold with women participants, accompanying legal reference sheets for each session, and numerous annexes with additional resources on women's human rights education.

The seventy-four (74) 2-hour sessions, organized into twelve thematic modules on women's human rights, address a diversity of topics identified by the participating organizations as a priority for women in Morocco. The program begins with a series of introductory sessions to acquaint the program beneficiaries with basic human rights concepts, gender analysis, and the legal sources of women's human rights. The introductory sessions are followed by modules addressing specific women's human rights issues.

The program sessions and accompanying legal reference sheets are based on a diversity of legal sources of women's rights in Morocco. Each contains relevant texts from international human rights conventions, the Moroccan Constitution, national legislation such as the *Moudawana* (Personal Status Code) and the Penal Code, religious texts and customary law.

The program uses a participatory methodology, based on pedagogies appropriate for human rights education with adult women. Through this approach the program beneficiaries will not only increase their knowledge and awareness of their rights through information acquisition, but will also develop their individual and collective skills to move from information to analysis and action.

The program was elaborated specifically to be used with groups of illiterate women, but it can easily be modified for use with other groups of participants. It was conceived and designed to be flexible and adaptable to a variety of local circumstances. However, the important thing to emphasize is that the program beneficiaries do not need to know how to read or write in order to participate in the program. Likewise, the program was elaborated such that local organizations do not need a lot of resources or financial means to implement the program – just the time, a space to meet, and a willing facilitator.

B. What's New in this Second Version of the Program Manual?

1. Changes made to the Program Manual

- *Changing the program name:* The first version to the Manual referred to “legal literacy” whereas this version talks about “human rights education.” This section explains the reasons behind the change in terminology.
- *Enriching the program with new grassroots and cutting edge women's rights topics:* The number of program sessions has been expanded from 35 sessions in the original version of the manual to 74 in this revised version. The new topics were identified by program facilitators in consultation with the women participants themselves, based on their identified needs and priorities. Thanks to the widespread participation of a large group of partner organizations from diverse regions across the country, the new program sessions reflect a greater diversity of women's human rights themes, especially those concerns of women at the grassroots level. A particular effort was made to address women's economic rights and the impact of development on women's rights, including environmental and land rights, as well as recently developing concerns such as trafficking in persons and women and terrorism.
- *Making the program practical:* Among the new program sessions are field visits to administrations and institutions key to the promotion and protection of women's human rights.

- *Enhancing program facilitation:* The Practical Guide for Program Facilitators chapter has been enriched and enlarged to address concerns identified by program facilitators in implementing the program and applying its facilitation methodology. A new section has also been added to describe and explain the progressive pedagogical approach that is central to the effectiveness of human rights education for women.
- *Keeping on top of legal changes:* The legal reference sheets have been updated to reflect changes in the laws since the original version. A separate section describing these changes follows below.
- *Expanding community contacts and networking:* The Directory of local NGOs and development associations has been expanded to include the contact information for a larger number of organizations in a greater diversity of regions across Morocco.
- *Updating resources:* The annexed resources at the end of the manual have been updated.

2. *Changes in the Law since the First Version of the Program Manual*

This section summarizes the reforms made to the Personal Status Laws in Morocco in February 2004.

C. *Human Rights Education: Conceptual Framework*

1. *Legal basis for human rights education programs*

This section describes the legal basis for human rights education programs, emphasizing that not only do people have a fundamental human right to learn about their rights, but that private individuals and governments alike have the obligation to promote human rights through education.

Sources presented and discussed include the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the United Nations Resolution establishing 1995-2004 as the U.N. Decade for Human Rights Education, and the Moroccan Constitution.

2. *Definition of human rights education*

This section emphasizes that human rights education programs differ from traditional formal education, not only in content, but in their objectives, approaches, pedagogical methods, and the results to be achieved. In contrast to individual legal advice, written guides to laws, expert presentations, or simple information acquisition, human rights education is a comprehensive program designed to increase knowledge and critical awareness, as well as to develop the individual and collective skills of the program beneficiaries for mobilization and advocacy.

(a) *The role of human rights education in advocacy and social change*

This section discusses the role of human rights education in mobilizing women for legal and social change. As an emancipatory and participatory education, human

rights education empowers women to define and defend their rights, increase their control over their lives, participate in the elaboration of laws that affect them, and take part in decision-making processes.

A special emphasis is also placed on the fact that while human rights education enables women to analyze, criticize and mobilize for legal change, at the same time it promotes responsible citizenship and respect for the Rule of Law.

In this sense, human rights education is not merely education about human rights, but education for human rights.

(b) The role of human rights education in local development

One concern often raised is that human rights are “just words” and that economic development should take priority over human rights education. This section analyses the interdependent relationship between human rights education and economic development, describing the role of such education in assuring the full participation by all members of a society necessary to achieve a sustainable and equitable development.

In this sense, human rights education is not merely participatory education, but education for participation.

(c) The role of human rights education in the development of international human rights standards

In a world of global conflict and militarization, human rights education has come under increasing scrutiny and met with growing skepticism, especially by local activists in developing countries. In the words of one program facilitator, “We have problems to implement this program right now, we have no motivation to continue with a concept of human rights violated by those who created it.”

This perception misunderstands the process of the creation of international human rights standards, and the role of human rights education in this process.

The creation of human rights standards and laws is and needs to be a participatory process, with input from local organizations and people at the grassroots from all over the world.

The role of human rights education programs and organizations implementing them is not to present a static, unified, fixed body of law written and imposed by others – foreigners, lawyers, higher-ups in the hierarchy of governments and international institutions. For this reason, the information transmission aspect of this program – where the program facilitator presents existing international human rights standards – is a limited, first step in the program.

By promoting analysis, critical reflection and the development of the participants’ capacities, human rights education encourages contributions by people at the grassroots to the development of international human rights standards through

dialogue and engagement with advocacy and development NGOs, who then communicate local needs to international institutions and decision-making bodies.

The role of the program then, is not to “continue with a concept of human rights” created by others, but to encourage grassroots participation in the elaboration of international human rights standards. In this way, human rights become dynamic and accessible to all people – in both their application and in their creation.

D. Program Objectives: Why do Human Rights Education for Women?

1. Participants

This section details the numerous objectives of human rights education with the program participants, which are divided into objectives that:

- (a) Increase participants’ knowledge and awareness of human and legal rights;
- (b) Develop their individual skills;
- (c) Develop their collective skills.

The program participants should be able to:

(a) Increase knowledge of human and legal rights among illiterate and semi-literate women to develop their capacities to:

- Analyze the concept of human rights and of themselves as subjects of rights, in the public and private spheres;
- Understand rights as resources;
- Understand the laws (Moroccan Constitution, Personal Status laws and other Codes), procedures, and judicial, administrative and governmental structures in Morocco;
- Familiarize themselves with international human rights Conventions and standards and their place in internal law;
- Appreciate the role of religious texts and traditions in the promotion of women’s human rights;
- Gain consciousness of the social and ideological values reflected in existing laws, and the role of gender;
- Explore the social, cultural, psychological, and political constraints that prevent women from exercising their rights — isolation, lack of access to justice, insensitivity of the legal system, discriminatory laws and application of the laws;
- Reflect on how governments, traditions, laws, culture, the family, and the behavior of women themselves limit or support women’s human rights;
- Enrich their knowledge of the human rights status and struggle of women across Morocco and around the world.

(b) Encourage self-empowerment and self-motivation among illiterate and semi-literate women to develop their capacities to:

- Identify their needs and define their rights;
- Reflect critically on existing laws, structures and procedures;
- Clarify values such as justice, equality, dignity, and liberty;
- Analyze real-life situations using human rights concepts and language;
- Stop feeling guilty and treating oneself as a victim;
- Develop self-confidence and learn to value one's capacities;
- Appreciate the situation of women different from oneself, examine one's own prejudices, and adopt an attitude of tolerance and understanding;
- Develop a sense of personal responsibility for the promotion and protection of the human rights of all;
- Defend one's own rights and demand redress in case of violations;
- Participate in decisions that affect their lives;
- Understand self as an agent of change;
- Feel at ease speaking in public situations;
- Seek out and obtain the support of key resource people (ex: lawyers, journalists);
- Become an active and participatory citizen;
- Appreciate and apply human rights values of fairness, tolerance and dignity.

(c) Teach networking and collaboration skills among illiterate and semi-literate women to develop their capacities to:

- Break the culture of silence among women;
- Adopt an attitude of solidarity;
- Resolve conflicts in a positive manner;
- Communicate, negotiate and persuade in groups;
- Make group decisions and solve problems collectively;
- Examine examples of women in other countries to develop new ideas;
- Participate in activities of local NGOs and development associations;
- Collaborate in holding political representatives responsible for their actions;
- Formulate collective plans of action to address injustices;

- Mobilize in groups to increase the breadth and influence of action;
- Identify and commit to common strategies to translate rights into action for social and legal change, as well as for a people-centered economic development process.

2. *Implementing organizations*

This section describes the advantages to organizations implementing human rights education programs for women. These include increased credibility in the community, an increased support base, enriched knowledge of the situation of women in their community, increased participation of local women in their advocacy and development activities, increased demand for their services, professional development of members, application of progressive facilitation methodology to other program such as health awareness and literacy classes, reinforced ability to fundraise, and enhanced capacity to work in networks and coalitions.

E. Pedagogical Approach: How do we do Human Rights Education?

This section describes how human rights education is not merely education that informs people about their rights. The pedagogical approach and methodology used are an integral part of the program, and in many ways more important than the actual subject matter.

For a human and legal rights education program to meet the above objectives and be truly empowering, the pedagogical method used must be appropriate for education with adults, based on methods with which adults learn. It must also reflect in its **process** the human rights values it promotes in **content**.

The human rights education pedagogy:

- (a) **Situates the problem in the participants' own personal reality**
 - This is the starting point for all of the program sessions
- (b) **to analyze and develop the Empowering factors**
 - the creation of a structure and environment, and provision of resources to develop these factors, is the primary role of human rights education programs for women
- (c) **that enable women to defend their human rights**
 - the development of women's capacities to defend their rights individually and collectively is the overall objective of human rights education.

As an empowering education, human rights education differs from traditional teaching in many ways, described in detail in this section.

F. Program History

1. Responding to Locally-defined Needs

The Global Rights Morocco team created our *Enhancing Legal Literacy for Women in Morocco Initiative* based on a needs assessment carried out in Morocco among more than 40 local organizations and activists in the summer of 2000. Those we interviewed identified the need for a legal literacy program for women in Morocco, who are often unaware of their legal and human rights and lack the individual and collaborative capacities to defend them due to a

variety of economic, cultural, social, and linguistic factors. Among the primary factors are the geographic isolation of a vast rural population, the existence of a significant contingent of Amazigh (“Berber”) speaking women, and the high illiteracy rates among women in Morocco.¹ As for women’s legal literacy, only 11.7% of women across Morocco have any knowledge of the Personal Status Laws relating to marriage, divorce, child custody, marital property, and inheritance. Among these women, only half of them are aware that these laws were modified in 1993.²

Global Rights and our partners also identified the needs of Moroccan human rights NGOs, women’s groups and local development associations for assistance with increasing their credibility within their respective communities; strengthening grassroots level participation in and support for their rights-based advocacy and development activities; enhancing their knowledge of the specific situation of women and girls in their communities; and encouraging the diversification and expansion of membership, and the creation of local and national networks.

A. Producing the Human Rights Education Program Manual

In September 2000 the Global Rights Morocco team established our Women’s Legal Literacy Working Group composed of 21 representatives from 14 women’s advocacy NGOs and local development associations from Rabat, Casablanca, Tangiers, Tetouan, Fes, Marrakech and Ain Leuh (Middle Atlas mountains). Our Working Group gathered 12 times between September 2000 and January 2002 to design and produce the first version of the 288-page Arabic language facilitator’s manual entitled, *Making Human Rights Real: A Legal Literacy Program for Women in Morocco*.³ In between the 7th and 8th meetings, the individual members drafted first versions of the program sessions, which were then evaluated by the entire Working Group and revised and edited by Global Rights. Global Rights wrote the final versions of the program sessions, the legal fact-sheets, the Introduction, Facilitators’ Guide, and the Annexes.

The first version of the *Making Human Rights Real* was published in February 2002. The Global Rights Morocco team distributed 280 copies of the manual to organizations across Morocco and posted the content on our previous organization website — www.hrlawgroup.org. From March 2002 – June 2003, more than 300 complete versions of the manual were downloaded from the website.

B. Training Local Groups in Facilitating Women’s Human Rights Education

The Global Rights Morocco team designed and conducted an innovative training series⁴ to prepare members of human and women’s rights NGOs and local development associations to use *Making Human Rights Real* to facilitate women’s rights education for groups of illiterate and semi-literate women. The training series also incorporated skill building specific to creating sustainable human rights education programs at participants’ respective

¹ 42.4% of urban women and 82.3% of rural women are illiterate.

² Statistics taken from ADFM survey conducted in 2000.

³ La liste des organisations participant dans le Groupe de Travail se trouve dans une Appendice á la fin de ce manuel.

⁴ Please see *Facilitating for Women’s Human Rights Education: Training Workshop Final Report* (May 2002) for a detailed account of our successful training series.

organizations, including outreach among underserved populations to recruit program participants and community action plans.

By April 2002, we had conducted the 4-day training in six regions⁵ involving a total of 88 participants representing 78 organizations and 39 cities, towns and villages. The Global Rights Morocco team then provided technical assistance to participants as they implemented human rights education programs for women in their communities.

2. Educating Women Across Morocco — Community by Community

At the conclusion of the training series in April 2002, the Global Rights Morocco team provided on-going technical assistance to organizations conducting human rights education programs in their respective communities. The team conducted follow-up and monitoring of the program implementation through the collection and analysis of evaluation forms completed by facilitators for each of the 35 program sessions.⁶ We also elaborated and compiled the results of two evaluation and follow-up questionnaires distributed to all 88 workshop participants to monitor the workshop follow-up and program implementation by local organizations for the period April 1 – December 31, 2002

From April – December 2002 alone our partner organizations conducted 31 follow-up workshops to train a total of 468 program facilitators. Over the 9-month pilot period described in this report, program facilitators conducted 882 two-hour program sessions for 5,098 illiterate and semi-literate women beneficiaries in diverse sites across Morocco.⁷

3. Refining and Expanding our Human Rights Education Training Manual

In June 2003, the Global Rights Morocco team convened a select group of 24 human rights education program facilitators for a 3-day *National Consultation on Legal Literacy for Women in Morocco* in Azrou (Middle Atlas mountains). Participants were chosen from among the core original group of 88 program facilitators who participated in our intensive *Facilitating for Women's Human Rights Education* training workshops held in six regions from February through April 2002.⁸

Consultation participants represented 24 diverse human and women's rights NGOs and local development associations from eastern Morocco (Oujda, El Hoceima and Taza), northwestern Morocco (Tangiers, Tetouan, Larache and Chefchaouen), the Middle Atlas (Fes, El Hajeb and Ain Leuh), the Tansift El Haouz region (Marrakech, Ait Ourir), southern Morocco (Agadir, Zagora and Essaouira), and the Rabat-Casablanca corridor.

Global Rights identified participants on the basis of responses we received to our 6-month and 9-month evaluation and program implementation questionnaires, selecting those organizations who had most substantially implemented the program and submitted quality responses to the session evaluation forms and the two questionnaires.⁹

⁵ Marrakech/Tansift Al Haouz, South, Northwest, East/northeast, Middle Atlas, and Rabat/Casablanca

⁶ Please see the Appendices for the Session Evaluation Form.

⁷ Please see *Enhancing Legal Literacy Among Women in Morocco: Program Implementation and National Consultation Final Report* (July 2003) for a detailed description of program implementation.

⁸ Please see *Enhancing Legal Literacy Among Women in Morocco: Program Implementation and National Consultation Final Report* (July 2003) for a detailed description of the National Consultation.

⁹ Please see the Appendices for a list of the *National Consultation* participating organizations.

The Global Rights Morocco team identified priority themes to address in the *National Consultation* on the basis of the participating organizations' responses to the two evaluation and follow-up questionnaires. We designed the following *Consultation* objectives and activities to be responsive to their needs and concerns:

- Evaluating the 35 program sessions in *Making Human Rights Real: A Legal Literacy Program for Women in Morocco* based on experiences during our first year of applying these program modules throughout the country ;
- Creating additional curriculum to produce a revised version of the manual that incorporates input from our program beneficiaries as to their current priorities and needs;
- Enhancing our program facilitation methodology;
- Analyzing obstacles to program implementation and sharing strategies to address them;
- Linking local organizations across Morocco currently implementing the program;
- Developing effective local and national networks committed to working together on human rights education for Moroccan women.

During the month prior to the *Consultation*, participating organizations prepared by reviewing the 35 original program sessions and compiling editorial suggestions, consulting with their respective program beneficiaries to identify additional priority themes to add to the revised version of the manual, and preparing a summary description of their respective organization's experiences in implementation of the human rights education program.

During the National Consultation, participants reached consensus on a list of new program sessions to be developed. Each participant committed her organization to researching and writing one or more of the new program sessions. With technical assistance from Global Rights, the participating organizations elaborated new program sessions with accompanying legal fact sheets from June – August 2003. These were submitted to the Global Rights for review and editing. Global Rights revised and expanded the Introduction, the Facilitator's Guide, and the Appendices based on feedback and suggestions from the Consultation participants. We also updated the legal reference sheets to integrate the February 2004 reforms to the Personal Status Code.

G. A Final Note

Implementing organizations are encouraged to send us their evaluations and descriptions of the program implementation in their communities for us to use to enhance the program and share with other organizations, as well as to contact us for on-going technical assistance and support.

II. Facilitators' Guide

Here the facilitators are reminded of the specificity of human rights education and the need to use appropriate facilitation techniques and methods to provide a truly empowering

educational experience. In this model, the facilitator avoids taking on the role of the “expert” and creating a hierarchical relationship between herself and the program participants, but rather leads the group in an egalitarian and participatory approach.

A. Facilitation techniques

1. Characteristics of a good facilitator

This section details the personal characteristics needed to facilitate human rights education sessions, emphasizing interpersonal rather than intellectual qualities.

2. The role of the facilitator

This section describes the role of a successful facilitator and emphasizes what a facilitator is not.

3. Strategies and techniques for successful facilitation

This section details numerous practical techniques that the facilitator is encouraged to use in order to:

- (a) establish a democratic, non-hierarchical, and inclusive group environment;
- (b) encourage the sense of ownership of the program by the participants;
- (c) create and maintain positive and effective group dynamics;
- (d) guarantee a structure and efficient management of the sessions;
- (e) assure understanding of the concepts presented;
- (f) promote a human rights culture.

4. Asking Questions

This section describes the art of asking questions and gives concrete examples of questions that facilitators can use to generate reflection, analysis, interpretation and discussion among program participants.

5. Confronting Challenges

This section addresses challenges that program facilitators may encounter in implementing the program and suggests strategies to confront them, including tension in the role of the facilitator between transmitting legal information and developing participant capacities, avoiding support group dynamics, and difficulty being neutral.

B. Definition of Facilitation Methods

This section lists all of the facilitation methods and activities used in the program sessions and gives a detailed explanation of each one - for example, brainstorming, role plays, case studies, debates, image interpretation, etc.

C. Additional Ideas for Program Sessions

The facilitator is encouraged to enrich the program by modifying the sessions or creating additional activities with the participants. A proposed list of additional activities such as field trips, artwork creation and expositions, fieldwork, personal testimonials and popular music analysis is included.

D. Logistical Considerations

The facilitator is encouraged to reflect on the logistics of the program, including outreach methods to recruit women into the program, the selection and organization of the participants into appropriate groups, motivating the participants, time and place considerations, pre-session preparation, obtaining necessary resources, and addressing resistance to the program in the community. Special consideration is given to strategies for integrating Amazigh (Berber) women into the program through linguistic and cultural sensitivity.

E. How to Use this Program Manual

This section explains to the facilitators the program manual organization and how they should use it to implement a human rights education program for women in their communities. At the same time that the facilitators are encouraged to be creative and flexible in the implementation of the program, special emphasis is placed on the need to conduct all of the sessions in the Introductory Module before moving onto the specific human rights concerns in the following modules, which may be implemented in any order desired.

Each of the 74 program sessions contains a “Lesson Plan” that sets out the steps the facilitator should follow, as well as an accompanying “Legal Reference Sheet” that details the legal elements related to the specific topic of that session.

The “Lesson Plan” for each session explains the subject of the session, the objectives, the total time allocated for the session, the necessary material, and the steps for the sessions. Each session is organized around the following structure:

1. Warm-up activity
2. Activity to introduce the topic for that session and situate the women in their reality
3. Informative activity: the facilitator presents the relevant legal information through a simplified lecture or an activity
4. Mobilization activity: the participants apply what they have learned, analyze problems, and strategize through a variety of participatory activities such as role plays, case studies, and debates.
5. Short description and discussion of an example from another country
6. Closing activity
7. Evaluation

The “Legal Reference Sheets” explain the legal elements for the session that the facilitator studies ahead of time to familiarize herself with the laws and the vocabulary used and integrates into the session. Each is organized around the following structure:

1. Moroccan Law: Constitution and national legislation
2. International human rights law: Conventions and U.N. Declarations
3. Religious texts and customary law
4. Examples of laws and advocacy strategies from other countries, as well as relevant statistics
5. Glossary of the vocabulary used

III. The Program Modules

The Manual contains seventy-four (74) 2-hour sessions, each with a lesson plan and an accompanying legal fact sheet, organized into 12 thematic chapters around women's human rights.

IV. Annexes

A. Program Evaluations

- This section explains to the program facilitators how to conduct an evaluation of each session, the importance of evaluating each session, and the benefits of evaluations for the program, themselves, the participants, and the implementing organizations. A comprehensive two-page evaluation form to be filled out by the facilitators after each session is attached.

B. International Conventions Ratified by Morocco

- A chart of the principal international human rights conventions with the dates adopted and entered into force, and the status of ratification/adhesion by Morocco.

C. International Human Rights Calendar

- A calendar of major human rights celebrations around the world (ex: March 8: International Women's Day).

D. Human Rights Education Bibliography

- A bibliography of human rights education resources available at the Law Group Morocco Resource Room.

E. Internet Resources for Human Rights Education

- A comprehensive list of multilingual websites and electronic newsletters related to human rights education, including resources for on-line manuals and practical guides, and research on international human rights law, the status of women in Morocco, women's human rights worldwide, legal reference materials, and Islamic law.

F. Directory of Human Rights Organizations in Morocco

- A comprehensive list of human rights organizations and local development associations across Morocco working to promote women's human rights, with their addresses and contact information.

G. Arabic-Berber Glossary of Human Rights Terms

- A Dictionary of human rights terms and expressions in Arabic with their translation into Berber in the Tifinard alphabet and a pronunciation guide to assist facilitators working with Berber women.

Sources cited in the Program Manual:

The human rights education program manual was made possible through a variety of rich resources on human rights education and existing program manuals. The following sources are cited in footnotes in the Program Manual where appropriate:

Introduction, *Legal Literacy: A Tool for Women's Development*, by Margaret Schuler and Sakuntala Kadirgamar-Rajasingham (Women, Law and Development International, UNIFEM, 1992)

The Human Rights Education Handbook: Effective Practices for Learning, Action and Change, by Nancy Flowers (Human Rights Resource Center, University of Minnesota, 2000).

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SINIKO: Towards a Human Rights Culture in Africa (Amnesty International).