

A PRACTICAL TOOLKIT

Participation and Human Rights Education with Refugee and Migrant Women



Human Rights Booster 2026, residential programme in Dren, Bulgaria

40

participants

4

residential days

13

replicable methods

1

public exhibition



Developed by Association “Arms Wide Open” | In partnership with SOS Children’s Villages Bulgaria
Co-Funded by the European Union - RIZA Project

HOW TO USE THIS TOOLKIT

This publication turns the Human Rights Booster 2026 experience into a practical, adaptable methodology for organisations working with refugee and migrant women. It is designed to be read selectively: facilitators can use the full four-day learning journey or choose individual methods that fit their group and context.

CORE IDEA

Human rights become meaningful when people can connect them to their own lives, bodies, choices, relationships and communities.

AT A GLANCE

DAY 1

Community & Trust • arrival → trust → identity → belonging → shared values

DAY 2

Rights, Body & Manifestos • rights → body → boundaries → violations → resistance → expression

DAY 3

Choice & Creation • social rights → responsibility → civic imagination → choice → solidarity

DAY 4

Voice & Integration • self-regulation → voice → message → manifesto → reflection



The toolkit is grounded in the methods tested during Human Rights Booster 2026.

ABOUT THIS TOOLKIT

Human Rights Booster is a participatory human rights education programme developed for refugee and migrant women living in Bulgaria.

The first Human Rights Booster brought together **40 women aged 14+** for an intensive four-day residential programme at SOS Children's Villages Bulgaria in Dren, held from **18 to 21 June 2026**. The programme combined non-formal education, creative methodologies, social theatre, movement, personal storytelling and practical work with real-life situations.

This toolkit transforms that experience into a practical methodology that can be adapted by civil society organisations, facilitators, educators, community workers and cultural organisations working with refugee and migrant women.

It is not intended as a rigid script. Instead, it offers a **learning journey, tested methods, reflection tools and practical principles** that can be adapted to different groups, countries, languages and contexts.

The central idea of Human Rights Booster is simple:

REFLECTION

Human rights become meaningful when people can connect them to their own lives, bodies, choices, relationships and communities.

1. WHAT HUMAN RIGHTS BOOSTER AIMS TO ACHIEVE

The programme seeks to create a space in which refugee and migrant women can:

- understand human rights as something connected to everyday life;
- recognise discrimination and rights violations;
- learn where and how to seek support;
- explore freedom, dignity, equality and democratic participation;
- strengthen confidence and self-expression;
- develop critical thinking and decision-making skills;
- strengthen self-advocacy and public voice;
- share experiences without being reduced to their migration status;
- build supportive relationships with other women;
- transform lived experience into creative and civic expression.

The programme connects human rights knowledge, legal frameworks and democratic values with lived experience, with particular emphasis on dignity, equality, freedom, non-discrimination, participation and solidarity.

2. THE HUMAN RIGHTS BOOSTER LEARNING JOURNEY

DAY 1 — COMMUNITY & TRUST

Who are we and why are we here?

Before discussing difficult issues such as rights, discrimination or democracy, participants need to feel safe enough to speak.

The first day follows the progression:

arrival → trust → identity → belonging → shared values

Core elements include the Opening Circle, EU Values Session and Name Map Storytelling.

DAY 2 — RIGHTS, BODY & MANIFESTOS

What happens when democracy weakens?

The second stage connects rights with physical, social and emotional experience:

rights → body → boundaries → violations → resistance → expression

Participants move between embodied learning, legal knowledge, theatre, reflection and creative work.

DAY 3 — CHOICE & CREATION

To choose means to take responsibility

The third stage shifts the focus from identifying problems to imagining alternatives:

social rights → responsibility → civic imagination → choice → solidarity

Participants explore the role of institutions, formulate principles for a fair society and take part in a simulation of democratic breakdown.

DAY 4 — VOICE & INTEGRATION

How do we transform experience into a public voice?

The final stage brings together learning, self-expression and public participation:

self-regulation → voice → message → manifesto → reflection

The focus is on synthesis, confident expression and preparing creative outcomes for public presentation.

3. RECOMMENDED PROGRAMME SET-UP

Participants

The original format worked with:

40 women aged 14+

For personal and sensitive work, participants may be divided into smaller facilitated groups.

Recommended size:

20–40 participants

This allows for diversity and collective energy while still providing sufficient space for individual participation.

Duration

Recommended:

4 consecutive days

A residential format can be particularly valuable because trust develops not only through formal sessions, but also through shared meals, breaks, informal conversations and free time.

The original programme intentionally included informal evening spaces because community is built beyond structured workshops.

4. FACILITATION TEAM

Human Rights Booster is a multidisciplinary format and should not depend on a single trainer.

Ideally, the team should combine expertise in:

- human rights;
- refugee and migration law;
- social rights and integration;
- civic participation;
- movement and embodied learning;
- theatre and role-based methods;
- visual and socially engaged art;
- self-regulation and emotional resilience;
- group facilitation;
- language and cultural mediation.

For larger groups, dedicated small-group facilitators are recommended, alongside enough team members to respond to individual support needs.

5. CREATING A SAFE LEARNING SPACE

Human Rights Booster may address experiences related to war, displacement, discrimination, violence, separation, identity, belonging, family, fear and exclusion.

The programme should therefore begin with shared principles:

respect

confidentiality**

active listening**

non-discrimination**

voluntary participation**

care for oneself and others**

These principles were part of the original Human Rights Booster framework.

Core Principle

Participation is invited, not demanded.

Every participant should have the right to:

- pass a question or activity;
- remain silent;
- leave or stop an exercise;
- decide how much personal information to share;
- express herself through words, drawings or symbols;
- ask for a break or support.

OPENING CIRCLE

Purpose

To create a clear, welcoming and safe beginning and agree on how the group will work together.

Duration

60–70 minutes

Materials

- chairs in a circle;
- flipchart;
- markers;
- programme overview;
- group-agreement sheet.

Main Steps

1. Welcome and introduction

Explain the purpose of the programme, how it will work and which topics will be addressed.

2. Introduce the team and roles

Participants should know who they can approach for organisational, language or personal support.

3. Opening prompt

For example:

REFLECTION

What do you need from this group in order to feel comfortable participating?

4. Group agreement

Collect participants' suggestions and agree on shared principles.

5. Right to pass

Explain clearly that nobody has to answer or participate in a particular exercise.

6. One-word check-in

Each participant may offer one word describing how she arrives.

Facilitator Note

Do not begin with detailed trauma or migration stories. Trust should come before disclosure.

EU VALUES THROUGH REAL LIFE

Purpose

To connect EU values and human rights with everyday experience.

Core concepts:

DIGNITY

EQUALITY**

FREEDOM**

NON-DISCRIMINATION**

PARTICIPATION**

SOLIDARITY**

The original session used case studies, reverse ethics, mini-debates and group discussion.

Duration

90 minutes

Methods

- case studies;
- small-group work;
- reverse ethics;
- mini-debates;
- plenary discussion.

Core Questions

- What is happening?
- Who has power?
- Which right or value is affected?
- Is discrimination involved?
- Would our judgement change if the person had a different gender, nationality, age or social status?
- How do these values appear—or fail to appear—in the lives of refugee and migrant women?

Reflection

- Which value matters most to me?
- Which value is easiest to lose?
- Can freedom exist without equality?
- What responsibility comes with rights?

NAME MAP STORYTELLING



Name Map Storytelling and small-group learning create trust before difficult content.

My Name, My Story

Purpose

To build trust through personal storytelling without pressure to disclose trauma.

The original exercise connected each participant's name with places, memories, important people, culture and identity.

Duration

60–70 minutes

Group Size

Recommended: **8–10 participants** with one facilitator.

Materials

- Name Map worksheet;
- paper;
- markers;
- coloured pencils.

Prompts

- Where does my name come from?
- What does it mean?
- Who gave it to me?
- Is there a story behind it?
- Which people, places or memories do I connect with it?
- How do I feel when I hear my name?

Participants may connect their name with:

PEOPLE – PLACES – MEMORIES – LANGUAGE – CULTURE – IDENTITY

Facilitator Note

Do not turn the exercise into questioning about nationality or migration. The participant decides what she wants to share.

EMBODIED LEARNING LAB



Movement and embodied learning connect abstract rights with physical experience.

Rights in the Body

Purpose

To explore freedom, restriction, safety, boundaries, vulnerability and solidarity through physical experience. The original session used body awareness, space, distance, partner work and group reflection.

Duration

60 minutes

Core Questions

- How does my body react when I do not feel safe?
- What does restriction feel like?
- What does support feel like?
- How does the body remember fear?
- How does it remember freedom?

Possible Structure

1. Grounding.
2. Personal space.
3. Distance and boundaries.
4. Trust and support exercises.
5. Pause and observation.
6. Voluntary reflection.

Important

This session should preferably be led by someone experienced in embodied or somatic practice.

Physical contact should never be assumed.

MY RIGHTS PANEL

From Lived Experience to Legal Knowledge

Purpose

To connect real-life situations with rights, protection mechanisms and possible action.

The original session addressed rights, discrimination, administrative barriers, institutions and available protection mechanisms.

Duration

approximately 80 minutes

Recommended Facilitator

A qualified legal or human rights practitioner familiar with refugee, migration and anti-discrimination law.

Format

short expert input → real-life situation → questions → discussion → possible action

Core Questions

- Is this discrimination?
- Is this a rights violation?
- Where can I seek help?
- Which institution is responsible?
- What evidence should I keep?
- What can I do if I do not speak the local language?

Facilitator Note

Do not promise a particular legal outcome. Refer individual cases for specialised legal consultation when needed.

IMPRO THEATRE: LOST RIGHTS

Purpose

To experience how rights may gradually be restricted and how individuals, institutions and communities respond.

The original method used improvisational theatre, role play and social simulation.

Duration

90–120 minutes

Possible Roles

- affected person;
- witness;
- institution;
- community member;
- observer.

Basic Flow

7. Introduce a fictional situation.
8. Introduce a restriction.
9. Assign roles.
10. Allow participants to respond.
11. Add another restriction.
12. Observe how behaviour changes.
13. Stop and analyse.

Reflection

- When did you realise a right was under threat?
- When did someone respond?
- When did someone remain silent?
- Why?
- What does solidarity look like in action?

Safety

Do not use participants' real traumatic experiences as theatre scenarios.

MAP OF THE DAY

Purpose

To integrate experience after an emotionally intensive day.

The original activity used four questions, individual reflection and voluntary sharing.

Participants respond through words, drawings or symbols.

1. Where did I feel rights in my body today?

When did I feel:

free – restricted – protected – heard

2. What affected me most?

A moment, story, exercise or realisation.

3. What does resistance mean to me?

What does it look like in everyday life?

4. What did the group give me today?

For example:

support – idea – courage – hope – belonging

Sharing is voluntary.

LIGHT FROM US



Light From Us: a collective closing ritual focused on hope, resilience and connection.

A Collective Ritual of Hope

Purpose

To create emotional closure after a difficult day and strengthen resilience and connection.

The original programme described this session as a ritual of light, resilience and community.

Participants may identify one inner resource:

strength – person – memory – hope – value – dream

It can be shared or kept private.

The focus is on:

- presence;
- hope;
- internal resources;
- solidarity;
- emotional closure.

NEW CONSTITUTION

The Island

Purpose

To develop civic imagination and help participants move beyond identifying injustice towards proposing their own vision of a fair society.

The exercise encourages participants to think of human rights not only as protections, but as foundations on which communities, institutions and rules can be built.

Duration

60–75 minutes

Group Size

Small groups of approximately **6–10 participants**.

Materials

- large sheets of paper;
- markers;
- “The Island” worksheet;
- optional cards with rights or values.

Scenario

Imagine that your group has arrived on a new island where there are no existing institutions, laws or rules.

You have the opportunity to build a society from the beginning.

REFLECTION

What kind of world do you want to build?

Step 1 — Core Values

Choose 5–7 values, for example:

dignity, freedom, equality, safety, solidarity, justice, participation, care, non-discrimination.

Step 2 — Fundamental Rights

Discuss:

- What rights should everyone have?
- Which rights should never be taken away?
- How should equality between women and men be guaranteed?
- How should minorities be protected?
- What happens to someone without family, work or income?
- What rights should children have?

Step 3 — Decision-Making

- Who has the right to make decisions?
- Does everyone have a vote?

- How are leaders selected?
- How long can one person hold power?
- How are minority rights protected from majority decisions?

Step 4 — Checks on Power

- Who checks whether rules are respected?
- What happens if someone in power abuses their position?
- Can citizens remove them?
- How are institutions kept independent?

Step 5 — Newcomers

- What happens when new people arrive?
- When does someone become part of the community?
- Must they speak a particular language?
- Do they have the same rights?
- What does integration mean in this society?

Final Task

Each group creates an **Island Constitution** with 5–10 core principles and presents it to the others.

Reflection

- Which decision was the most difficult?
- Which rights did everyone agree on?
- Where did conflict appear?
- When does one person's freedom begin to limit another's?
- How does your constitution differ from the society in which you live?

Skills Developed

- critical thinking;
- civic participation;
- understanding democratic principles;
- negotiation;
- collective decision-making;
- working across different perspectives;
- imagining alternatives.

PERFORMANCE LAB + END OF DEMOCRACY

What does democracy look like when it begins to disappear?

Purpose

To explore identity, belonging, social expectations, freedom, fear, pressure and personal responsibility through theatre, movement and social simulation.

The method allows participants to experience, within a safe fictional setting, how democratic rules may gradually weaken and how people respond to the loss of freedom.

Duration

90–120 minutes

Space

An open space suitable for movement and group work.

Part 1 — Who am I and where do I belong?

Participants explore:

- identity;
- language;
- origin;
- social roles;
- how society defines them.

Questions:

- When do I feel part of society?
- When do I feel like “the other”?
- What am I expected to change in order to be accepted?
- Is there a part of my identity that I sometimes hide?
- What does “becoming part of Europe” mean?

Part 2 — Images of Belonging

Using body, movement, gesture, distance, voice and silence, participants create short living images:

“I belong”

“I do not belong”**

“I am free”**

“Someone decides for me”**

The group observes and reflects on each image.

Part 3 — End of Democracy

The facilitator introduces a fictional society where everyone initially has equal rights.

Restrictions are gradually introduced, for example:

- one group can no longer vote;
- public gatherings are restricted;
- some people require permission to leave an area;
- one language can no longer be used publicly;
- media freedom is restricted;
- some citizens receive more rights than others.

Changes should be introduced **gradually**.

Part 4 — Roles

Possible roles include:

- citizen;
- institutional representative;
- journalist;
- observer;
- member of a discriminated group;
- person in a privileged position;
- person who is afraid to respond.

Part 5 — Choice

With each new restriction, participants decide:

- Will I accept this?
- Will I speak?
- Will I defend someone else?
- Will I remain silent?
- What do I risk if I respond?

Debrief

Participants should clearly step out of role before discussion.

Ask:

- When did you realise the society was no longer democratic?
- Which “small” change turned out to be important?
- Why do people sometimes accept restrictions on rights?
- How does fear affect decisions?
- What does solidarity mean when you are not personally affected?
- When does an individual decision become a public responsibility?

Safety Note

Do not reproduce participants’ real traumatic experiences as simulation scenarios.

The facilitator should monitor the group and stop or adapt the exercise if necessary.

DEMOCRATIC MANIFESTOS



Creative work developed into the Democratic Manifestos public outcome.

From Personal Story to Public Civic Voice

Purpose

To help participants transform lived experience, values and ideas about justice into a clear artistic and civic message.

A manifesto is not simply an artwork.

REFLECTION

This matters to me. This is what I defend. This is what I want to be heard.

Duration

Ideally developed over **several connected sessions**.

In the original Human Rights Booster, the process began on Day 2, developed on Day 3 and was finalised on Day 4.

Stage 1 — What Matters to Me?

Possible themes:

- freedom;
- dignity;
- home;
- belonging;
- body;
- identity;
- boundaries;
- family;
- justice;
- equality;
- choice;

- voice;
- peace;
- future.

Questions:

- What should no one be able to take away from me?
- What do I want to protect?
- What do I refuse to accept?
- What kind of society do I want for myself and my children?
- What do I want people to understand about my experience?

Stage 2 — One Clear Message

Participants formulate a short core statement.

Examples:

“I have the right to be heard.”

“Home is not only a place.”

“I do not want to be defined only as a refugee.”

“My body belongs to me.”

“Belonging does not mean losing yourself.”

The message does not need to be perfect. It needs to be authentic.

Stage 3 — Find a Symbol

Ask:

REFLECTION

If this message were an image, what would it look like?

It might be:

- an object;
- clothing;
- colour;
- gesture;
- pose;
- word;
- place;
- body part;
- silhouette;
- personal memory.

Stage 4 — Choose the Form

The manifesto may take the form of:

- photography;
- portrait;
- outlined silhouette;
- drawing;
- collage;
- object;

- short text;
- audio;
- video;
- image-and-text combination.

Stage 5 — The Story Behind the Manifesto

If the participant wishes, she may add a short personal narrative:

- What does home mean to me?
- What did I take when I left?
- What did I leave behind?
- What did I lose?
- What did I gain?
- Which word or image describes me today?

Stage 6 — Working with a Curator or Facilitator

The facilitator helps shape the form, not the meaning.

Ask:

- Is this what you want to say?
- Are you comfortable making this public?
- Do you want your name displayed?
- Is there anything that should remain private?

Stage 7 — Peer Feedback

Use questions such as:

- What do I see?
- What do I feel?
- What message stays with me?

Avoid “I like it / I do not like it” evaluation.

Stage 8 — Finalisation

Clarify:

- final text;
- name or anonymity;
- image;
- size;
- language;
- translation;
- consent for public presentation.

Ethical Principle

The story belongs to the woman who tells it.

Organisers, photographers, curators and designers may support presentation, but should never change meaning in order to make a story more dramatic.

From Personal to Public

My story → My values → My message → My manifesto → Our public conversation

SELF-REGULATION & VOICE

Finding Your Voice and Using It

Purpose

To support participants in speaking more confidently, clearly and calmly about issues that matter to them. The session connects internal stability with the right to hold and express a position.

Duration

60–90 minutes

Core Idea

Public voice does not begin with speaking loudly.

It begins with the feeling:

REFLECTION

I have the right to be here. I have the right to say what I think.

Step 1 — Grounding

Work with:

- stable feet;
- calm breathing;
- body awareness;
- relaxed shoulders;
- awareness of space.

Step 2 — Breath and Voice

Possible practices:

- long exhalation;
- gentle sound;
- gradually increasing volume;
- saying one's own name.

Step 3 — My Sentence

Each participant chooses one short meaningful sentence:

“I have the right to choose.”

“My voice matters.”

“I belong.”

She may say it:

- quietly;
- confidently;
- with pauses;
- while looking at the group;

- from different positions in the room.

Step 4 — What Stops Me?

Optional reflection:

- What am I afraid of when I speak?
- Am I afraid of being judged?
- Have I been interrupted or silenced?
- Do I feel insecure because of language?
- What helps me speak?

Step 5 — Voice and Position

Connect message, body and voice.

Encourage participants to:

- slow down;
- breathe;
- use pauses;
- remain physically grounded.

Reflection

- What changed?
- When did my voice feel most like my own?
- What helped me?
- How could I use this outside the programme?

Important

This is not conventional public-speaking training.

Its purpose is **greater confidence in one's right to be present and express a position.**

CLOSING CIRCLE

What Do I Take With Me?

Purpose

To give participants time to reflect on the experience, recognise change, receive feedback and close the process safely.

The original Closing Circle included personal reflection, peer feedback and a final one-word round.

Duration

45–60 minutes

Part 1 — Personal Reflection

Participants complete:

I arrived with...

The most important thing I take with me is...

My strongest moment was...

Something I learned about myself is...

After Human Rights Booster, I want to...

Participants do not have to share every answer.

Part 2 — What Changed?

Optional questions:

- Is there anything I see differently now?
- Do I feel more confident speaking about my rights?
- Is there someone from the group I want to stay connected with?
- Is there an action I want to take after the programme?

Part 3 — Peer Feedback

Each participant receives a sheet with her name.

Other group members may write:

- a quality they noticed;
- a message;
- gratitude;
- a wish;
- something they learned from her.

The sheet returns to its owner as a personal memory.

Part 4 — Final Round

Each participant answers in one word:

REFLECTION

What do I take with me?

Examples:

courage

hope**

voice**

community**

friendship**

freedom**

confidence**

strength**

belonging**

faith**

Final Step

The facilitator thanks the group and explains any follow-up opportunities, such as exhibitions, meetings, an online group, volunteering or other activities.

Core Principle

Closing is not an administrative ending.

It is the final part of the learning process:

I recognise → I name → I share → I receive recognition → I move forward

6. FROM WORKSHOP TO PUBLIC PARTICIPATION

Human Rights Booster does not end with the learning programme.

The progression can be understood as:

I understand → I reflect → I speak → I create → I share publicly

Possible public outcomes include:

- exhibition;
- community event;
- publication;
- digital gallery;
- theatre intervention;
- public discussion;
- community manifesto.

In Human Rights Booster 2026, this process led to the public exhibition “**Democratic Manifestos**”, allowing the participants’ visual and textual messages to reach a wider audience.

Any public presentation must be based on informed consent.

7. WORKING ACROSS LANGUAGES

For multilingual groups:

- provide interpretation where needed;
- translate core learning materials;
- allow participants to write in their preferred language;
- do not equate language fluency with intelligence or capacity to participate;
- use visual and embodied methods;
- give sufficient time to formulate answers;
- allow multilingual creative outputs.

The original programme included language support and coordination with interpreters.

8. TRAUMA-SENSITIVE FACILITATION

Human Rights Booster **is not therapy**.

Facilitators should:

- avoid pressuring participants to disclose trauma;
- offer choices;
- explain exercises in advance;
- allow participants to stop;
- avoid unexpected physical contact;
- distinguish human rights education from therapy and individual legal counselling;
- protect confidentiality;
- have referral information for specialised legal, psychological and social services.

The programme should alternate:

intensity → pause → reflection → informal time → regulation

9. WHAT WE LEARNED FROM HUMAN RIGHTS BOOSTER 2026

Trust comes before difficult content

The first day focused on orientation, community, identity and belonging before moving into more intensive topics.

Human rights should be experienced, not only explained

Case studies, theatre, movement, visual methods and simulation help connect complex concepts with real life.

Small groups create space for deeper participation

The original 40-person group was divided into four smaller facilitated groups for storytelling and reflection.

Legal knowledge needs to be connected to real-life situations

Knowledge becomes more useful when participants can translate it into possible action.

Creative expression can become civic participation

Democratic Manifestos transformed lived experience and values into public messages.

Emotional closure should be intentionally designed into the programme

Reflection, informal time and closing practices are part of the methodology rather than optional additions.

10. EVALUATION

Evaluation should look beyond general satisfaction.

Example 1–5 self-assessment statements:

- I understand my basic rights.
- I know where to seek help if my rights are violated.
- I can recognise discrimination more easily.
- I feel confident expressing my opinion.
- I feel able to participate in my community.
- I feel connected to other women.
- I believe my experience and voice have value.

Open Questions

- What was the most meaningful moment?
- What did you learn about yourself?
- What will you use after the programme?
- What should be improved?
- What should definitely remain?

11. PHOTOGRAPHY & DOCUMENTATION

Use photographs that **help explain the methodology**:

- circles;
- small-group work;
- worksheets;
- visual mapping;
- movement;
- role play;
- New Constitution work;
- manifesto development;
- group reflection.

The photograph should help a future facilitator understand:

REFLECTION

This is what the method looks like in practice.

The strongest artistic and exhibition images can be reserved for the separate **Democratic Manifestos Catalogue**.

12. ONLINE TOOLKIT FOLDER

The PDF can be accompanied by an online folder containing editable and printable resources.

01 — START HERE

- Human Rights Booster Toolkit PDF
- README
- Four-Day Programme
- Preparation Checklist

02 — SAFE SPACE

- Group Agreement Template
- Opening Circle Guide
- Trauma-Sensitive Facilitation Notes

03 — DAY 1

- EU Values Case Cards
- Name Map Worksheet
- Name Map Facilitator Guide

04 — DAY 2

- Embodied Learning Guide
- My Rights Sheet
- Lost Rights Scenarios
- Map of the Day
- Body Outline
- Light From Us Guide

05 — DAY 3

- Social Rights Prompts
- New Constitution / Island Worksheet
- End of Democracy Guide
- Democratic Manifesto Planning Sheet

06 — DAY 4

- Self-Regulation & Voice Guide
- Manifesto Finalisation Sheet
- Closing Circle Guide
- Peer Feedback Sheet

07 — EVALUATION

- Participant Feedback Form
- Facilitator Reflection Form
- Community Feedback Form
- Pre/Post Self-Assessment

08 — PUBLIC OUTCOME

- Ethical Storytelling Checklist
- Photography Consent Template

- Exhibition Planning Checklist
- Artwork Information Template
- Visibility Template

09 — VISUAL MATERIAL

- methodology photographs;
- sample worksheets;
- anonymised examples;
- creative-process photographs.

13. FACILITATOR PREPARATION CHECKLIST

Before the programme:

- Confirm participant profile and support needs.
- Identify interpretation needs.
- Prepare referral contacts for legal, psychological and social support.
- Brief facilitators on confidentiality.
- Prepare multilingual materials.
- Identify exercises requiring specialist facilitation.
- Provide a quiet space for breaks.
- Obtain informed consent for photography and publication.
- Review scenarios for cultural and contextual sensitivity.
- Do not use participants' real experiences as case studies without consent.
- Build sufficient breaks and informal time into the programme.
- Provide debriefing after simulations and theatre sessions.
- Remind participants that they may decline any specific activity.

FINAL PRINCIPLE

Human Rights Booster is not a programme that tells women what they should think.

It creates conditions in which women can:

know their rights,

recognise their own experience,**

ask questions,**

make choices,**

find language for what matters to them,**

support one another,**

and decide how they want their voices to enter public life.**

The methodology works when participants move from **participants in a human rights education programme** to **authors of their own civic positions**.

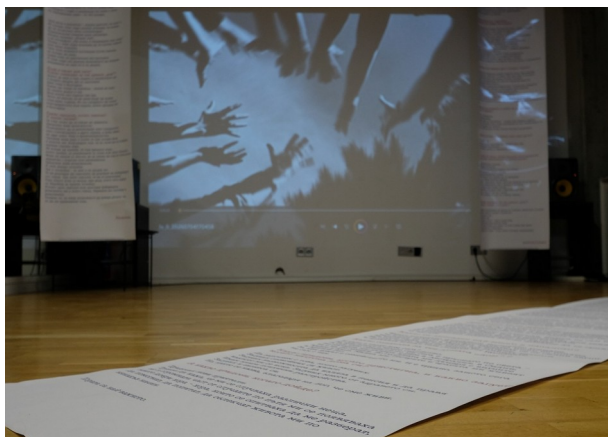
Association “Arms Wide Open”

Human Rights Booster 2026

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FROM METHOD TO PUBLIC VOICE

The public exhibition “Democratic Manifestos” extended the learning process beyond the residential programme. Participants’ visual and textual messages entered a public cultural space, turning personal reflection into civic presence and dialogue.



Public presentation of “Democratic Manifestos”, RCCA Toplocentrala, Sofia, July 2026.

PUBLIC PARTICIPATION

I understand → I reflect → I speak → I create → I share publicly



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