PRACTICE NOTE 7

FACILITATING LITIGATION WORKSHOPS

APRIL 2021

REDRESS

Ending torture, seeking justice for survivors

This guide is part of a series of **Practice Notes** designed to support holistic strategic litigation on behalf of torture survivors. It is aimed at lawyers, researchers, activists, and health professionals who assist torture survivors in the litigation process.

This guide shares the experience of **REDRESS** running litigation workshops for cases of torture and other serious human rights violations, including enforced disappearance. The note is intended to provide guidance on what works best to assist those facilitating this type of workshop, both online and in person. Facilitators are free to try out other styles and methods, as well as to adapt these guidelines to the specific context they are working in.

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INTRODUCTION

Holistic Strategic Litigation against Torture is an essential tool towards combating torture and other grave human rights violations, such as enforced disappearances. It is aimed at assisting survivors to obtain reparations in their broadest meaning, supporting prosecutions for such violations, and encouraging wider changes in the legislative, institutional, judicial, political and social frameworks which enabled such violations, or constitute obstacles to obtaining justice.

Litigation workshops are a tried and tested method that brings lawyers and other activists and practitioners together to share their experiences and develop new skills, while also developing concrete plans for individual cases and campaigns. Workshops provide a good forum in which to share good practices, review the strategy of individual cases, and develop advocacy plans and other techniques that enhance the prospect of success of legal claims.

This Practice Note shares the experience of REDRESS running litigation workshops for cases of torture and other serious human rights violations, including enforced disappearance. The note is intended to provide guidance on what works best to assist those facilitating this type of workshop, both online and in person. Facilitators are free to try out other styles and methods, as well as to adapt these guidelines to the specific context they are working in.

Facilitation of litigation workshops might be conducted by experts, lawyers, practitioners, activists and others working in this field. Those receiving the training will typically be lawyers, but it could also include activists and others assisting survivors directly.

This practice note covers four areas:

- A. *Planning the Workshop.*
- B. *Preparing the Workshop, including the production of written materials.*
- C. *Delivering the Workshop, including methods of interactive facilitation.*
- D. *Follow up activities, to ensure the new ideas are applied.*

This practice note forms part of a series of practice notes relating to bringing legal claims against torture produced by REDRESS, which we hope will be of use to our partners and to the broader human rights community.

PLANNING THE WORKSHOP

Planning Logistics

Planning is essential for successful workshops, both online and in-person. This means there must be sufficient time and staff to get everything done.

The planning includes assigning tasks, allocating a budget, preparing the agenda and materials, finding a venue, and choosing the right date. It takes time to identify participants and speakers, all of whom need to be confirmed well in advance of the workshop.

Depending on the local context, it may be a good idea to liaise with the national bar association to ensure that lawyers can obtain professional credit for their participation in the training.

For an online workshop, planning also involves preparing a technical agenda that sets out when to start recording the event, when to present polls, send people to breakout rooms etc, so that nothing is forgotten.

- See Annex A3: Template Technical Agenda.

Budget

Workshops, whether online or in-person are quite expensive. REDRESS has developed a standard budget that predicts the standard costs that are involved in a regular workshop of this kind.

The budget should include IT support and training; online platform and engagement tools; design and translation of materials; interpretation; IT equipment; and anything that needs to be sent to the participants in advance.

For an in-person workshop the budget will also include travel; accommodation; reception costs; professional design and printing of materials; interpretation; venue; catering and refreshments; projector and screen; flip chart; stationary; per diems; banners.

Selecting a Time and Venue for a Workshop

Timing is important for both in-person and online workshops. Be mindful of the local context and customs. Ensure that you avoid any local religious or public holidays.

In-Person Workshops

Lawyers have busy schedules. A “retreat” style workshop which allows participants to concentrate without distraction may be a good idea to encourage full participation. This may also be necessary for security reasons, where the local context would be such that a litigation workshop might put the participants at risk. But this may not be possible given the additional costs, both financial and environmental. Where it is not feasible, ensure to plan the workshop and notify the participants of the dates sufficiently in advance to enable them to clear up their diaries for the workshop.

Try to get a venue with natural light. The training room will need to be large to have space for people to move around. You will need walls or boards where you can stick up flip-chart sheets. You will need a projector and screen for presentations.

Make sure that the room is quiet. Try to visit it before the workshop to check it meets your expectations, and to find out what else you may need to organise (i.e. flipcharts, stationary, refreshments, etc.). If the workshops have only 12-15 people you should not need amplification equipment, which enables more natural interaction.

Ideally, the workshop venue would be located near or at the same location as accommodation. Depending on this location, it may be useful to offer to collect the participants from the hotel and take them to the venue.

Think about the layout of the room. How would you like the tables to be?

- *Boardroom style.* This facilitates full group conversations.
- *Cabaret styles.* Small tables in the room. This facilitates group work, and group conversations. It also allows for movement in the room. Make sure everyone is able to see the facilitator and try to limit the number of people that may have their back turned to other group tables.
- *Theatre style.* This only really works for formal presentations or panel discussions with Q&A.
- *Chairs in a circle.* This is the most flexible, and forces concentration as there are no tables, and you can't use computers.

Law firms and universities. Law firms and universities can be very helpful in providing *pro bono* facilities (including catering) and logistical support. With sufficient preparation time and guidance, law firms can also present on practical areas such as interviewing witnesses, writing witness statements, legal drafting and compensation. You should involve the law firm or university as early as possible and thank them appropriately afterwards: an email to the relevant people at the firm and posts on LinkedIn and Twitter (with the firm's prior approval).

Online Workshops

Zoom, Cisco Webex, Microsoft Teams, Bluejeans… The Covid19 pandemic has shown us the diversity of online platforms and tools and how they can effectively be used. All offer excellent features, such as whiteboard options and break-out rooms.

These platforms can be used alongside other interactive tools, such as sli.do for online brainstorming. A Microsoft Office Package, or a Gmail account also offer the ability to have shared folders, documents and chats, to facilitate brainstorming sessions.

Be mindful and aware of what tools you have available to you – and the privacy and confidentiality that they allow for – to guide you in choosing your platform and tools. Ultimately, as long as you are satisfied that privacy and security are ensured, go for a platform that you are familiar and comfortable with. If you need simultaneous interpretation, make sure that this is available in the tool of your choice. The same goes with any other feature which you may need.

Based on conversations with the local partners and prospective participants, online workshops can be organised on days and times where court hearings are less likely to be scheduled. If they are conducted over the course of several half days, you could choose to follow any of these options:

- The online workshop can be organised in an intensive 'retreat' format, over the course of three consecutive half-days (not more), ideally for no more that 3.5 hours each;
- The online workshop may also be organised over the course of three half-days scattered throughout the course of three weeks to three months, again ideally for no more than 3.5 hours each.

The retreat format enables intensive style of exchanges and engagement. It will have the advantage that participants won't have to be 'reminded' of what happened in the previous sessions. These workshops are quite taxing mentally for both facilitators and participants. They may not allow for enough flexibility for the lawyers to deal with their regular work, or for sufficient distance to reflect on the take-aways from the previous sessions.

The more spaced-out type of scheduling enables for participants to reflect on key take-aways, provide feedback on the previous sessions, and express wishes for the content of the following session(s). However, they take longer to organise and momentum can be lost and sometimes hard to recreate.

For both types of online workshops, it is critical that they are extremely engaging and interactive, with active participation from the participants. It is much easier for participants to shut down a computer window, or switch off their video, than to leave a physical venue.

Selecting Participants

A litigation workshop should have no more than 15 participants. The ideal number is between eight to ten participants. For an online event, you should have no more participants and speakers than your platform allows to see on one screen.

Selecting participants can be done in different ways. If you are working with partners, then they may already have participants in mind for the workshop. Ideally, participants should be lawyers, doctors, or other practitioners with experience working with torture survivors and/or ongoing cases with torture survivors.

Prospective participants can be invited to apply to participate in the workshop, providing their CV, a cover letter, and a case that they are dealing with, or have dealt with, and would like to bring to the workshop for discussion.

On the basis of the application and its supporting documents, you may then select a number of participants and have conversations with each of them, to determine their motivation, skills, availability, and ultimately, their eligibility. If you are working with partners to select participants, you can review a list of prospective participants with them.

Once participants have been selected, it is important to ensure their full availability during the workshop. For an in-person event in the city where the participants reside, as well as for an online workshop, it is very important to make clear that if participants miss modules they will be disqualified from the workshop.

Preparing an Agenda

Designing an agenda takes time. In order to decide which topics will be covered in your agenda, engage with your partners and prospective participants to ensure it is properly tailored to the perceived needs of participants and the specific context. If you go for an online 'scattered' format, make sure to obtain feedback from the participants in between the sessions to design the agenda of the follow-up sessions.

Be prepared to be flexible with your agenda – whether online or in person. If you find that a session needs further discussion or elaboration and should be extended, offer that flexibility. Give participants sufficient time to deal with their emails and take calls – but ultimately stick to the agenda so that the goals of the workshop are achieved.

For in-person workshops, REDRESS has developed standard agendas, with blocks of 90 minutes which you can use for 90-minute sessions or two 45-minute sessions, with two 15-minute coffee breaks and a one-hour lunch break. In a longer workshop you can also fix some time for conversations on topics to be agreed with the participants. On the last day you may wish to try to finish earlier to leave sufficient time for conclusions and evaluation.

For online workshops, have shorter sessions with very short presentations, fewer long breaks, and more engagement. Ensure to include in the agenda some time before it starts to troubleshoot any connectivity issues. Half an hour is usually sufficient.

- See Annex A1 and A2: Template Agendas for In-Person and Online Workshops.

PREPARING THE WORKSHOP

Interpretation

Avoid interpretation if possible, as it limits the ability to have interactive discussions. If you have to, simultaneous interpretation is better but more expensive. Make sure to include enough money in the budget if you are planning to have interpreters. If the workshop is online, ensure that the platform you are using enables interpretation.

Prepare a glossary of technical terms before the workshop so that the interpreters can prepare the vocabulary. Share with them the agenda, presentations, and support materials well in advance of the workshop. If it does not add too much cost, meet the interpreters prior to the workshop to discuss the agenda and help them prepare.

If you conduct multiple workshops, or sessions scattered over several weeks or months, make sure that the same team of interpreters are assigned, as they will be more familiar with the topics, terms, staff and participants.

Participants Joining In-Person Meetings Remotely by Video Conference

Avoid this if possible, especially if you also have interpretation, as this will require a complicated technical setup. If you have to do this, agree clearly beforehand when participants will be joining and test the set-up with the participants in advance.

The Workshop Team

Host. You will need someone to act as the "Master of Ceremonies" or the main facilitator through the entire workshop, and to run the introduction and conclusion sessions. In an online setting it would be desirable that this person be connected as the co-host.

Producer. You will need someone to be present at the workshop to organise the IT points (projector, laptop, PowerPoints, microphones), meet and greet, deal with practical issues, engage with the venue, printing and logistics. For an online meeting, this person will set up the meeting and be the link with IT services in case of any technical issues. They will connect as the host, organise the recording and open polls etc when needed, ensure that names of participants are displayed correctly, deal with muting and unmuting, and ensure the smooth technical running of the event.

Session Facilitators. Session facilitators can be used to introduce a particular session, introduce speakers, encourage contributions, field questions, keep time, and draw out conclusions and action points. This will ensure varied facilitation styles. The Host will be there to refer back to an earlier session, if needed.

Rapporteurs. They will write up conclusions of each session for the workshop report and write up the report backs from the Case Plan sessions, to produce case plans at the end of the workshop. This can normally be done by junior staff, giving them the opportunity to participate in the workshop.

External Speakers

If including presentations by external speakers, schedule a session with each of the speakers at least a week ahead of the workshop to run through the presentation, including any visuals, so you can provide input, including on their facilitation style (see below under "Using PowerPoint"). For an online workshop, you can also check whether the speaker has any connectivity issues and is comfortable using the online platform and tools.

Workshop Information and Materials

Try to send as few emails as possible to the participants ahead of the workshop and try to include all the documents at once. Providing limited pre-reading will mean less teaching and more interaction and brainstorming at the workshop itself.

If materials are too heavy to transfer via email, make use of shared folders software or online resources. Ensure that the terms of use comply with your needs for confidentiality and digital security, where necessary.

If possible, have materials designed to make them look harmonised and presentable. This also needs to be included in the budget. Make sure they are in the right language and if not, have a translation prepared (which will also need to be budgeted).

Information and Logistics Note

Try to send this at least two-weeks before the workshop. It needs to pre-empt as many questions as possible, so as to avoid email inquiries. For an online workshop, the note should include: technical details for connection to and use of the platform and accompanying software, broadband requirements, contact details of staff in case of technical difficulties. For an in-person workshop, the note should include: details of travel, accommodation, venue for the workshop, timings for the workshop, maps for key trips, information and maps for any dinners, phone numbers for key staff, and information on expenses.

Agenda

Send the agenda before the event. For each session, this could include: pre-reading, exercises, facilitator, facilitation method, any speakers, a reference to the relevant part of the Case Plan, and expected outcomes.

- See Annex A1 and A2: Template Agendas for In-Person and Online Workshops.

Biographies

Ask participants to send you a short biography and photo of themselves in advance. Put the biographies together in a document and send it around to everyone prior to the workshop. This will help to shorten introductions at the start and be a useful reference for participants throughout the workshop.

Practice Notes

Where there are relevant practice notes, send them in advance so that participants have a baseline of understanding of what will be covered during the workshop.

Handouts

Prepare two-page summaries of sessions where practice notes do not exist.

Powerpoint Handouts

REDRESS has developed standard PowerPoint presentations which can be used. The slides can be printed out, although you may want to send these *after* the session as notes, as otherwise participants will read ahead in the presentation.

Case Studies

Select and prepare case studies in advance and send them around to participants, asking them to read through the case studies in preparation for the workshop.

You can write them in a more journalistic style, so as to bring out the conceptual rather than legal issues.

Case Plan Checklist

You might want to use a Case Plan Checklist to encourage participants to analyse various aspects of their cases prior to and during the workshop. For this purpose, we have developed a document. It can be simplified or broken down into separate documents relevant for each module. At the end of the workshop you can give them the full version of the checklist.

- See Annex B: Template Workshop Case Plan Checklist.

Case Book

If your organisation has a casebook of jurisprudence relevant to the topic of the workshop, you might want to share it in advance with the participants, perhaps identifying the most relevant cases for the workshop, or even printing out only a selection.

Pre-Workshop Questionnaire

You may want to assess the level of knowledge of participants prior to the workshop, so you can tailor the content accordingly. For this you can develop a standard pre-workshop questionnaire which you can send to participants by email. This can also be done in a short phone-call. This can be modified for specific workshops.

- Keep the questions very simple. For example: have one question per topic/session of the workshop and ask participants to evaluate their knowledge of this topic on a scale of 1-5.
- Google forms are a useful tool to make such questionnaires. It is easy to send a link around to participants and to download responses. A google form works well if accessed from a mobile device.

In addition to sending it in advance, try to make some time in the introduction session of the workshop to ask participants to fill in the questionnaire (on their phones/ laptops if online), if they have not yet done so. At the conclusion of the workshop participants will need to fill in the post-workshop questionnaire (see below).

- See Annex C: Template Pre-Workshop Questionnaire.

Workshop Booklet

Prepare the various materials that you will need for the workshop. Have a small pack printed out (which can be prepared as a booklet) that includes: agenda, participant biographies, and logistics (including maps). All other documents should preferably be sent by email only.

Also take with you:

- Name badges;
- Name tents;
- Pens and paper if not provided;
- Collateral: include other documents that you want to distribute to participants, such as the annual review of your organisation, introductory booklets, bulletins, and other relevant publications.

DELIVERING THE WORKSHOP

Introductory Session

Participant Introductions

Introductions

In an in-person context, get the participants to introduce themselves. Another method is to get them to introduce each other, which gets them talking and engaging with one another. Also ask for one thing they hope to get out of the workshop and put that up on a flipchart.

In an online setting, get them to do it through the chat box, or set up a poll to ask them how they feel that day and/or what their expectations are for the session or the workshop.

For an online workshop, you can also prepare some power point slides in advance of the workshop with a welcome message, the title of the workshop, the photos, names and a short line on each participant and/or speaker and the agenda, set these slides as an automated slide show, and share your power point show as people join the call. This can be accompanied with greeting each person and inviting them to test their microphone, audio and video, before asking them to mute themselves until the workshop formally begins.

Introducing the Agenda and Objectives

Take participants through the agenda and see if there are any other points that they would like to include. You can ask them what they hope to get out of the workshop (or include information from the pre-workshop questionnaire) and write those objectives on a flipchart to leave up (or whiteboard online).

Workshop Rules or Contract

It can be helpful to agree the working rules for the session (either orally or in writing). You can crowd source it, by asking participants what they would like to include, or you can have them pre-drafted on a flipchart. Try to get agreement on various points including:

- No electronics (or limit them) – for in person workshops. If you have to check an email or take a call, please step outside. Which means written notes, not computers (the organisers will prepare a full note).
- Full engagement. For an online workshop, asking participants to keep their video on makes the experience much more immediate, enables participants to assess reactions, and increases engagement. It is also more encouraging for the team of speakers and facilitators. However, the environmental cost is higher than with videos off. Having a video on is not a guarantee for actual engagement. You can ask participants to use the emoticons in the chat to tell if they have to take a call or a break, or to express reactions to things being said by the speakers/moderators/other participants.
- Share out speaking time. The facilitator will always go to those who have spoken least.
- Stick to the agenda, which includes time for other points to be raised.
- Start on time and finish on time.
- Different levels of experience. Reassure participants that they will all learn from each other, and that some elements might be obvious and known to some but not others.
- Confidentiality. Decide whether information shared is confidential or can be used but not attributed (Chatham House Rule).
- If an online workshop or session is to be recorded, ensure to seek consent of all speakers and participants in advance.
- Language. Participants are likely to have different levels of English, or the other languages used, so take that into account. Those who are native speakers should slow down. If there are interpreters, be aware of your speaking pace.
- If you have mixed disciplines, then lawyers should keep legal concepts simple, and doctors should keep medical concepts simple, so they are understood by the whole group of participants. Explain acronyms.

You may also want to have a Code of Conduct to agree appropriate behaviours and restrict any form of harassment of bullying, and other abusive attitudes.

Using the Case Plan Checklist

A key part of the workshop methodology is the case plan checklist, which ensures that each participant comes out of the workshop with concrete plans to take forward for their case or campaign.

Each participant will come to the workshop with a case for discussion. Alternatively, for a shorter workshop, a case scenario can be identified by the organisers and used as a basis for discussions throughout the workshop. This case will have to be selected taking care of the specific domestic context of the workshop.

Case plan checklists can be used to help guide the discussions during the workshop on a sample case and create one or more case plans as an output to the workshop. The checklist asks questions which directly apply the knowledge gained or the points discussed in sessions to particular cases.

The workshop edition of the case plan checklist could have the different sections broken out into individual sessions. This allows you to get the participants to only focus on a few questions.

This works particularly well with group work. Ask the groups to discuss the questions about one of the case studies, and then report back to the full group. Get a rapporteur to take a full note of the report back and turn that into a case plan.

To do this online, put the case checklist on slides, share the screen and get people to annotate the shared screen (do not forget to save it). Alternatively, use a shared file, have everyone access it simultaneously via a shared link; the moderator can share their screen so anyone unable to connect to the file can see the changes made and provide input. Again, make sure to adequately save the work.

Make sure that any confidential information or names are removed prior to sharing with external actors or making the case plan public. Consult with the lawyers or doctors involved before doing so.

- See Annex B: Template Workshop Case Plan Checklist.

Facilitation Styles

Try to use a variety of facilitation and presentation styles throughout the workshop, so as to maintain energy and engagement.

Minimum Viable Content

This method encourages participant engagement and peer learning by reducing the time spent on formal presentations. Send documents (e.g. practice notes) in advance and ask participants to read them in preparation for the workshop. On this basis you should be able to do very short presentations (no more than 10 minutes) and then allow time for discussion, brainstorming, and for participants to learn from each other's expertise (peer learning).

This is particularly important in online workshops, as participants otherwise will very easily tune out of the virtual session.

Small Group Work

Breaking out into groups allows more participants to speak than is possible with a full group discussion. You can ask participants some questions, ask them to discuss it in groups for a period of time, and get the groups to then report back, potentially using a flipchart (so that you can capture the conclusions). Plan about one hour for the group discussion and the reporting back (i.e. 30 minutes for group discussion, and 30 minutes for the report back).

In an in-person setting, you can either pre-select the tables that people will sit on or mix them up through the course of the workshop so that they get to know different people.

One method of random selection is to get them to pick chocolates of different colours from a closed bag. Then all the reds sit on one table, all the greens on another, etc. Or do it with a pack of cards.

In an online setting, you would pre-assign people to breakout rooms (make sure to pre-set the lists in advance, so as to avoid wasting time doing it on the spot).

If interpretation is needed, make sure to assign the interpreters to the room/s where they should be – and to have them in sufficient numbers. It is usually not possible to enable simultaneous interpretation in online breakout rooms, but the breakout groups are also an opportunity to have a break from interpretation.

Full Group Discussion

Discuss a case study or an academic article as a full group. Ask two or three people to start the conversation. The facilitator then has a number of questions prepared to push the discussion forward, and to sum up with conclusions at the end.

Presentations

It is sometimes good to have an expert do a 15-minute presentation, where it is a particularly interesting topic that will engage the participants, followed by questions and answers. This creates a break from group work.

Try to include audio-visual content, even in small presentations, so as to break up the monotony of a single-person presentation and engage the participants. See below some guidance on using PowerPoint.

Other Techniques

There are many other techniques that you might want to develop to make a workshop more interactive and effective.

- *Role Play*. Based on a case scenario, have two participants or more do a role play. For instance, in a session on interviewing witnesses, one lawyer or facilitator can take the role of a victim and the other the role of a lawyer or interviewer. Observers and experts can then comment on what was enacted and provide feedback. Take care to avoid and put an end to any over-the-top acting, or inappropriate behaviours.

- *Pecha Kucha.* This is a Japanese "20x20" presentation method, where you present a topic in 20 slides with pictures only, which you each leave on for 20 seconds. This means that your whole presentation will not be longer than 400 seconds (6 mins 40 secs). See https://www.pechakucha.com/about for more information. This could be used to present case studies.
- *Teach back.* Where you get the participants to teach what they have just learnt to someone else.

Facilitation Kit

It can often be difficult to find what you need at the venue, so take a Facilitation Kit with you. This should have post-its of various sizes, marker pens, smaller sharpies, sticky tape and blutack for putting things up on walls. Include a timer, and if you have it a mini-projector together with a mini-speaker.

It is difficult to transport flip-chart paper, so confirm with the venue that they have it.

Making the Workshop More Interactive

Our workshops mainly involve practitioners rather than students. But practitioners are often there to meet people and make connections, and so will enjoy a workshop that is interactive, and where they get to engage with the other participants, rather than a training session based primarily on presentations.

Here are a few suggestions for making the workshop more interactive. But be aware of your audience, and the extent to which they will join in, and again, cultural sensitivity.

Introductions

As mentioned before, you might want to prepare biographical notes with information on each participant, so a full presentation is not necessary.

- Get participants to speak with their neighbours and then to introduce them (in person). Online, this can be adapted by pairing up participants ahead of the workshop, making sure that they meet or have an exchange prior to the workshop, and tell them they will have to introduce their 'buddy' to the rest of the group.
- Get them to explain one interesting fact about their name. This helps you remember them and is good for more conservative groups.
- More simply, do a quick round-the-table, asking participants their name, who they work for, and what they hope to get out of the workshop.

Objectives

Make the objectives of the workshop clear from the beginning. Discuss with the group and write them down on a flipchart (or chat or shared document for the online training) with the participants during the introduction session. Keep the flipchart with the objectives in the room throughout the workshop to help remind people about the objectives and to stay focused.

Icebreakers and Energizers

It is always good to get everyone talking in the first 30 minutes, which should encourage people to engage. You'll have to pick the method that is most appropriate for your group. Physical icebreakers that get them standing up early in the workshop are the most effective at getting people relaxed. Again, be culturally sensitive and mindful of any physical disability.

- Get the participants to stand in a line and ask them to take a number of steps forward based on questions such as: how many languages do you speak, how many countries have you lived in, how far have you travelled to be here. This works in an in-person workshop.
- In an online workshop, ask people to stand up and make a couple of easy moves such as moving their arms up and down to answer yes to a question, and sideways to answer no.

Try to think of short energisers to help people loosen up between the sessions. Short quizzes or little games are a good way to wake people up after a longer session with input.

- A Kahoot! game (https://kahoot.com/) might be a good example (recap quizzes and games).
- In an online setting, ask a question, ask them to write an answer in the chat, but hold before pressing send until everyone has written their answer, to raise their hands in a typing motion, visible to all; and once everyone is held in this typing motion, to press 'send' for their answer to become visible to all.

Reviews of the Day

At the end of the day, or at the beginning of the following day, get the participants to identify one thing that they have learnt, or one thing that they will do differently. If someone takes a note of these, then you can include them in the evaluation.

To make it more interactive in an in person setting, get them to stand in a circle, and then get them to throw a ball to decide who speaks next. It energises the meeting, makes people focus (as they don't know who will be next) and makes them remember it.

In an online setting, this can be done by asking participants to write it in the chat as fast as possible. This enables the moderator to potentially choose participants to elaborate on what they wrote.

Facilitating Engagement

Encourage the participants to make connections during the course of the workshop.

Photographs

Take a group photograph at some point in the first day. If at all possible, arrange for it to be printed overnight, with the names of the participants at the bottom, so you can hand them out at the end of the workshop. Alternatively, you can send it afterwards.

It can be good to take a few photographs during the workshop, particularly during the more interactive sessions, to illustrate reports, etc. You should check at the start of the workshop that none of the participants has an objection to being included in the photos or any safety concerns.

Remember to take photos of the results of group discussions noted down on flipcharts for future reference.

For an online setting, a 'screen shot' can work – but it is best to tell the participants when you are taking the print screen so they can adjust their cameras and images. You can ask them to either pose, or make a face, or pretend talk, or a motion, as you take the screen shot to make it look a little more engaging. Take a few to make sure you have a suitable one at the end of the workshop.

Social Event for an In-Person Workshop

If you have participants travelling in, organise a social gathering the night before the workshop for those who have arrived early, and then a dinner after day one. You will need to get information on dietary restrictions beforehand. You can use the dinner to continue a conversation that was started earlier, or just let people get to know each other. This will need to be budgeted for. Try to avoid restaurants that are too loud – it is a good idea to visit the restaurant before booking. (Ideally, when using a recurring location, you can try to have a list of four main restaurants you regularly go to for this type of event).

Make sure to include a clear description of the restaurant in the logistics sent out to participants in advance. Include the details of a person to contact in case participants have trouble finding the restaurant. It may potentially be useful to offer to pick the participants up from the hotel.

Think about the time for the dinner. Two possible alternatives:

- Leave some time between the end of the final session and the dinner: This will give participants the opportunity to go back to the hotel or to catch up on some work. There is a risk that people will not be on time for the dinner though or not be able to find the venue. It is also likely to end later. Make sure to give clear instructions on how to get to the restaurant and whom to contact in case they have trouble finding it.
- Organise dinner straight after the final session of the day: The advantage of this is that you can go to the restaurant collectively and you are less likely to lose people. An earlier dinner will also mean an earlier end of the day and give people the opportunity to go back to the hotel earlier, leaving some time to relax or catch up on work in the evening, if needed.

For a longer course you may want to budget for a team-building activity if appropriate. Cooking classes, or a city tour are a good example. Some activities can be organised both online and in person.

Care Package for an Online Event

For an online event, you can provide a 'care package' for each participant. This needs to be budgeted (including the sending of the package) and ordered in advance of the workshop. The care package can contain tea, instant coffee, caffeine-free infusions, snacks, a pen and a notebook. It should be introduced at the beginning of the workshop and is meant to enable people to have proper coffee breaks in between sessions.

Using PowerPoint

While PowerPoint can be very useful to convey the structure of a presentation, too much of it can be very boring. Here are some top tips:

- Use a simple template. Clever gimmicks distract.
- Try to have the style harmonised amongst the speakers.
- Keep the number of slides and the text to a minimum. Or use a lot of slides with images triggering conversations.
- Do not read off what is said on the slides.
- Use bullet points as 'sign-posts' or headlines for where the discussion is going.
- Keywords and photos are better to capture the listener's attention and to help focus on the input the facilitator is giving.
- Include audio-visual content. Images and short clips are a powerful way to tell a story. But avoid using any images of torture.
- If you want to share more information, then use a 2-page handout to send round in advance.
- You can also print out slides, although hand them out after the presentation – if you do so before, the participants will read ahead and get distracted.
- Have a "Plan B" as a backup in case the projector does not work.

For more on this see Ted Talks tips, and Andy Goodman, *Why Bad Presentations Happen to Good Causes.*

AFTER THE WORKSHOP

Meeting Report

Make sure to decide in advance who will be in charge of writing the meeting report. Decide on a deadline for a first draft of the report.

Remember to take notes and pictures (including of any group discussion results noted down on flipcharts) during the workshop to help you draft the workshop report. Ask for speakers and moderators' notes and presentations to support you in drafting the report.

Include an evaluation of the learning outcomes and the evaluation in the report (see below).

Make sure to give an opportunity to participants and speakers/moderators before making the draft report final.

Evaluation and Post-Workshop Questionnaire

The evaluation is done in two parts: (1) some numeric assessments of how the workshop went, and (2) a post-workshop questionnaire that asks the same questions as the pre-workshop questionnaire, to enable you to see how the responses of participants have changed as a result of the workshop.

- See Annex D: Template Post-Workshop Questionnaire / Evaluation Form.

Just as with the pre-workshop questionnaire, try to include some time in the closing session to ask people to fill it in. In an online workshop do not hesitate to flash some polls (to prepare ahead of the workshop), and to ask for feedback through the chat.

Find some time to discuss the workshop to get some immediate contributions as to what went well and what could be improved.

Commitments

You can also crowd-source a list of "what I will do differently as a result of the workshop" and include that in the evaluation. Or get each participant to write down 3-5 things that they will do differently in the final session.

Certificate of Participation

At the end of the workshop – or after a mentoring session – a certificate of participation can be distributed or sent to the participants. It can either be done through an email or through a follow-up call with the group or the individual participant.

Mentoring

Where there will be post-workshop mentoring, include a discussion on how this will work in the final session.

Mentoring can be done in different ways. Depending on funding and time considerations, you can either have one or multiple individual sessions with lawyers where you discuss with them a case plan over one or more hour/s. You can advise them on how to best apply the skills gained through the workshop to the case at hand. You can also offer to review their written work.

At least one mentoring session should be made part of the mandatory modules of the workshop. This should be so even if it happens a few weeks after the workshop itself, to allow for participants to take some time to reflect on the learnings from the workshop and determine how best to apply them to their case/s.

This will also provide you with additional material to design an evaluation of the impact of the workshop.

Evaluation of Impact

You can also use a post-workshop mentoring call to ask the participants what they have done differently as a result of the workshop and use that information as part of the evaluation.

ANNEXES

Annex A1: Template Agenda for In-Person Workshop

DAY ONE		Topic (Facilitator)	Learning Method and *Materials*	Learning Outcome
	09:00	Registration of participants		
A: Strategy and Techniques	09:30	Introduction (...) Aims, expectations, and purpose of the workshop Participant Introductions Introduction to Case Studies	Presentation (10 minutes) Tour de table (15 minutes) Case study review (5 minutes) Evaluation Criteria Participant Biographies Case Plan: Part 1	Provide focus to the discussions, clarify the workshop outcomes, enhance networking opportunities, examine case studies
A: Strategy and Techniques	10:00	Session 1: Holistic Strategic Litigation (...) Overview of strategic holistic litigation Elements Techniques Rapporteur: ...	Presentation (15 minutes) Group discussion (30 minutes) Report back (30 minutes) Practice Note: HSLT Case Plan: Part 2	Understand the holistic strategic litigation and its use to advance human rights
A: Strategy and Techniques	11.15	Tea break		
A: Strategy and Techniques	11:45	Session 2: Enhancing Impact (...) What we mean by impact Introduction to the Framework Activities towards impact Enhancing impact Evaluating impact Rapporteur: ...	Presentation (15 minutes) Group discussion (30 minutes) Report back (30 minutes) Practice Note: Impact Case Plan: Part 2	Understand the wider purpose of strategic litigation to bring about societal and legislative change
	13:00	Lunch		
B: Holistic Approach	14:00	Session 3: Working with victims of torture (...) Medical and psychological support Social support Managing Expectations Giving evidence and attending hearings	Presentation Group discussion Report back Practice Note: Holistic Approach Case Plan: Part 3	Understand how to work with victims of torture and what type of support they may require
B: Holistic Approach	15:15	Tea break		
B: Holistic Approach	15:45	**Session 5: Medical Legal Reports (...)** Istanbul Protocol Instructing Experts Taking client instructions	Presentation	Understand the trauma impact on the survivors of torture and documenting the evidence pursuant to the Istanbul Protocol
B: Holistic Approach	**17:00**	Closing session (...) Review of the day		
	17.30	End of day one Review of each session Key learning outcomes Outstanding Questions		

DAY TWO		Topic (Facilitator)	Learning Method and *Materials*	Learning Outcome
	09.30	Recap of Day One Reflections Key learning outcomes		
C: Campaign Framework	10:00	Session 7: Advocacy at regional and international level (…) Implementation of human rights decisions Identifying advocacy objectives Advocacy at the Regional Level [specify] Advocacy at the United Nations	Presentation *Case Plan: Part 5*	Understand advocacy tools and techniques and how to adapt them to the circumstances of the case
C: Campaign Framework	11.15	Tea break		
C: Campaign Framework	11:45	**Section 4: Implementation at national level (…)** Identifying proposals for Law reform Experience in Country and Country	*Case Plan: Part 5*	Understand what implementation tools are available
	13:00	Lunch		
D: Case Development	14:00	Session 3: Building evidence (…) Taking witness statements Evidence of context and background Client care		Understand how to build evidence in a case; making sure to do this in a holistic and victim-centred manner
D: Case Development	15:15	Tea break		
D: Case Development	15:45	Session 6: Remedies and compensation (…) The five forms of reparation Effective calculation of compensation Aligning remedies and advocacy messages		Understand the various forms of reparation, how to evaluate them and determine which ones should be requested in the case at hand and how
D: Case Development	17.00	Closing session (…) Review of the day Case Plans Evaluation form		
	17:30	End of day two Evaluation What will you do differently (group work) Follow-up Certificates		

Annex A2: Template Agenda for Online Workshop

Virtual Human Rights Holistic Strategic Litigation Workshop in [country]

Date YYYY

This document is meant to be used as a template and the topics of the sessions and order of the presentations can and should be adapted to the particular context in which you are conducting the workshop. It is best to design it according to the needs of the lawyers and after holding consultations with them to assess what these needs are.

Day 1: [Date]

Time [adapt as required]	Session	Description	Moderator/ Speaker
9:30-10:00	Opening and introduction	Introductions and welcome Review of Agenda Intro to the [country] context Intro to case study/ies for the workshop	
10:00-10:30	**Elements of holistic strategic litigation against torture**: 10’ presentation **Brainstorming via chat/shared doc/ whiteboard/sli.do** (20’): on the case study to identify issues relevant to HSLT, including what is a good case, what are positive and negatives of HSLT	Gain an understanding of the various elements of holistic strategic litigation against torture.	
10:30-11:30	**Avenues for justice** 20’ presentation **2 breakout rooms** (30’): developing a case strategy for case study Reconvene and revert back to brainstorm (10’)	Gain an understanding of avenues and strategies to hold states and perpetrators to account. International avenues Regional avenues	
11:30-11:40	**Coffee/Tea Break**		
11:40-12:30	**Drafting effective human rights complaints** 20’ presentation **2 breakout rooms** (25’): developing a complaint for torture Reconvene and revert back to brainstorm (5’)	Gain an understanding on writing an effective complaint for torture Structure of the complaint Evidence Arguments Requests	
12:30-12:40	Session conclusions	Lessons learnt Next steps	

Day 2: [date] Tip: Best to choose a day in the week and time similar to the previous session.

Time [adapt as required]	Session	Description	Moderator/ Speaker
9:30-10:00	**Opening and introduction (10')**	Intro and welcome Review of Agenda Intro to case study for the workshop	
10:00-10:30	**Working with Victims of Torture** Presentation 20' Roundtable: discussion and questions on the impact of trauma, using the case study (40')	Medical psychological reports Social support Managing clients' expectations	
10:30-11:30	**Evidence: statement-taking**: presentation (20') Short role play: interview by a lawyer of a torture victim (10') Roundtable: discussion and sharing of experience interviewing victims and gathering evidence of torture (30')	Gain an understanding of the tips to take statements from victims of torture	
11:30-11:40	**Coffee/Tea Break**		
11:40-12:30	**Human rights standards – arrest and detention**: Presentation (15') **Roundtable**: lawyers to share their experiences of the legal and practical barriers to these standards in [country] (45')	Gain an understanding of legal standards (international and regional) on arrest and detention	
12:30-12:40	**Session Conclusions**		

Annex A3: Template Technical Agenda for Online Workshop

This document is meant to provide a guide for the hosts of an online workshop. For each session, its sets reminders on what needs to be done by the host, or for them to remind moderators when to take certain actions, such as share their screens. Items can be added or amended as required.

Day 1: Date **Location time zone**		
13:00-13:30	Introduction	Power point slides shared by ... **Poll** on how are you? **Trouble shoot any joining issues** Ensure participant names appear properly
13:30-14:05	Session 1	Speaker view/participant view Record/do not record
14:05-14:30	Session 2	Record presentations but not interactions/other Gallery view/speaker view ... shares her slides during Alice's presentation ... to launch **Polls** during ...'s presentation on ... Save group chat after session ends
14:40-15:20	Session 3	Launch **breakout groups** after quick intro to session ... shares their slides during presentation **Poll** on ... **Shared file** access on Sharepoint (or other)

Annex B: Template Workshop Case Plan Checklist

[Logo/s]

HOLISTIC STRATEGIC LITIGATION AGAINST TORTURE IN [country]

CASE PLAN CHECKLIST

Part 1: Overall strategy

The Problem

What is the problem you are trying to address?

What research do you have on the causes of the problem and potential solutions?

Impact

What is your long-term goal?

What do you need to change to achieve your long-term goal? Law, policy, or practice?

Who has the power to change it?

Coalitions

Which other organisations or individuals are working on this issue?

Who will you work with to address it?

Strategy

Describe in one sentence how litigation will progress your broader strategy.

Explain how the decision will be implemented, and by who.

Part 2: The case

Case Overview

Explain the case in three sentences.

Who are the Claimant/s and the Defendant/s?

Summarise the facts, with key dates and people.

Legal Forum

What legal fora (courts, tribunals, committees, etc) are available?

Which legal forum/fora are you going to use?

Law

What are the main legal arguments you will make?

What are the main counter-arguments you expect to see? How will you respond to them?

What are the arguments on admissibility, where relevant?

What further (legal) research needs to be done?

Evidence

What is the evidence that you will rely on, such as witnesses, experts, data, and reports?

Who will be producing a Medico-Legal Report in the case?

Remedies

What are the financial and non-financial remedies that you will claim?

Explain how your remedies align with your strategic objectives?

Part 3: Advocacy and campaigning

Advocacy Plan

What are your advocacy goals?

Who are your main advocacy targets?

Who are your advocacy messengers?

What are your advocacy messages?

Communications Plan

Who is your main communications audience?

What are your messages?

Who are your messengers?

What tools will you use: social media, video, digital communications, press conferences.

What are the key media events in the life of the case?

Community

What community are you representing?

How can you engage this community?

Part 4: Practicalities

Timeline and Milestones

What are the major milestones in the case?

How will the litigation take?

The Client

Have you met the client and assessed their commitment to the case?

What other types of support does the client need (medical, psychological, social, etc)?

Financial and Administration

What types of costs will be involved in the case (travel, translations, court fees, lawyers' fees, investigators' fees, etc.)?

What is the total budget for the case?

Risks

Is the case confidential?

What are the security risks (physical, documentary, electronic) and how can we mitigate them?

Are there costs risks?

Part 5: Next steps

What are your immediate next steps?

When will you complete them by?

Annex C: Template Pre-Workshop Questionnaire

[Logo/s]

HOLISTIC STRATEGIC LITIGATION AGAINST TORTURE WORKSHOP

[DATE]

Pre-Workshop Questionnaire

By using the answers from a pre-workshop questionnaire, the attendees can influence the creation of the goals. Their answers can help set goals such as the change in skills needed, topics that should be explored and problems that need addressing. This can then guide what questions will be asked post-workshop in order to measure the overall impact. Please find below a sample of questions:

1. What are your expectations of this workshop? What do you hope to gain by participating in it?
2. What is the one thing that you would most like this workshop to cover?
3. How do you plan to use the training from the workshop in your practice?
4. Any strategic litigation cases that you would want the workshop to specifically cover?
5. Are there any concepts in relation to strategic litigation that you would like the workshop to cover?
6. Have you set any personal objectives for the workshop that you aim to achieve?
7. What problems in relation to strategic litigation do you think need to be addressed in the workshop?

8. Are there any specific topics that you would like us to explore through this workshop?

9. How do you see this workshop contributing to your ability to take on individual cases or campaigns?

10. Since we also have medical professionals attending the workshop, do you have any specific concepts in relation to their subject matter that you would want us to cover?

11. Do you have any reservations on the content that is being covered in the workshop? If so, what are they?

12. Would you be open to presenting a case study in the workshop, if asked to do so?

13. Do you have any suggestions to make the workshop more participative and interesting?

Annex D: Template Post-Workshop Questionnaire / Evaluation Form

[Logo/s]

HOLISTIC STRATEGIC LITIGATION AGAINST TORTURE WORKSHOP

[DATE]

Post-Workshop Questionnaire / Evaluation Form

The post-workshop questionnaire will help understand the impact that the workshop has created. However, questions can be rephrased depending on when the survey is sent across to the attendees. Please find below a sample of questions:

1. To what extent was attending this training worth your time?
2. To what extent do you think you can apply training in the workshop to your present-day work?
3. Would you recommend this workshop to others?
4. What three things from the workshop were most helpful to you?
5. How can the workshop be improved?
6. How much of content covered in this workshop did you already know?
7. How do you plan to use the training from the workshop in your practice?
8. What benefits have you gained from taking part in a workshop like this?
9. What practice do you intend to use that you did not use before this training?
10. What practices will you engage in the next three months?

11. What kind of follow-up on the workshop do you think will be most useful?
12. What has changed in your understanding and perception of strategic litigation?
13. How have you benefited from the knowledge and competences that you have gained as a result of this workshop?
14. What do you expect to be the main obstacles/challenges in implementing what you gained as a result of this workshop?
15. Looking back at the workshop, was the training relevant to your needs? How? Why?
16. How far do you think the objectives of the strategic litigation workshop have been achieved?
17. Any other suggestions or recommendations you would like us to keep in mind for the next workshop?
18. How did participating in the workshop help you to further understand and/or engage with the issues discussed?
19. Since the workshop, what actions have you taken to develop the issues in this area?
20. We are currently developing ideas for the workshop. Would your organization, or others within your network, be interested in working with us?
21. We would be delighted to hear of any collaborations which have occurred as a consequence of the network we created at this event. Have you kept in touch with anyone you met here?
22. On a scale of 1-5 with 1 being the lowest and 5 being the highest, please rate the workshop on the following things:
    a. Content
    b. Organisation
    c. Use of instruction aids

d. Creating interest in topic
e. Involvement of participants
f. Pace of delivery
g. Materials
h. Usefulness of subject matter

23. On a scale of 1-5 with 1 being the lowest and 5 being the highest, please rate the educational materials provided to you on the following aspects:

a. Helped me better understand the issue
b. Provided information relevant to my work
c. Was based on current, up to date information
d. Addressed the topic identified in the title
e. Were well organized
f. Was easy to understand
g. Will be of great immediate use to me

24. On a scale of 1-5 with 1 being the lowest and 5 being the highest, please rate the workshop on the following aspects:

a. The workshop encouraged participation.
b. My queries were answered adequately.
c. My knowledge and experience were respected.
d. Appropriate examples and clear explanations were provided.
e. The workshop used an effective mixture of lecture and exercise.

REDRESS is an international human rights organisation that delivers justice and reparation for survivors of torture, challenges impunity for perpetrators, and advocates for legal and policy reforms to combat torture. Our cases respond to torture as an individual crime in domestic and international law, as a civil wrong with individual responsibility, and as a human rights violation with state responsibility.

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