Canadian Human Rights Foundation

Fondation canadienne des droits de la personne

Developing Capacity for Teacher Trainers in Central Asia: Regional Workshop for Teacher Trainers (III)

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Introduction

Program Goal

To strengthen the capacity of non-governmental organization (NGO) trainers in Central Asia to design and deliver human rights education training for teachers working in the school system.

Workshop Objectives

- To **evaluate** current training programs (of each country team) focusing on lessons learned in three key areas: 1) the human rights education Training Program 2) the trainers' work 3) teachers/students
- To **develop** a country-specific strategic vision for human rights education that will outline goals and milestones for the next three years
- To **build** capacity in planning and evaluation of human rights education activities
- To **practice** skills in designing and implementing human rights education activities (i.e. presentation and facilitation skills, strategic visioning)
- To **refine** and practice evaluation techniques for human rights education activities (e.g., focus groups, indicators)

Methodology

The workshop methodology is based on a participatory approach to learning. A basic assumption in this approach is that much of the content comes from the participants and that the workshop serves as the framework for drawing out this content. There will be a combination of small group work, presentations by resource persons, and plenary discussions.

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Agence canadienne de développement international

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Workshop Schedule

Day / Time	Day 1	Day 2	Day 3	Day 4	Day 5
Morning **9:00 – 12:00**	**Opening and Welcome** (30 min) **Activity 1** Expectation Check (15 min) **Activity 2** What Is Strategic Visioning? (30 min) **Activity 3** Taking Stock of Our Current HRE Work (1 hr 30 min)	**Recap** (30 min) **Activity 1** Using Project Cycle Analysis to Evaluate: Case Study 'Tajik Workshop' (1 hr 45 min) **Activity 2** Debrief Focus Group Activity (30 min)	**Recap** (30 min) **Activity 1** Group 1 Presentation/ Demonstration (1 hr) **Activity 2** Materials Sharing (1 hr)	**Recap** (30 min) **Activity 1** Group 2 and Group 3 Presentations/ Demonstrations (2 hrs) **Activity 2** Strategic Visioning (1 hr)	**Recap** (30 min) **Activity 1** Overcoming Challenges (1 hr) **Activity 2** "SMART" Results and Indicators (2 hrs)
Lunch **12:00 – 13:30**					
Afternoon **13:30 – 17:15**	**Activity 4** The Macro Environment (1 hr 30 min) **Activity 5** Presentation: The State of HRE in the Region – Current Research (1 hr 30 min) End of Day Evaluation (30 min)	**Activity 3** Evaluation: Project Cycle Analysis (30 min) **Activity 4** Evaluation in HRE (1 hr 30 min) **Activity 5** Sharing Lessons Learned (1 hr) End of Day Evaluation (30 min)	**Cultural Activity**	**Activity 2** cont'd (1 hr) **Activity 3** Building a Strategic Vision for the Team: A Look to the Future (1 hr) **Activity 4** Presentation / Discussion of Strategic Visions (1 hr) Evaluation: Reflection Journal (30 min)	**Activity 3** Strategic Timeline (2 hrs) **Activity 4** Building Group Energy for the Future (1 hr) **Activity 5** Workshop Evaluation (30 min)

Overview of the Workshop

Day 1 to 3
Step 1: Where are we now? Taking Stock

Activities and discussions will centre along the lines of taking stock of the current context of HRE:

- What is the context of HRE in the schools, universities workplaces, in the region? What does our training look like today?
- Are we using HRE to its full potential? Are there other areas to cover? Where? What?
- What resources are available to us? (Technology, people, skills, expertise)
- Where are our schools/partners/ students/ teachers at?

Teachers (one per country) will be included, so we have the perspective of the schools and an internal look at the HRE activities.

Day 4
Step 2: What will the state of HRE in CA be like in three years? Where do we want to be? / Where might we go? What is possible?

Create a vision of what HRE will be like in the future. Your guiding principle should be to 'Keep our feet on the ground, but reach for the stars'.

Day 5
Step 3: How will we know when we are there? What will it look like?

Based on the 'New Vision' what are feasible indicators to measure success? How do we choose indicators?

Step 4: How do we get there? What do we need to get there?

In the last step participants will prepare a draft vision statement and share it between country teams (the community, everyone who has an interest in the HRE program and its mission). This will include an action plan for developing the skills and expertise necessary to move forward.

Day 1 Where are we now?

During this 5-day workshop, you will participate in a process of strategic visioning, with the aim of building a vision of future human rights education (HRE) work in your country, with your teammates. In addition, you will develop strategies for enhancing HRE work across Central Asia through collaborative efforts among your country teams. In the strategic visioning process we ask three key questions: Where are we now? Where do we want to be? How will we get there?

In Day One, you will reflect on the first question, 'Where are we now?' by taking stock of the current situation regarding human rights education within your countries and Central Asia. Questions to be asked include: What is the situation of human rights education in the schools, universities workplaces in our country and in Central Asia? What does our training look like today? Are we using human rights education to its full potential? How are our schools/partners/ students/ teachers/ colleagues putting human rights education into practice?

Opening and Welcome

Time

15 min

Description

Opening of the workshop and welcome by the organizers. There is a welcoming activity for participants, facilitators, and resource persons.

End ■

Activity 1 Expectation Check

Time

30 min

Objective

- To review and validate participants' expectations of this workshop.
- To review the workshop objectives in relation to the expectations expressed.

Description

The facilitator reviews the expectations for this workshop as expressed by representatives of each country team during the January 2004 meeting. A synthesis of these expectations is provided on the next page.

The facilitator invites participants to add any expectations that are missing. He/she then provides an overview of the workshop (goals, objectives, content, methodology) referring to participants' expectations.

Cont'd ▸ ▸ ▸

Participants' expectations:

- Summing up of the program
- Determine successes and failures, lessons learned
- What skills have we developed? What other skills do we need to develop?
- Sharing of experiences, materials (session plans, manuals)
- Analysis of situations in countries
- To examine the human rights and human rights education situation again. What is our contribution?
- Planning the future
- New information for developing next steps. Evaluation mechanisms.
- Methods: more activities delivered by the teams
- To continue working with our target group. Mechanism of the follow up activities with the target group.
- Building the regional Central Asia team
- More detailed work with some articles of the Convention of the Rights of the Child

End of Activity ■

Activity 2 What is Strategic Visioning?

Time

30 min

Objective

To introduce key terms and steps related to strategic visioning.

Description

1. The following story is an example of long-term planning. Read the story:

> ***Master Builders Plan a Dining Hall***
>
> *Four hundred years ago, master builders fashioned a remarkable dining hall at a renowned university. One of the features of the hall was the ceiling that had been made from beams of enormous oak trees, the kind that were, sadly, now rare. Four hundred years had taken its toll on this well-loved hall and the modern builders were puzzled as to how to preserve the hall. Until someone pointed out the grove of oak trees that had long stood beside the hall. That's when someone realized that the original master builders had planted that grove of oaks when they built the hall knowing that the oaks would be mature and ready to be harvested to repair the hall four hundred years later.*
>
> *Source: Chris Cavanaugh, Catalyst Centre, Toronto, Canada.*

Cont'd ▸ ▸ ▸

2. Work with the participant sitting next to you. Discuss the story and determine whether the master builders had a strategic vision by answering the questions provided. To help you, review the information in the "Strategic Planning and Strategic Visioning" box below and decide whether the master builders had a strategic vision. Questions to consider:

    - Was the master builders' plan a strategic one? Why or why not? What elements were necessary to make their plan strategic?
    - What assumptions did the master builders make when they built the dining hall?
    - What possible threats existed and how did the master builders plan for these?

Strategic Planning and Strategic Visioning

Strategic visioning is a logical, systematic methodology used to create a vision of your desired future and to develop and implement actions to build that vision into reality. The strategic visioning process requires serious commitment in terms of time and other resources.

Strategic visioning also requires a change in attitude and a different way of thinking. It requires the belief that within what you perceive to be your limited sphere of influence and control, you can bring about significant positive changes for both you and your organization.

Strategic planning -- Typically involves a comprehensive analysis of the following elements:

- past and current competitive environments, trends / imperatives / and assumptions regarding the relevant activity
- organizational strengths/weaknesses/opportunities/ threats, and
- strategic priorities and activities

Sources:

Strategic Visioning Process. Available online: http://www.nea.gov/resources/lessons/grove.html.

The Policy Center. Available online: http://policycenter.sunyit.edu/organization/strategic_vision/strategic.htm.

Cont'd ▸ ▸ ▸

Activity 2 cont'd

3. With respect to your work,
    - How will a strategic vision help you in your work?
    - What questions must you ask and what information do you need in order to develop a strategic vision?

End of Activity ■

Break 30 min

Activity 3 Taking Stock of Our Current HRE Work

Time

1 hr 30 min

Objective

To identify elements of a strategic plan by analyzing strengths, weaknesses, opportunities and threats of the human rights education work at the country and regional levels.

Description

Work in country teams to build a common understanding of the situation of your human rights education work. An examination of your human rights education work in terms of its Strengths, Weaknesses, Opportunities and Threats, will help define the "big picture" of the HRE situation of the region, which will be discussed in Activity 4.

20 min **Part A Our Current HRE Work**

1. Work in country teams. Discuss your current HRE work in your country. Using a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), complete **Worksheet 1-1** in your workbooks.
2. Complete the flipchart version of **Worksheet 1-1** and prepare a group presentation on the current context of your work.

40 min **Part B Group Presentations**

Each of the 4 country groups presents the results of their discussion (about 10 minutes per group).

Cont'd ▸ ▸ ▸

30 min

Part C Synthesis

The facilitator/resource person synthesizes the presentations. Questions to consider:

- What suggested actions, common to all groups, can be identified from the SWOT analysis?
- What are the commonalities among the countries with respect to building a culture of human rights among youth in the countries and the region?

End of Activity ■

Worksheet 1-1 Our Current Human Rights Education Work

Main Target Group	Objectives of the Training	Impact

Strengths to build on – internal/external	Weaknesses to eliminate or cope with– internal/external
Examples: Good understanding of HRE, work well as a team	Examples: Poor networking, no buy-in from Ministry of Education
Opportunities / unexpected results to explore – internal/external	**Threats to ease or lower – internal/external**
Example: Target parents or other stakeholders	Examples: No funding, no continuation of project

Lunch **1 hr 30 min**

Activity 4 The Macro Environment

Time

1 hr 30 min

Objectives

Describe the 'big picture' (macro view) in terms of human rights education work in individual countries and within the context of Central Asia.

45 min **Part A Analyzing the Environment**

Based on the discussion in Part C of Activity 3, establish the general context of HRE in schools across the region and explore the broader goal of building a culture of human rights among youth through HRE.

The facilitator divides the participants into 3 mixed groups. Each group discusses the HRE situation with respect to one of the following categories:

- Macro environment: (**Worksheet 1-2**)
- Human rights/NGO environment (**Worksheet 1-3**)
- Partners and stakeholders (**Worksheet 1-4**)

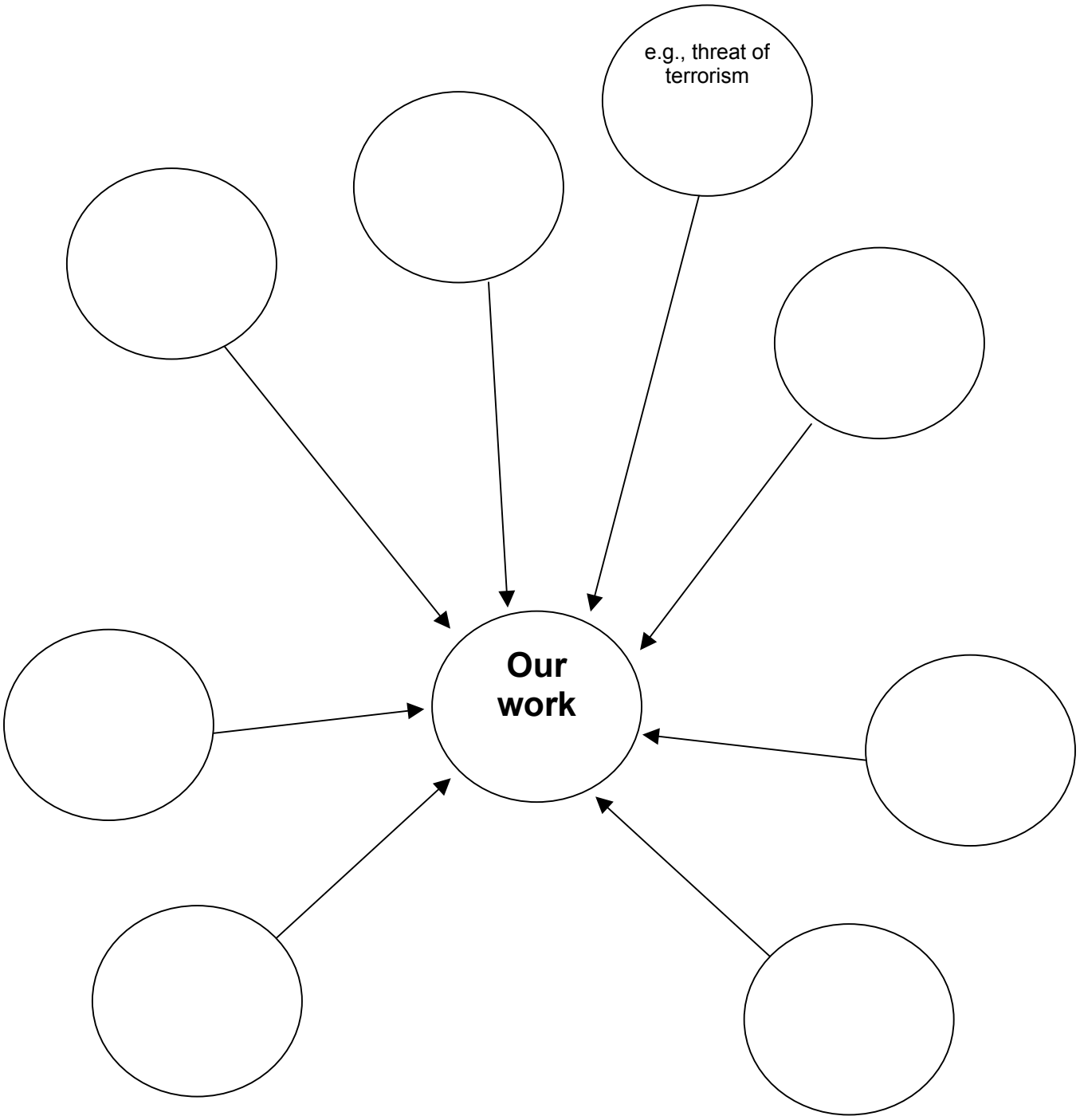
45 min **Part B Group Presentations and Discussion**

Each group presents the results of their discussion (10 minutes per group). The facilitator synthesizes the discussion.

End of Activity ■

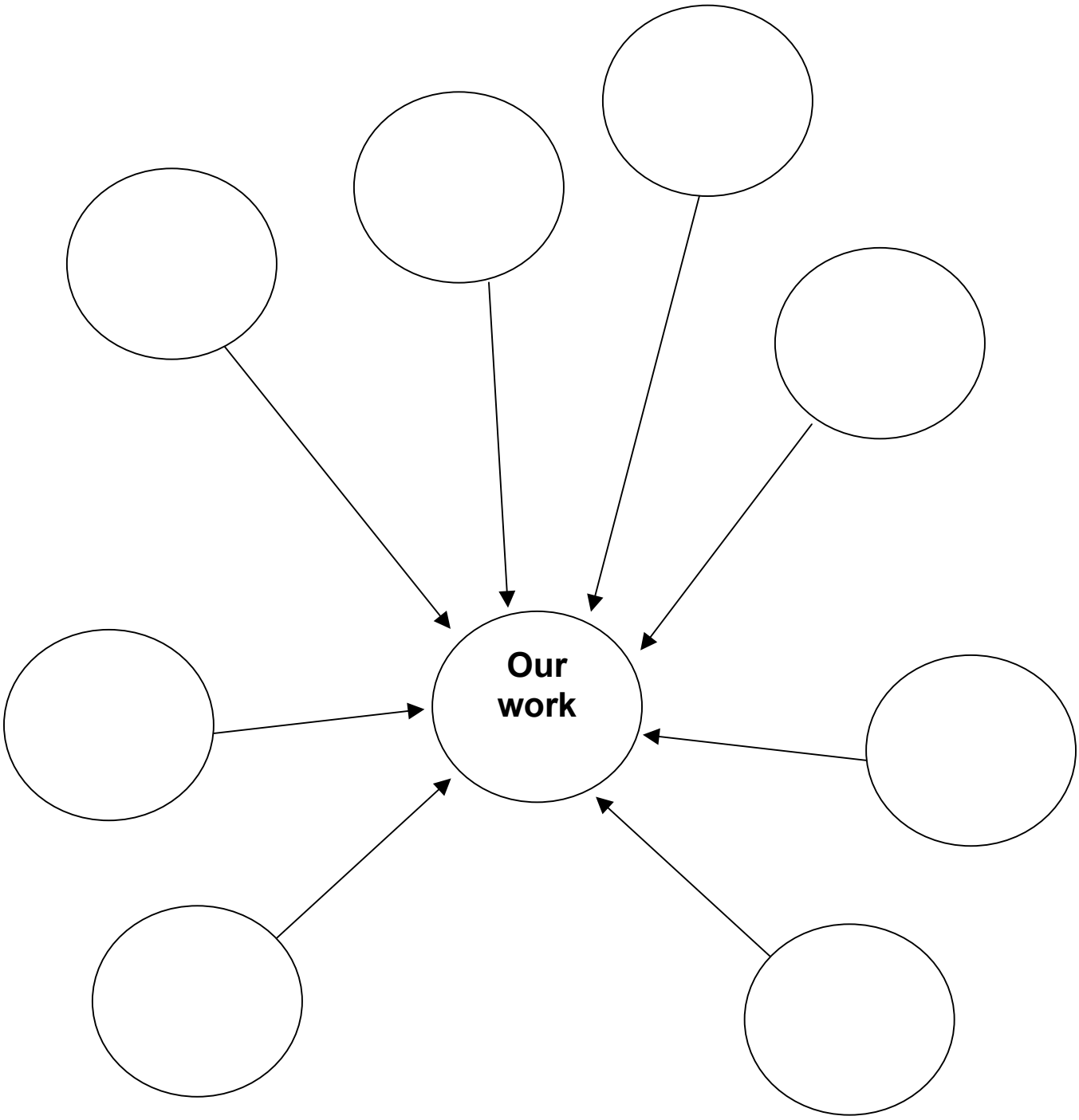
Worksheet 1-2: The Macro Environment

Which trends and major events outside the human rights field, in the social, technological, economic and political environment will affect your work in the next 3 years? Write a trend or event in each of the circles. You may add circles if you wish.



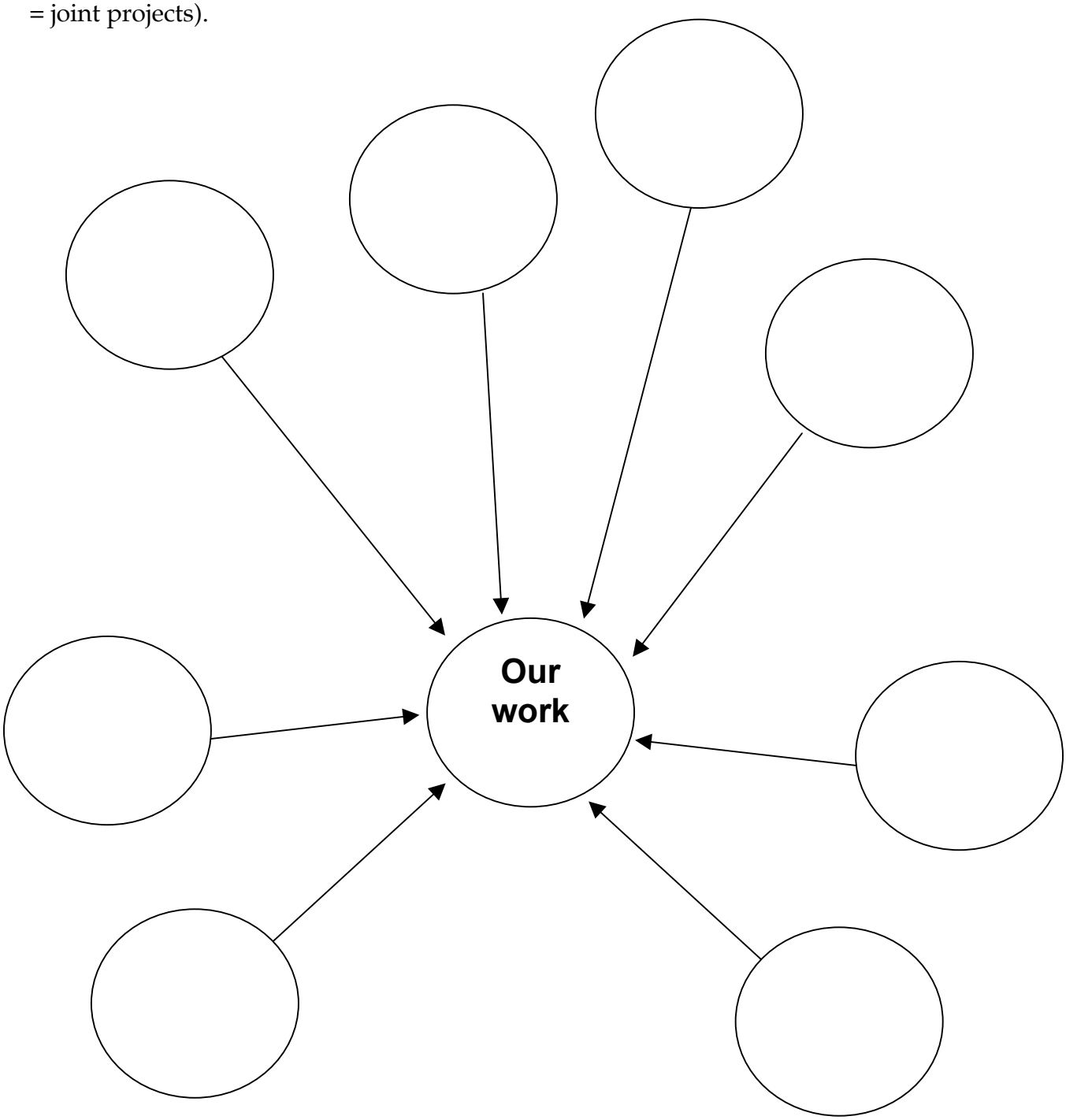
Worksheet 1-3: The Human Rights/NGO Environment

Which trends and major events in the human rights and NGO environment will affect your work in the next 3 years? Write a trend or event in each of the circles. You may add circles if you wish.



Worksheet 1-4: Partners and Stakeholders

Who are your main partners and stakeholders? Who will be affected by your work over the next 3 years? Illustrate the nature of your relationship with the partner/stakeholder through the following symbols: $ = financial, i – sharing of information, r = resources, jp = joint projects).



Break **15 min**

Activity 5 Presentation: The State of HRE in the Region – Current Research

Time

1 hr 30 min

Objective

Analyze the 'big picture' (macro view) of human rights education work in the context of Central Asia.

Description

The resource person will present the context of human rights education work in Central Asia.

30 min

Part A Presentation

The resource person focuses on the following topics, making reference to participants' analysis of the macro environment from Activity 4:

- Current trends in human rights and HRE in the region that will impact on the work of the participants
- Regional impacts, challenges and risks associated with similar programs
- Other organizations' approaches to addressing HRE in their work and their best practices and lessons learned

1 hr

Part B Discussion

A discussion follows presentation. Questions to consider:

- How important are the current trends with respect to our work?
- How do these trends affect different phases of our projects (planning, development, implementation, and evaluation phases)?
- How are teams incorporating any lessons learned and sharing them with others on the team/ group?

End of Activity ■

Day 2: What Have We Learned?

In Day 2, you will further reflect on the first question "Where are we now?" by evaluating the training sessions given by the country teams in Tajikistan. Reflecting on our practice of human rights education and focusing on lessons learned will enable us to better plan our future work.

Recap **30 min**

Activity 1 Using Project Cycle Analysis to Evaluate: the Tajik Workshops

Time

1 hr 45 min

Objectives

- Conduct a focus group discussion on the Tajik workshop.
- Identify lessons learned and strategies for incorporating the lessons into everyday practice.

Description

Learning from our experiences and building on the current tools and skills of "today" is important. As educators we must continuously reflect on our own practice in order to improve our work. In this activity, participants will work together to evaluate the Tajik workshop in order to identify lessons learned that can be transferred to future projects.

30 min

Part A Summaries of the Tajik Workshops

The participants who designed and implemented the Tajik workshops present a brief summary of the work they did to prepare for their workshops. Each group has 10 minutes for their presentation.

In particular, each group discusses the following key elements:

- Who the team members for the workshop were and how they assigned roles
- A description of the target group
- How the team determined the content of their workshop and designed the training materials

Cont'd ▸ ▸ ▸

1 hr **Part B Focus Group**

The participants who facilitated the Tajik workshops will participate in the focus group while the other participants observe and take notes using **Worksheet 2-1**. The facilitator begins by reviewing the agenda and conducts the focus group.

The proposed agenda for the focus group is as follows:

10 min **Evaluation of the Tajik workshops**

- Introductory remarks
- Objectives of the meeting
- Rationale
- Review of the Agenda: Content and Process

20 min **Part 1: Development and design of the Tajik workshops**

- In preparing for the workshop, what challenges did we face?
- How did we plan our HRE training sessions to meet the needs of the different target group?

20 min **Part 2: Delivery and follow-up of the Tajik workshops**

- Was our training with the new target group appropriate and successful?
- How do we plan to evaluate the workshops?
- What are our follow-up strategies?

10 min **Part 3: Recommendations and Conclusion**

The group discusses recommendations for future workshops of this type, in terms of content, methodology, target audience, logistics, selection process, and other issues.

15 min **Part C Observer Questions/Comments**

Observers have an opportunity to ask questions and make suggestions to the members of the focus group about the training workshops.

End of Activity ■

Worksheet 2-1: Focus Group Discussion

Questions	Notes
Part 1: Development and design of the Tajik workshops ▪ In preparing for the workshop, what challenges did they face? ▪ How did they plan their HRE training sessions to meet the needs of the different target groups?	
Part 2: Delivery and follow-up of the Tajik workshops ▪ Was our training with the new target group appropriate and successful? ▪ How do they plan to evaluate the workshops? ▪ What are their follow-up strategies?	
Part 3: Recommendations and Conclusion ▪ The group discusses recommendations for future workshops	

Break **30 min**

Activity 2 Debrief Focus Group Activity

Time

30 min

Objective

To exchange ideas on what worked and what didn't during the focus group debriefing process on the Tajik workshops

Description

Observers comment on the effectiveness of the focus group as a debriefing and evaluation tool.

The room is divided into 5 stations – each station has 2 flipcharts. Each station represents one stage of the evaluation process. Participants have a total of 20 minutes to go to each station and write down their ideas of what worked and what didn't.

The facilitator debriefs the strengths and weaknesses of the evaluation process in the remaining 10 minutes. Flipcharts remain on the wall.

Five stations as listed:

1. Logistics of the focus group: the agenda, timing, assigned roles
2. Design of the focus group: Purpose, Content, Questions
3. Choice of instrument (i.e. using a focus group as a tool for evaluation) suggest other strategies for evaluation
4. Identifying lessons learned: How will you share the information with other teammates? How will you integrate the lessons learned into your own work?
5. General comments (would you try this in your own work?)

End of Activity ■

Lunch **1 hr 30 min**

Activity 3 Evaluation: Project Cycle Analysis

Time

30 min

Objective

To review the development, planning, design, delivery, follow-up, and evaluation of the Tajik workshops using a project cycle framework.

Description

15 min **Part A Presentation: Project Cycle**

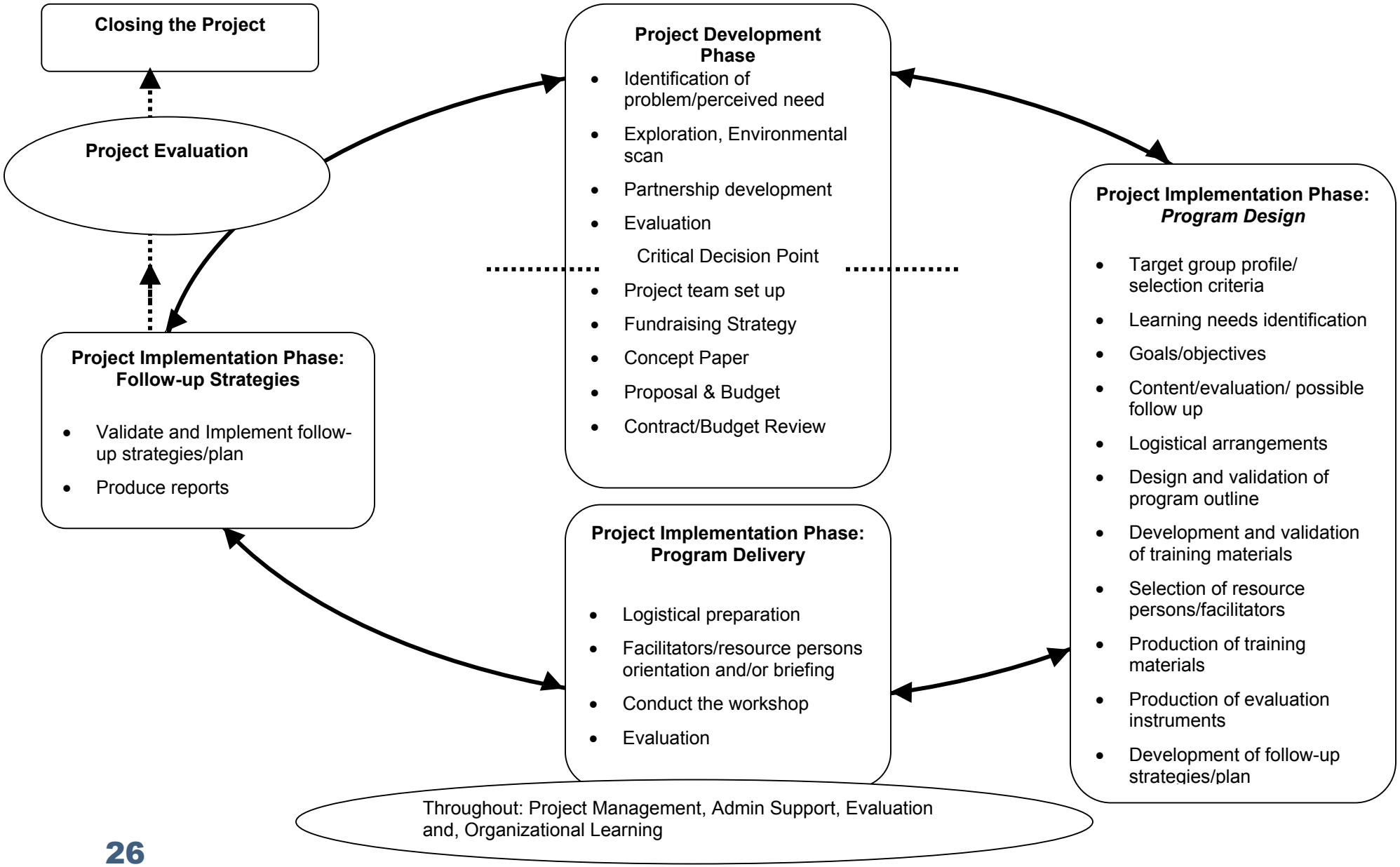
What are the elements of a project cycle? A CHRF resource person discusses the project life cycle followed at the CHRF. Refer to **Reference Sheet 2-1: Project Cycle Analysis**.

15 min **Part B Discussion**

The resource person/facilitator leads a discussion on the project cycle analysis of the Tajik workshops.

End of Activity ■

Reference Sheet 2-1: Project Cycle Analysis



Activity 4 Presentation: Evaluation and Research in HRE

Time

1 hr 30 min

Objective

To explore evaluation and research methods in human rights education.

Description

40 min **Part A Presentation**

The resource person begins by providing a brief overview of evaluation and research in the HRE field. He/she then addresses the following issues:

- The roles of evaluation in HRE (improving the outcome and processes of our work, sharing results with others, legitimizing HRE work)
- Constructive suggestions for evaluation methods for different types of HRE programs.
- What can be done to promote skill development in research and evaluation?

Refer to **Reference Sheet 2-2** for additional information on methodologies for human rights education.

50 min **Part B Question and Answer Period**

End of Activity ■

Reference 2-2: Evaluation Methodologies for Human Rights Education

A project of the Independent Commission on Human Rights Education

by Richard Pierre Claude, Professor Emeritus, University of Maryland

http://www.pdhre.org/materials/methodologies.html

Improvements in training and education programs can be greatly augmented by evaluation. An evaluation is a rigorous examination designed to assess the effectiveness of: (a) an individual, such as a participant, student, or teacher; (b) a project, such as human rights education for the military; or (c) an organization and its program.

Evaluation of human rights education, like educational evaluation in general, is not an end in itself. It should be used as a means for identifying alternative options and thereby reaching decisions aimed at improving the program and its methods. In fact, evaluation of human rights education may have many proposes:

1. Assessing the consistency between announced program goals (such as attitudes reflecting empowerment and political efficacy, and/or the achievement of cognitive knowledge, such as learning the range and scope of internationally defined human rights and the relationships among them) and making suggestions to reduce inconsistency.
2. Encouraging shared critical reflections in the spirit of human rights values, emphasizing cooperation, tolerance and respect for diverse views.
3. Improving program elements by clarifying their relation to each other, (e.g., lectures on theory and simulation exercises involving student participation).
4. Suggesting where resources such as new materials and advisory services are needed (e.g., seeking mechanisms for the exchange of teaching materials, and identifying human rights activists and NGO personnel who might serve as classroom speakers or participants in non-formal education).
5. Assessing the relative effectiveness of specific strategies used to achieve program goals (such as the posting of the Universal Declaration of Human Rights in all school buildings as is done in Chile, and suggesting alternatives, e.g., discussing UDHR applications, and organizing student art contests on provisions of the Declaration.)
6. Providing information about the nature and effectiveness of HRE as a foundation for democracy and peace in order to enhance discussion about them in the wider community and promote informed judgments about their value and legitimacy consistent with the objectives of the United Nations Charter.
7. Supplying a system of accountability to funding and sponsoring agencies to elicit continuing support of the program and dissemination of tested models.

Because the evaluation of human rights education includes a varied array of goals, as suggested by the listing above, it requires diverse methodological approaches. They may be both quantitative and qualitative. They may include measurements based on student test results, scored judgments by a panel of teachers, administrators or observers and experts, as well as an amalgam of subjective impressions, critical observations and other kinds of evidence. In any event, human rights education programs should always have built-in plans for evaluation. Viewed as an imperative, this injunction is a challenge, especially for NGO personnel involved in HRE because they seldom have the professional training found among teachers in formal education that would alert them to the need for and advantages of educational evaluation.

Questions for Reflection

1. Does your program include an evaluation component?
2. Do your trainers conduct peer-reviews of your work?
3. How do your participants evaluate you and your program?
4. What other methods can be used to evaluate human rights education training?

Activity 5 Sharing Lessons Learned

Time

1 hour

Objective

To prepare presentations of examples of participatory methods used by country teams in their training sessions with teachers.

Description

Participants work in country teams to prepare a 30-minute presentation/demonstration of the training sessions they have given with teachers over the course of the three-year project. There will be a 30-minute discussion period after each presentation/demonstration. The presentations/demonstrations will take place as follows:

- Group 1: Wednesday morning after the recap
- Group 2: Thursday morning after the recap
- Group 3: Thursday morning after the break

Refer to **Reference Sheets 2-3 and 2-4** to help you prepare your presentation. Use **Worksheet 2-2** to prepare your presentation/demonstration. Guidelines for the presentations/demonstrations are provided below:

Content of the presentation/demonstration:

- Overall goal and objectives of your training sessions for the teachers and other groups
- Target group description
- How participatory methods were used in the design and delivery of the training
- An example of a participatory activity from the training

Methodology:

- Participatory methods should be used

End of Activity ■

Reference 2-3: Participatory Approach

Underlying Beliefs

People learn more effectively when:

- Their own capacity and knowledge is valued
- They are able to share and analyze their experiences in a safe and collective environment. *This approach aims at creating an environment, which allows respect for differences. Teachers/facilitators try to accommodate the individual learner and his/her specific needs and possibilities. Learners also will accommodate each other's needs and respect each other's differences.*
- They are active participants in the learning process

Some Assumptions About a Learning Event (program, workshop, activity)

- Much of the content comes from the participants - the agenda or the program provides the framework for drawing out this content
- Participants bring analysis and experience to the program
- Participants will take responsibility for their own learning and interaction with other participants
- Everyone will participate fully in the sessions
- There will be tolerance/acceptance of differences in approaches and strategies

Raising people's awareness of the origins of problems they face and on their own capabilities to solve the problems is an important element of a participatory approach. Workshops are an effective means of awareness raising. It is in the safe and collective environment of a workshop or other such learning event, that discussions on themes that are of importance to the participants are triggered. Generally these themes or issues are raised by the participants themselves. Often, for the first time in their lives, people speak out about their ideas and their objectives. Within the context of the workshop, participants learn to analyse the issues and develop appropriate strategies to begin to address the problems they are experiencing. Participants become aware of the fact that they can change their situation.

Some Assumptions About Ourselves as Educators

- We know less than the participants to our programs, about their particular social context
- Who we are, has been shaped by our particular knowledge, experience, perspectives

- We bring a knowledge of theory and practice of participatory education and will contribute it as appropriate

The Curriculum Design Model

What we understand about education is reflected in how we carry out our work.

The "design model", which we use in planning our programs, incorporates what we know about effective adult education. This model suggests that:

- **Learning begins with the experience or knowledge of the participants.** The pedagogical and didactic approach is emphatically learner-centered, aiming at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept (self-image).
- After the participants have shared their experience, **they analyze that experience and look for patterns** (what are the commonalties? what are the patterns?)
- To avoid being limited to the knowledge and experience of the people in the room, **we also collectively add (from outside sources) or create, new information or theory.**
- **Participants need to practice what they have learned**, to practice new skills and make strategies and plan for action
- Afterwards (usually when they are back in their organizations and daily work) **they apply in action what they have learned.**
- **Reflection and evaluation are built into the program design,** and are carried out throughout the entire program. They are not done just at the end.

Participatory Methods/Techniques and the Roles of Facilitators and Participants

1. *Participatory techniques or "Participatory Learning in Action" (PLA) are educational techniques, which try to:*
    - Motivate the learners to develop their own strategies in order to solve problems they are experiencing.
    - Facilitate a process of self-organization in order to implement this strategy.

In other words: participatory techniques facilitate the **empowerment** of the learners.

There is a clear relationship between the methodology and methods on the one hand, and the knowledge, perceptions of reality, and actual needs and possibilities of the learner, on the other.

Effective methods start out by creating conditions under which the learners can map their own image of the world, with their own perceptions of reality. This way the

diagnosis is first made from the perspective of the learner: "Who am I, what is my role, what are my qualities, problems and possibilities?" These kinds of questions stimulate awareness and education in a structured way and at the same time allow for participant self-organization in terms of learning objectives and realistic strategies for achieving the objectives.

In many cases visual images (or stories, poems and music, etc.) are used which link-up with the learners perceptions. Those images etc. have been constructed in such a way so as to reinforce the emotional involvement of the learners. Well-chosen visual images and other stimuli act as a trigger for shaping awareness and expression skills, and the creation of an appropriate self-image. Sometimes a functional literacy component is part of the method.

The works of Paulo Freire have contributed largely to the development of participatory techniques and approaches as described here.

2. The Role of the Teacher/Facilitator

The teacher or facilitator plays a crucial role in a participatory learning process. He or she:

- Assumes an inquisitive position
- Has a strong and well-developed capacity for self-reflection.
- Stimulates the thinking of the learners themselves, without any interference from personal prejudices, traumas, hang ups, fears or irritations on the part of the teacher/facilitator.
- Facilitates self-reflection by the learners about their own positions, qualities, problems, needs, and opportunities.
- Makes careful observations, whereby he or she tries to allow everyone to express him or herself individually.
- Should not push too hard. The learners determine both the speed and the content of what they intend to tell / express.
- Should not be suggestive in any sense, because this would pre-empt the learners and take away their chance of putting forth a thought, expression or idea.
- Must take seriously, at all times, the answers and expressions given by participants, even if they themselves do not agree. Teachers/facilitators are responsible for guiding and not directing a process of awareness, development and education.
- Is conscience of the fact that the learners have their own truth and reality, a truth, which is appreciated without prejudice and should be judged according to its own merits. Without this appreciation learners will fall silent. Thus, they must never experience rejection and must be shown trust and respect at all times.

3. The Role of Participants

Participants' personal attitudes towards participatory methods are critical to the success of learning events. Participants must be prepared to take responsibility for their own learning and interaction with other participants. They will:

- Be active in the learning process
- Provide much of the content of the program
- Share their experience and analysis with others
- Participate fully in the sessions
- Be tolerant of differences in approaches and strategies

Empowerment

Empowerment is a process of people acquiring the experiences, knowledge, tools and techniques to be able to transform their lives and the society. Within this process transformation of the existing power relations is crucial.

The Concept of "Transformation"

Empowerment entails the transformation of all members and structures of society. Redistribution of power is central to this emancipation or empowerment (Paulo Freire). This redistribution must do justice to the needs and rights of all members of society, and must take place in such a way that it does not happen at the expense of others. Everyone's freedom is limited by the moment when that freedom pushes someone else aside. Thus, freedom must be negotiable. This, however, requires that each partner in the negotiations possesses the knowledge and skills necessary to bring these negotiations to a satisfactory conclusion.

A Definition of Empowerment:

Empowerment = the ability of people to direct and control their own lives.

If this is true, then the following three statements might also be true:

1. Empowered people are able to transform their lives
2. For transformation people organize themselves
3. Self-organization is an indicator of empowerment:
    - People identify their problems
    - They assess a goal or objective

- They develop a strategy
- They mobilize resources
- They start acting
- They reflect on our results

An Indicator for Empowerment

If self-organization is an indicator of empowerment we now face the problem that also criminals, terrorists, rapists and other violent people organize themselves. If we want to exclude them it is suggested here to add the following phrase:

Self-organization for creating a caring, responsible and safe environment.

Thus an empowered person is a person who acts in a caring, responsible and safe way.

By persons empowering themselves in a caring, responsible and safe way we mean the following:

- a *caring* person takes care for his/her own learning process - for work (includes voluntary activities) and income - for caring tasks - and for cultural activities and sports
- a *responsible* person is accountable for and reflects on his/her values/beliefs, motivation, rights and duties, and obligations
- a *safe* person creates physical security (shelter, food, health) and a safe social environment by the way he/she uses his/her roles, power, and the ways he/she communicates

Persons empowering themselves do these things for themselves and for the others with whom they work and live.

These three aspects of care, responsibility and safety can be identified by three leading questions: What? For what purpose? How? Through these three questions it is possible for peoples to identify basic ideas about their own self-organization in order to empower themselves:

1. **What** are the activities I care for?
   - Describes the contents of the activities.
2. **What is the purpose** of these activities I am responsible for?
   - Identifies the objectives
   - Assesses personal responsibilities

3. **How** do I implement these activities is a safe way?
    - Identifies ways of safe communication and interaction
    - Identifies the resources to be used.

Adapted from Rogier van 't Rood - October 2000

Questions for Reflection

2. What does research on human rights education indicate is the most effective way to train human rights trainers?
3. What is a participatory approach to Human Rights Education?
4. How is a participatory approach to Human Rights Education curriculum development different than a traditional approach to curriculum development?
5. Does your HRE training foster: leadership, coalition and alliance development and personal empowerment?
6. Is the use of participatory learning appropriate to the context of your program?
7. Do your training programs take into account the learning process of your target audience (i.e., mature participants, young students)?
8. How do your programs reflect the cultural sensitivities of your target group?

Reference 2-4: Emerging Models for Human Rights Education

By Felisa Tibbitts

http://usinfo.state.gov/journals/itdhr/0302/ijde/tibbitts.htm

Felisa Tibbitts describes three emerging models of human rights education.

Model 1 -- Values and Awareness

Goal: to transmit basic knowledge of human rights issues and to foster its integration into public values.

Examples: Public education awareness campaigns and school-based curriculum typically fall within this realm.

Model 2 -- Accountability

Goal: focuses on the ways in which professional responsibilities involve either directly monitoring human rights violations and advocating with the necessary authorities or taking special care to protect the rights of people for whom they have some responsibility.

Model 3 -- Transformational

Goal: geared towards empowering the individual to both recognize human rights abuses and to commit to their prevention. This model involves self-reflection and support from within the community. This model may also include leadership development, conflict resolution training, vocational training, work and informal fellowship.

Question for Reflection

Which model or combination of models is practiced in your training program with your target group?

Worksheet 2-2: Preparing the Presentation/Demonstration

Context of the presentation/demonstration:	Notes
▪ Overall goal and objectives of the training ▪ Target group description ▪ How participatory methods were used in the design and delivery of the training	
Methodology:	**Notes**
▪ Participatory methods should be used	

Day 3: What have we learned (continued)?

Over the next two days, country teams will have the opportunity to share their experiences in training teachers as well as the training materials they have used.

Recap **30 min**

Activity 1 Group 1 Presentation/Demonstration

Time

1 hour

Objective

To demonstrate examples of participatory methods used by country teams in their training sessions with teachers.

Description

30 min **Part A Presentation/Demonstration**

The facilitator begins by reviewing the evaluation grid provided on **Worksheet 3-1** and the tips for giving and getting feedback on **Reference Sheet 3-1**.

The first group presents their activity. Observers use **Worksheet 3-1** to record their observations. All participants should review the tips on giving and getting feedback in **Reference Sheet 3-1.**

30 min **Part B Discussion**

The facilitator leads a discussion on the activity.

End of Activity ■

Worksheet 3-1: Group 1 Presentation/Demonstration Evaluation

Group:_____

Element of presentation/demonstration	Weak	Average	Strong	Comments
Clear goals and objectives Were the goal and objectives clear?				
Well-defined target audiences Were the right people targeted?				
Participatory methods Were participatory methods used during the training?				
Methodology for this presentation/demonstration Were participatory methods used during the presentation/demonstration?				

Reference 3-1: Tips on Getting and Giving Feedback

Source: Marshall, 1991.

Talk in the first person.	Statements such as "I felt... " or "Your idea about..." communicate personal responsibility for responses. They do not claim to speak for others.
Be specific.	Statements such as "When you said this, I..." or "Your idea about..." focus on the particular action or statement. Avoid general comments such as "You keep..." or "You always...".
Challenge the idea or action, not the person.	It doesn't help to draw attention to the pitch of someone's voice or a stutter. Focus on actions or behaviours that a person can modify (if they agree this would be useful).
Combine recognition of what worked with a challenge to improve.	Again, be as specific as possible. For example, if a person sounds preachy in a part of the presentation but engages people in a lively way in another part, refer to the positive side as a specific model of tone, strategy, and style to be emulated.
Ask questions to clarify or probe reasons.	Questions such as "What did you take into account when you decided...?" or "What did you mean when you said...?" credit the person with selection and judgment. The questions also help avoid criticisms and suggestions that are irrelevant to what the person is trying to do.
Identify the bridges.	When you are giving critical feedback to a participant, remind her or him of what you have in common. Comments such as "I know that when we do X we tend to...", remind the person that you're on the same side. Sometimes a part of this same bridge may be to acknowledge differences. For example, "As a man, my experience is a bit different, but...".
Acknowledge how you connect to a problem.	Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a similar problem. Statements such as "I've had this problem, myself, too…" or "This is helpful for me/us to think about because..." emphasize that this is not just an academic exercise for you as facilitator.

Activity 2 Sharing of Materials

Time

1 hour

Objective

To share materials used by country teams in their training sessions with teachers.

Description

45 min **Part A Sharing**
Participants from each country share and discuss their training materials.

15 min **Part B Discussion**
The facilitator leads a discussion on the materials presented.

End of Activity ■

Lunch **1 hr 30 min**

Afternoon Cultural Activity

Day 4: What have we learned (continued)? Where do we want to be?

Over the last 3 days, participants have had the opportunity to reflect on the current state of human rights education in the region by:

- Evaluating their training activities
- Examining the current context of their work
- Identifying the challenges they encountered and the lessons learned

Participants will now continue the strategic visioning process by creating a vision of what they believe human rights education will be like in the future.

Recap **30 min**

Activity 1 Group 2 and Group 3 Presentations/Demonstrations

Time

2 hours

Objective

To demonstrate examples of participatory methods used by country teams in their training sessions with teachers.

Description

30 min **Part A Presentation/Demonstration**
The second group presents their activity. Observers use **Worksheet 4-1** to record their observations.

30 min **Part B Discussion**
The facilitator leads a discussion on the activity.

Break **30 min**

30 min **Part C Presentation/Demonstration**
The third group presents their activity. Observers use **Worksheet 4-2** to record their observations.

30 min **Part D Discussion**
The facilitator leads a discussion on the activity.

End of Activity ■

Lunch **1 hr 30 min**

Worksheet 4-1: Group 2 Presentation/Demonstration Evaluation

Group:_____

Element of presentation/demonstration	Weak	Average	Strong	Comments
Clear goals and objectives Were the goal and objectives clear?				
Well-defined target audiences Were the right people targeted?				
Participatory methods Were participatory methods used during the training?				
Methodology for this presentation/demonstration Were participatory methods used during the presentation/demonstration?				

Worksheet 4-2: Group 3 Presentation/Demonstration Evaluation

Group:_____

Element of presentation/demonstration	Weak	Average	Strong	Comments
Clear goals and objectives Were the goal and objectives clear?				
Well-defined target audiences Were the right people targeted?				
Participatory methods Were participatory methods used during the training?				
Methodology for this presentation/demonstration Were participatory methods used during the presentation/demonstration?				

Activity 2 Strategic Visioning

Time

2 hours

Objective

- To introduce concept of Strategic Visioning in the context of human rights education
- To identify a vision of future human rights education work at a local, national and regional perspective

Description

You will now create a vision of what human rights education work will be like in the future. 'Keep your feet on the ground, but reach for the stars!'

30 min

Part A Group work

The facilitator begins by reviewing the key concepts of strategic visioning discussed in Day 1 and the process to date.

The resource person discusses the importance of developing a strategic vision when working in human rights education. Some of the issues he/she addresses are the following:

- What is a strategic vision for human rights education
- Important factors affecting a strategic vision
- How strategic and operational plans differ

Group work for the participants is as follows:

1. The facilitator divides participants into mixed groups.
2. Each group receives a large piece of paper and materials to draw/paint.

Cont'd ▸ ▸ ▸

3. In your group, draw a picture of your collective vision about what the future of HRE training looks like. Some questions to guide your visioning:
    - Is what young people are learning in school today what they should be learning in three years?
    - Are the strategies and tools for learning different in the vision of our school in three years than they are today?
    - Are the roles of students, teachers, administrators, parents and other community members different in our school of the future than they are now?
    - Has our mission changed?
4. As a group, ask each other clarifying questions (why did you draw this? What does it symbolise?), then write down words and short phrases that describe the image.
5. From the words, write your group's vision statement or a 5-word inspirational statement, or slogan on **Worksheet 4-3**.

30 min **Part B Group discussion**

Each group shares their image/vision statement with the larger group and the resource person comments.

Lunch **1 hr 30 min**

1 hr **Part C Presentation**

A resource person shares his/her strategic visioning insights with the group. The resource person describes the situation from when she/he first started in the field of HRE work, and how things have changed, and what were the influencing factors.

End of Activity ■

Worksheet 4-3: Our Vision

Break **30 min**

Activity 3 Building a Strategic Vision for the Team: A Look to the Future

Time

1 hr

Objective

To define each country group's strategic vision.

Description

In country groups discuss the following sets of questions in **Worksheet 4-4**. There are many questions. You do not have to answer all of the questions, choose the questions that are of most importance to you. Questions are adapted from The Fifth Discipline Field Book, Senge, Peter, 1994.

Each group writes a summary of their results and prepares a presentation of the summary for the next activity.

End of Activity ■

Worksheet 4-4: Defining Our Strategic Vision

It is three years from today's date and your team has worked together to create a great human rights education training program for your country or in your region. Now, it is your job to describe it, as if you were able to see it, around you. Reflect on these questions and describe a shared vision of your team's future human rights work.

Question	Our Vision
Three years from now, 1. Who are the stakeholders of the program we created? 2. How do we work with them? 3. How do we produce value for them? 4. How do they know that our HRE training is good?	

Worksheet 4-4: Defining Our Strategic Vision continued

Question	Our Vision
5. How is our work in HRE perceived by our stakeholders (e.g., parents, teachers, community leaders, etc.)? 6. What is our unique contribution to the field of human rights education? 7. What is the impact of our HRE work?	

Worksheet 4-4: Defining Our Strategic Vision continued

Question	Our Vision
8. Where does our funding come from? 9. How do we handle good times? 10. How do we handle bad times?	

Worksheet 4-4: Defining Our Strategic Vision continued

Question	Our Vision
11. What have we done to ensure the future of our program/our work? 12. What have we done to ensure our vision of the future for our grandchildren?	

Activity 4 Presentation / Discussion of Strategic Vision for Each Team

Time

1 hr

Objective

To present the strategic visions of each group.

Description

40 min **Part A Group presentations**
A reporter from each group presents their "vision of the future of HRE work" and discusses challenges (10 min each group).

30 min **Part B Discussion**
The facilitator leads a discussion on the groups' findings.

End of Activity ■

Evaluation Reflection Journal

Time

30 min

Participants fill in a reflection journal of the day's events.

Recall: Reflection Journal

What is a reflection journal?

A reflection journal is where you record your experience, and more importantly, your thoughts, analysis, and reactions to that experience. Journals are a key tool of reflective practitioners.

Why is it useful to keep a journal?

1. Keeping a reflection journal provides a record. For example there may be times when you need to record actions: for legal reasons, as an organizational history for funders and others, etc.
2. A journal promotes more thoughtful reflection: a journal is not only a means of reflection, but also a record of reflections.

When is it best to keep a journal?

Write your journal entries when you feel there is a need to do so. The journal should not represent additional work but should feel like part of your work if it is helping you sort through a complex and ambiguous situation. Some people write daily, weekly, even bi-monthly.

How is it done?

If you are in the habit of keeping a journal on your human rights work, continue using that format if you find it useful. If not, you may find these three simple questions helpful:

- What? Answering the "What?" question means describing your experience.
- So what? The "So what?" question should promote writing about your analysis and interpretation as well as emotions and feelings about your experience.
- Now what? The "Now what?" question leads to thinking about action.

Reflection Journal Entry

Record here your experience of today's workshop and more importantly, your thoughts, analysis and reactions to this experience.

Your Reflections	Your Partner's Comments

Day 5 How will we know when we get there? What is our action plan?

In Day 4, each of the country teams developed a "picture of the future" of their human rights education work. During Day 5, country teams will explore strategies or sets of actions that will enable them to make their vision of the future a reality. This will involve:

- Identifying potential challenges, risks, and strategies to address these
- Determining "SMART" results and indicators to track progress
- Developing a strategic timeline

Recap 30 min

Activity 1 Overcoming Challenges

Time

1 hr

Objective

To analyze barriers to the realization of the strategic vision prepared by each group.

Description

In country groups refer to the "vision" and discuss barriers, concerns, and risks associated with your strategic vision. Complete **Worksheet 5-1** with your group. Be sure to include a few alternative strategies to avoid risks to accomplishing your objectives.

End of Activity ■

Worksheet 5-1: Strategic Visioning (Example)

Strategic Vision: _____

Impact (the Future)	Strategic Objectives	Challenges: Can we do this? What are the risks? Alternatives: What can we do to minimize risks?
More teachers doing more effective HRE with their students	Strategic objective 1: CAPACITY We will strengthen our capacity to design and implement HRE workshops for teachers	▪ No funding available or reduced funding ▪ Change in government policy regarding HRE ▪ Risk management strategies ▪ Identify alternatives
	Strategic objective 2: PARTNERSHIP-BUILDING Increase participation of the [indicate target group] in building a culture of human rights in schools	
	Strategic objective 3: IMPLEMENTATION Ensure the State meet its obligations to the HRE program in schools	

Worksheet 5-1: Strategic Visioning

Strategic Vision: _____

Impact (the Future)	Strategic Objectives	Challenges: Can we do this? What are the risks? Alternatives: What can we do to minimize risks?

Activity 2 "SMART" Results and Indicators

Time

2 hours

Objective

To identify "SMART" results and indicators for the strategic plans.

Description

In Activity 1, you identified the impacts (or the vision of the future) in your particular human rights education context and the necessary objectives to reach these impacts. The next step is to identify key results which will help you determine whether you've achieved the objectives you have set.

Results are time bound and as such, any strategic plan must consider achievable results within a defined time frame (in our case, 3 years).

Once we have identified more precise results, specific indicators must also be identified for particular target groups. What target groups are you interested in reaching? (i.e., teachers, university professors, students, parents, the Ministry of Education) How will you reach them? How will you know if your HRE training program is reaching its targets?

In **Part A**, you will work in your country teams to identify more precise results within your strategic plan.

In **Part B**, you will identify associated indicators for the results.

1 hr

Part A Identify results

Each team identifies results that stem from the impacts they identified in Activity. Fill in the "What is the future?" and "What will be different?" columns from **Worksheet 5-2**.

Cont'd ▸ ▸ ▸

The key to identifying results is not to focus on *what* will be done, but on *how* the situation will be different. The "what will be done" represent the activities that lead to results. Results tell us how the situation will be different.

"SMART" Results

- **Specific**: It should specify the nature of the change, the target groups, the target region, etc.
- **Measurable**: It can be measured by using indicators
- **Achievable**: It is realistic
- **Relevant**: It is an answer to the identified need
- **Time bound**: It can be achieved in the time frame of the project

Break **30 min**

30 min **Part B Identify indicators**

Each team identifies success indicators for the results from Part A. Complete the "Success Indicators" column in **Worksheet 5-2**.

Selecting Indicators

An indicator is a measure or pointer that helps to quantify or describe achievement of results. It helps to demonstrate progress when things go right and provides an early warning signal when things go wrong. Indicators only indicate—they do not tell the whole story. For example, indicators do not explain why progress did or did not occur. Selecting the "right" indicators is critical. Data for indicators must be reliable and consistent over time, sensitive to progress toward results, feasible and affordable to collect and analyze, and useful for decision making.

Source: UNFPA. (2000). Results-Based Management at UNFPA. Available online: http://www.unfpa.org/results/docs/rbminfomaterials.doc.

30 min **Part C Group discussion**

The facilitator leads a discussion on the groups' findings.

End of Activity ■

Lunch **1 hr 30 min**

Worksheet 5-2: Identifying Results and Indicators (Example)

What is the future? Impact	What will be different? Key Results	How will we know it is different? Success Indicators
IMPACT: More teachers doing more effective HRE with their students	1. Regular training of teachers [the target group]	- Quality of design and development of HRE sessions improves - Teachers incorporating HRE in different subject areas
	2. Strong network of HRE trainers	- HRE trainers regularly attending meetings and sharing experiences (meetings X times per year) - HRE trainers attending other sessions on HRE and/or training - Equal representation of men and women trainers
	3. Comprehensive evaluation strategy	- Continuous reflection/ assessment of our own practices and capacity - Regular follow-up meetings with teachers (X times per year)

Worksheet 5-2: Identifying Results and Indicators

Impact: What is the future?	Key Results: What will be different?	Indicators of Success: How will we know it is different?

Activity 3 Strategic Timeline

Time

2 hrs

Objective

To determine a timeline of activities for the implementation of the strategic plan over the next 3 years.

Description

There is a gap between today's current reality and the vision you have of the future. This activity enables each group to plan key activities over the next three years to realize its strategic vision.

1 hr **Part A Work in a group**

Use **Worksheet 5-3** to visualize the steps necessary to reach your goal. Have a group reporter summarize a flipchart version of the worksheet.

1 hr **Part B Presentations and group discussion**

Each group presents a summary of their timeline (10 minutes each) and the facilitator synthesizes the results..

End of Activity ■

Break **30 min**

Worksheet 5-3: Strategic Timeline

Strategic Objectives	Within 6 months	Within 12 Months	Within 18 Months	Within 2 Years	Within 3 Years

Worksheet 5-3: Strategic Timeline continued

Strategic Objectives	Within 6 months	Within 12 Months	Within 18 Months	Within 2 Years	Within 3 Years

Activity 4 Building Group Energy for the Future

Time

1 hour

Description

Final energizing activity!

End of Activity ■

Activity 5 Workshop Evaluation

Time

30 min

Description

Final evaluation questionnaire.

End of Activity ■

End of Workshop