



Canadian Human Rights Foundation
Fondation canadienne des droits de la personne

Human Rights Education

for Teachers

Training Manuals from
Kazakhstan, Kyrgyzstan, and Uzbekistan

Human Rights Education for Teachers in Central Asia

Training Manuals from Kazakhstan, Kyrgyzstan, and Uzbekistan



Fondation canadienne des droits de la personne
Canadian Human Rights Foundation

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Introduction

This publication, which we are proud to present to you, is a collection of three teacher training manuals developed by National Teams of human rights trainers in Kazakhstan, Kyrgyzstan and Uzbekistan, who participated in the Canadian Human Rights Foundation's (CHRF) four-year program Human Rights Education Capacity Building for Teachers in Central Asia.

The National Teams, of approximately 10 human rights trainers each, were formed in early 2002, at the beginning of the Program. In partnership with CHRF, these Teams developed their own approaches to working with teachers, taking into consideration the particular context of their respective countries as well as the needs of their target audiences. Their different approaches are reflected in the training manuals they developed, pilot tested and revised. Using these manuals, every Team implemented five local workshops, each for approximately 25 teachers. The Teams received positive feedback from teachers who took part in their workshop. Many report that they use ideas and activities from the workshops in their work with students as well as when training their fellow teachers.

We hope that you will also find this publication useful in your human rights education work. We would appreciate it very much if you let us know. Please write to us at chrf@chrf.ca.

The manuals, initially developed in Russian, were subsequently translated into English and are available in hard copy as well as on the CHRF website at www.chrf.ca.

We appreciate the contribution of all those individuals and organizations who assisted in the development, translation and production of this publication. In particular we acknowledge the hard work and dedication of the National Teams in Kazakhstan, Kyrgyzstan and Uzbekistan and the CHRF team who supported them.

The Program and this publication were financially supported by the Canadian International Development Agency (CIDA), whose funding and we gratefully acknowledge.



Ian Hamilton

Executive Director



Canadian Human Rights Foundation
Fondation canadienne des droits de la personne

Human Rights Education

for Teachers

Workshop Manual

Kazakhstan Team of
Human Rights Trainers

Kazakhstan Team of Human Rights Education Trainers

Human Rights Education in School Training for teachers

Almaty, Kazakhstan

Workshop Manual

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Introduction

The goal of this training program is to strengthen the skills of Kazakhstani teachers to promote human rights education in schools.

Program objectives

- To develop a general understanding of human rights and how they are related to the school environment
- To introduce content and methodology of human rights education for school students
- To facilitate networking and partnership activities among teachers
- To develop lesson plans/programs on human rights for secondary school

This Manual is based on the materials of the Canadian Human Rights Foundation (Montreal, Canada), Amnesty International, the Center for Conflict Management (Kazakhstan), and the Youth Human Rights Groups in Kyrgyzstan. This manual was prepared by S. Bekmambetova (Almaty, Kazakhstan).

The program was made possible through generous funding from the Canadian International Development Agency (CIDA).

Session 1

Introduction

Activity 1	Meet the Group	1 hr
Activity 2	Ground Rules	20 min
Activity 3	Expectations and Content of the Program	30 min



Activity 1 Meet the Group

Objective

To meet the participants.

Total time

1 hr

Description

This is a two-part activity. The activity helps the participants to see that human rights education is presented in various school subjects and by teachers with different experiences.

20 min

Part A

Form 4 groups of 5-6 participants.

Ask the participants to draw a “tree of life” for their small group (use **Worksheet 1**). Explain to the participants that:

- The upper branches (crown) correspond to the participants’ names.
- The roots correspond to the location (region, town, or neighborhood) from which the participants came to the training.
- The trunk of the tree corresponds to participants’ organizations.
- The leaves correspond to the school subjects, which the participants teach in schools.
- The fruits correspond to the achievements, programs that were developed or are going to be developed by the participants as well as educational materials designed by the participants.
- The buds of the tree correspond to dreams about the future.

Cont’d ▶ ▶ ▶

- Specify the time frame of the work – 20 min.
- Explain to the participants that they can make written and graphic presentations.
- Distribute flipcharts and markers among the participants. In order to save time, you may prepare tree design on flipcharts in advance.
- Allow enough space for small group work.
- Together with co-facilitators, monitor time frame of the work.
- Prepare a sample tree in advance and place it on the board.
- Invite the participants to come back to their work places.
- Explain to the participants that each group has 5 minutes for presentation.

40 min

Part B

1. The facilitator gives the reporter of each group 5 minutes for their presentation.
2. After each presentation, the facilitator collects drawings and the co-facilitators helps hang them up on the walls in the working room.

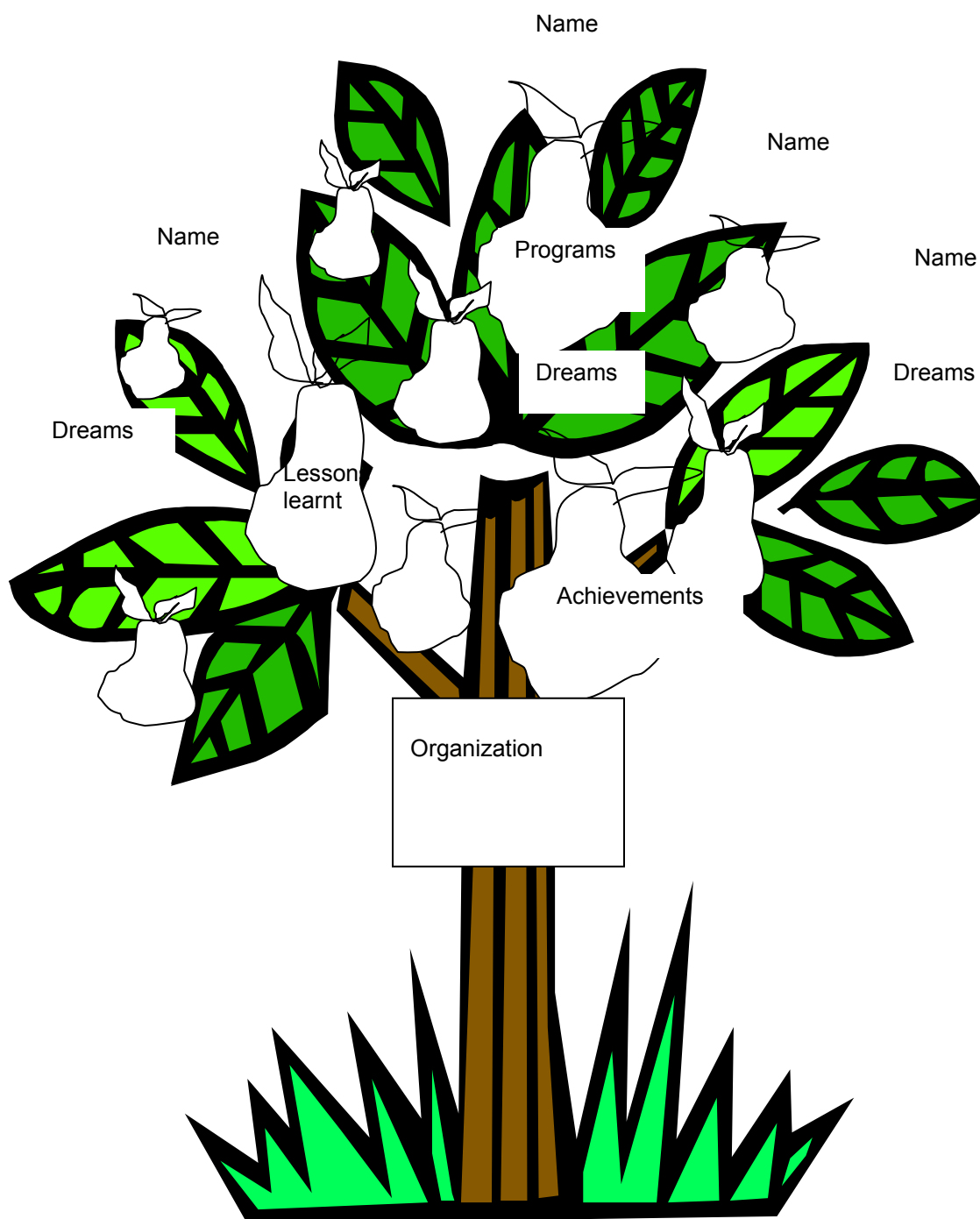
End of Activity ■

Tips for facilitators: Three ways of sub-dividing participants into groups.

- Ask participants to call out numbers 1 to 4. “Ones” make one group; “twos” make another, and so on. Participants then group together according to their number.
- Before the lesson prepare a bag with candies equal to the number of students in the class. The candies must differ in taste or wrapper colour, and be of 4 different kinds. Distribute one candy to each participant. Each participant has to take one candy. Those who have, for example, fruit candies make up one group, chocolate candies make up another one, and so on.
- Prepare pieces of paper numbered 1 to 4 and place them in a bag. Each participant pulls a piece of paper from the bag and participants group together according to their number.

Reference: Democracy Education Foundation

Worksheet 1: Tree of Life



Activity 2 Ground Rules

Objective

The aim of this activity is to establish ground rules for working in the group, based on mutual respect.

Time

20 min

Description

Discussing and accepting ground rules are very important steps. Group work, especially during the first sessions of the workshop, greatly depends on participants' ability to work as a group and to internalize the ground rules. Ground rules are the rules of behavior in the group agreed upon by this group. Rules are necessary from the very beginning of the workshop in order to give participants an understanding of what is expected of them and in order to direct them to achieve the group's goals and objectives.

When working with children, it is very important to draw their attention to the cooperation in the development of rules. Usually children, having no experience working in a group, simply do not know how to behave when participating in such a setting. They obey certain rules of behavior, which they have been exercising since elementary school. For example, they know it is necessary to raise their hand to speak. It is necessary to explain to them that group work has its own rules and that nobody will be punished if he/she does not know how to behave.

Usually, children grasp such requirements very quickly, and you may develop standards, which can help you to create good environment for further work.

Reference: Rosmary Smith. Group Work with Children and Teenagers. Moscow, 2000

Cont'd ► ► ►

Develop ground rules for the training session in your group.

1. On a flipchart, list main ground rules and explain their importance for working as a group.

Examples of ground rules:

- Communication under the “Here and now” principle
 - Evaluate ideas, not individuals
 - Active participation
 - Respect
 - Be on time for the sessions
 - Each participant of the group has the right to speak
2. If participants do not have ideas to start, you may help them. Remember that rules that begin with a negative adverb (i.e. not or don’t) - will not be perceived positively.
 3. Write down some ground rules. Remember the more rules you make the less attention participants will pay to them.
 4. Formulate your rules. The facilitator writes them on a flipchart and hangs it up on the wall.

End of Activity ■

Activity 3 Expectations and Content of the Program

Objective

The aim of this activity is for participants to identify their expectations from the training session and to discuss these expectations with regards to the goals, objectives and content of the program.

Time

30 min

Description

When participants define their expectations for a workshop to ensure certain level of comfort for them. These expectations help the facilitator and participants achieve their objectives within the time available, and evaluate the achievements.

Usually children appear in a group having unclear expectations. When the work begins they should be assisted in clarifying their objectives. Children find difficult understanding abstract concepts and require assistance.

Reference: Rosmary Smith. Group Work with Children and Teenagers. Moscow, 2000.

This is a two-part activity.

10 min

Part A

1. The facilitator provides each participant with a *Map of Expectations and Resources* (Worksheet 2).
2. The facilitator explains the purpose of the map, which will help participants see the link between expectations and educational objectives of the training session.

Cont'd ► ► ►

3. The facilitator suggests that the participants include the following information into the map:
 - On the right side: Notes indicating 2 expectations from the training session
 - On the left side: Human rights education experience, which the participant can share during the training session (2 suggestions)
 - On the top: Participant's objective of participation in this training session
4. The facilitator announces the time frames for individual work (5 – 7 min).
5. The participants return their maps to the facilitator, and he/she prepares overview of the participants' expectations and resources.
6. Whenever possible, the facilitator groups the expectations and resources.

20 min

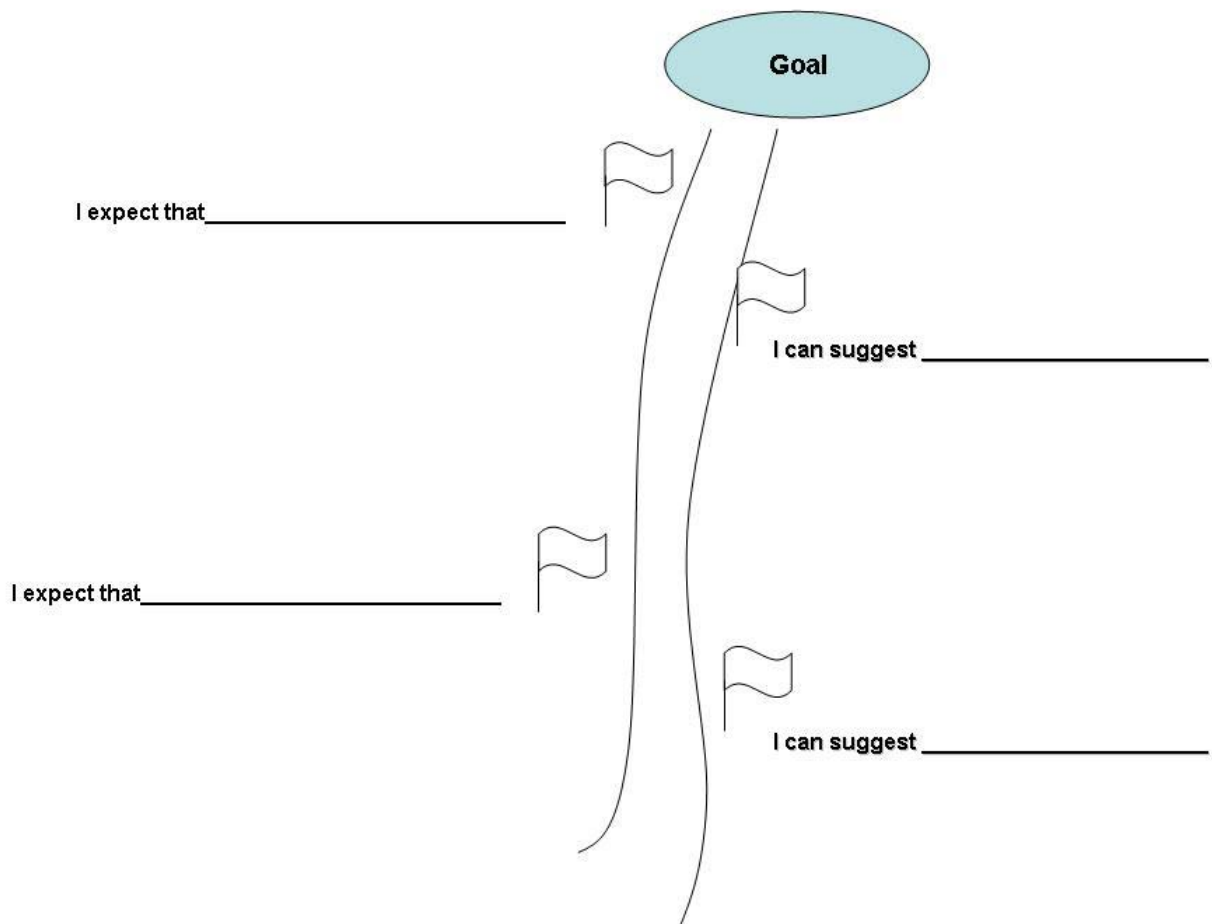
Part B

1. The facilitator presents overview of the goals, objectives and content of the program.
2. The facilitator presents expectations and resources of participants, by asking the following questions:
 - Do you think that the content of the program meets your expectations and your working needs?
 - What topics do you want to spend more time on during the training session?
 - What could be done during or after the session to satisfy individual needs?
 - What could be your contribution?

End of Activity ■

Worksheet 2: Map of Expectations and Resources

Participant's name _____



Session 2

What are Human Rights?

Activity 1	My Understanding of Human Rights	60 min
Activity 2	Basic Human Rights Concepts	1 hr 20 min
Activity 3	Presentation: Human Rights Situation in Our Country	40 min



Activity 1 My Understanding of Human Rights

Objective

The aim of this activity is for participants to reflect on their own understanding of human rights.

Time

60 min

Description

This is a three-part activity.

The participants will work in 2 groups.

10 min

Part A

The facilitator asks participants to reflect on the concept of human rights and to give answers to the question:

What do human rights mean to you? Give some examples. Record your reflection below.

Cont'd ► ► ►

25 min

Part B

The facilitator asks the participants to reflect on definitions of human rights given below.

Human rights are defined as:

“Concept of human rights is rooted in the doctrine of natural rights, which propose that all members of the society possess basic rights in addition to rights provided by laws simply because they are human beings.

Human Rights are aimed to protect those qualities, interests and opportunities that are necessary to ensure adequate level of life of a person. Some basic rights are usually considered to be innate, natural and inalienable, and they cannot be violated by the state.”

Reference: Albert J. Jongman, Alex P. Schmid. Human Rights Glossary. The Netherlands, 1994. Moscow.

“...international ethical vision of the principles to follow in life”

“...system of values that declares dignity and significance of every human being”

“...rights are ‘universal’ for all regardless of race, sex, national or social origin because he/she is a human being”

Reference: Fisher and MacKley, L.G. (1996) Gender Justice: Human Rights. Rights of Women are Human Rights. Unitarian Universalist Service Committee.

“Human rights can be defined as those basic standards without which people cannot life in dignity as human beings. Human rights are the foundation of freedom, justice and peace.”

Reference: First Steps. Amnesty International.

Discuss the following questions in the larger group:

1. Have you changed your understanding of human rights?
2. Do you consider human rights to be universal?
3. Do you think the group shares common concept of human rights?

Cont'd ► ► ►

25 min

Part C

1. Using prepared cards, the facilitator reads disputable statements.
2. Asks participants after they have heard the statement to take position by standing on your right if they agree with the statement and on your left if they do not agree with the statement. Participants with no clear position may stand in-between these two groups.
3. As soon as all the participants have moved into position, ask them to explain their choice.
4. Repeat this procedure with all the statements.

Examples of possible statements:

- Human rights are ideals. They have no practical value.
- Human rights change. Thus they can never be constant.
- There is no need to introduce human rights to children. Adults should observe them.
- Men have more rights than women.
- Human rights are a luxury to be enjoyed only by rich countries.
- I do not need to protect human rights. It's the State's responsibility.

Questions for debriefing the activity:

1. Was it difficult to come to an agreement on some statements?
2. Was it easier with other statements?
3. Can you say that some statements are more important to you than others? Why?
4. Are there issues which you would give more time?

End of Activity ■

Activity 2 Basic Concepts of Human Rights

Objective

The aim of this activity is to reflect on some key concepts of human rights, which are declared in the Universal Declaration of Human Rights (UDHR).

Time

1 hr 20 min

Procedure

This is a two- part activity.

Thirty articles of the UDHR represent a declaration of economic, social, cultural, political, and civil rights. This document is universal because it can be applied to any person in the world, and indivisible, because all rights are equally important for the full realization of the potential of an individual.

30 min

Part A

1. The facilitator divides the participants into 4 groups.
2. The facilitator provides each group with two human rights principles, which are listed below.

Human rights principles:

Equality	Indivisibility
Universality	Interdependency
Human dignity	Inalienability
Non-discrimination	Responsibility

Each group prepares a 5-minute presentation on their principles. The participants review the principles and add their own ideas. Refer to **Reference Sheets 1, 2 and 3**.

The participants prepare explanations of their terms for the larger group. Use a flipchart for the presentation.

Cont'd ► ► ►

50 min

Part B

The facilitator invites each group to present their understanding of human rights principles. Then he/she leads a discussion on interpretation and application of terms in groups. (20 min)

The facilitator leads a general discussion asking the following questions (30 min):

- What do these principles mean for you?
- How can they be applied?
- What barriers exist for their application?

End of Activity ■

Reference Sheet 1: Basic Principles of Human Rights

EQUALITY:

The basis of human rights is that "all human beings are born free and equal in dignity and rights." (UDHR Article 1).

UNIVERSALITY:

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognize and uphold them. The universality of rights does not mean, however, that they cannot change or that they are experienced in the same manner by all people.

NON-DISCRIMINATION:

The Universal Declaration of Human Rights and subsequent international human rights law afford the same rights and responsibilities equally to all women and men, boys and girls, by virtue of their humanity, and regardless of any role or relationship they may have.

INDIVISIBILITY:

Human rights should be addressed as an indivisible body, including civil, political, social, economic, cultural, and collective rights.

INTERDEPENDENCE:

Human rights concerns appear in all spheres of life — home, school, workplace, courts, markets— everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.

RESPONSIBILITY:

A. GOVERNMENT RESPONSIBILITY: Human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.

B. INDIVIDUAL RESPONSIBILITY: Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.

C. OTHER RESPONSIBLE ENTITIES: Every organ of society, including corporations, nongovernmental organizations, foundations and educational institutions also shares responsibility for the promotion and protection of human rights.

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

Reference Sheet 2: Introduction to the Universal Declaration of Human Rights

Rights for all members of the human family were first articulated in 1948 in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world's population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every person in the world was entitled and ensure that the future of humankind would be different.

The 30 articles of the Declaration together form a comprehensive statement covering economic, social, cultural, political, and civil rights. The document is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realization of one's humanity). A declaration, however, is not a treaty and lacks any enforcement provisions. Rather it is a statement of intent, a set of principles to which United Nations member states commit themselves in an effort to provide all people a life of human dignity.

The influence of the UDHR has been substantial. Its principles have been incorporated into the constitutions of most of the more than 185 nations now in the UN. Although a declaration is not a legally binding document, the Universal Declaration has achieved the status of customary international law because people regard it "as a common standard of achievement for all people and all nations."

Reference: Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights. (1998). Human Rights Education Associates, Amnesty International, USA.

Reference Sheet 3: A Summary of the Universal Declaration of Human Rights

<ul style="list-style-type: none"> • Right to equality • Freedom from discrimination • Right to life, liberty, personal security • Freedom from slavery • Freedom from torture and degrading treatment • Right to recognition as a person before the law • Right to equality before the law • Right to remedy by competent tribunal • Freedom from arbitrary arrest, exile • Right to a fair public hearing • Right to be considered innocent until proven guilty • Freedom from interference with privacy, family, home, and correspondence • Right to free movement in and out of any country • Right to asylum in other countries from persecution • Right to a nationality and freedom to change it 	<ul style="list-style-type: none"> • Right to marriage and family • Right to own property • Freedom of belief and religion • Freedom of opinion and information • Right of peaceful assembly and association • Right to participate in government and free elections • Right to social security • Right to desirable work and to join trade unions • Right to rest and leisure • Right to adequate living standards • Right to education • Right to participate in cultural life and community • Right to social order assuring human rights • Community duties essential to free and full development • Freedom from state and personal interference in the above rights
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Activity 3 Current Human Rights Situation in Our Country

Objective

The aim of this activity is to familiarize the participants with current human rights situation in Kazakhstan.

Time

1 hr 45 min

Description

The resource person gives a presentation on the human rights situation in Kazakhstan.

Key elements of the presentation:

1. Observance of human rights in Kazakhstan
2. International human rights documents, ratified by Kazakhstan
3. Observance of rights of the child in Kazakhstan
4. Human rights defence and education organizations

The facilitator offers the participants to fill in a card which reflects the main problems concerning the observance of human rights in the country, based on the content of presentation. The facilitator pays special attention to the problems related to observance of rights of the child in Kazakhstan. Use **Worksheet 3**.

Each country has its own history of human rights: for example, Russia and Hungary, as a result of many centuries of peasant struggles, adopted in 1848 the law on abolition of serfdom.

Even earlier, in 1215, feudalists of England signed the *Carta Magna* with the king Iowan, and limited his tyranny by the constitutional framework.

In contemporary history we can find many examples of movements for freedom and human rights.

We are all responsible for protection and promotion of human rights. Although states are taking responsibilities to protect human rights, many non-governmental organizations (NGOs) are actively struggling for promotion, development and protection of human rights.

Reference: Marc Taylor. European Convention on Human Rights Protection. Starting Points. Teacher's Manual.

End of Activity ■

Worksheet 3: Presentation on Human Rights Situation

City/town, region: _____

Main HR problems

Victims of human rights violations

Violators

Problems related to children

Problems related to women

Contributing factors

What is being done to solve human rights problem

Daily Evaluation: Interview

Objective

The aim is to get feedback from participants about the day's activities.

Time

20 min

Description

The facilitator explains the procedure to follow.

End of Activity ■

Session 3

School Context

Activity 1	Human Rights Atmosphere in the Schools	1 hr 30 min
Activity 2	What Does Human Rights Education Mean?	1 hr 10 min
Activity 3	Participatory Approach in Human Rights Education And Interactive Methods of Teaching	1 hr 30 min
Activity 4	School Rules	1 hr 30 min



Activity 1 Human Rights Atmosphere in the School

Objectives

The aim of this activity is to analyze human rights climate in your school.

Time

1 hr 30 min

Description

The questions below are adapted from the United Nations Universal Declaration of Human Rights (UDHR). Some of these issues relate more directly to the UDHR than others. All of these questions are related to the fundamental human right to education found in Article 26 of the UDHR. It asserts:

“Everyone has the right to education... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.”

When discrimination is mentioned in the questionnaire below, it refers to a wide range of conditions: race, ethnicity/culture, sex, physical/intellectual capacities, friendship associations, age, culture, disability, social class/financial status, physical appearance, sexual orientation, life style choices, nationality, and living space. This is a much more expansive list than that found in the UDHR but is more helpful in assessing the human rights “temperature” in your school community.

The results should provide a general sense of the school's climate in light of principles found in the UDHR. Obviously more questions are needed and follow-up questioning during the discussion will enrich the assessment. These questions can help to identify specific areas of concern that need to be addressed.

Reference: David Shiman and Kristi Rudelius-Palmer, Project “Economic and Social Justice through Human Rights Perspective”, published by University of Minnesota Human Rights Resource Center (1999).

This is a two-part activity.

40 min

Part A

1. The facilitator divides participants into 4 groups and provides each participant with a questionnaire (**Worksheet 4**).
2. The participants work individually and fill out the questionnaire.
3. Together with the group, participants discuss questions and reflect on the current human rights situation in the school.

Cont'd ► ► ►

50 min

Part B

1. The facilitator continues to lead a discussion on human rights situation in the school. The participants make suggestions which can help to improve situation.
2. The facilitator records suggestions on a flipchart.

End of Activity ■

Worksheet 4: Taking The Human Rights Temperature Of Your School: The Questionnaire

Directions: Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, and staff). Add your score to determine the overall assessment scores for your school.

	Rating Scale	1 No	2 Rarely	3 Often	4 Yes
My school is a place where students are safe and secure. (Art. 3 & 5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All students receive equal information and encouragement about academic and career opportunities. (Art. 2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of the school community are not discriminated against because of their lifestyle choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26 & 29)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When conflicts arise, we try to resolve them through non- violent and collaborative ways. (Art. 3, 28)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No one in our school is subjected to degrading treatment or punishment. (Art. 5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My personal space and possessions are respected. (Art. 12 & 17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures. (Art. 2, 6,13, 14 & 15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.(Art. 19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27 & 28)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school have the right to form associations within the school to advocate for their rights or the rights of others. (Art. 19, 20, & 23)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 26 & 29)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 20 & 29)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions. (Art. 23 & 24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees in my school are paid enough to have a standard of living adequate for the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families. (Art. 22 & 25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kazakhstan Team of Human Rights Trainers

I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school community. (Art. 1 & 29)

☐ ☐ ☐ ☐

Possible maximum score = 100 points for observance of human rights

Evaluation of the situation in my school _____

Activity 2 What Is Human Rights Education

Objective

The aim of this activity is to encourage participants to define the meaning of human rights education in a secondary school system.

Time

1 hr 10 min

Description

This is a three-part activity.

30 min

Part A

Divide the participants into 4 groups. Provide participants with instructions according to **Worksheet 5**.

The facilitator provides each group with one element of human rights education listed in **Reference Sheet 4**

30 min

Part B

1. Each group presents the findings of the discussion on human rights education to the larger group.
2. After each presentation, all participants can add their ideas and the facilitator summarizes the discussion.

10 min

Part C

The facilitator gives the participants some time to think and then answer questions given below (individually):

- Why is it necessary to teach human rights in schools?
- Add your ideas into the table. Write down key words on meta-cards and fix them on the wall.

End of Activity ■

Worksheet 5: Elements of Human Rights Education

“The General Assembly proclaims this Universal Declaration of Human Rights... to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms...”

Reference: From the PREAMBLE to the Universal Declaration of Human Rights

There are lots of references to human rights education in Universal Declaration of Human Rights. The aim of this activity is to give a proper definition of “human rights education” which distinguishes it from other education forms.

In small groups choose one of the elements listed below and describe how this element is defined in human rights education situation. While you are working in small groups, think about how these elements correlate with other elements given in the Worksheet.

What are the goals of human rights education?

What should be included in the content of human rights education?

What methods and techniques are the most relevant in human rights education?

Describe the role of the teacher and students for effective human rights education:

Cont'd ► ► ►

Reference Sheet 4: Human Rights Education

Human rights education is all about helping people to develop to the point where they understand human rights and where they feel that they are important and should be respected and defended.

These lessons give children skills, knowledge, and attitudes which they will need to work towards a world free of human rights violations.

Reference: First Steps. Amnesty International

Knowledge and understanding. Understanding moral aspects of human rights. Knowledge about main human rights, rights of the child from the Convention on the Rights of the Child. Knowledge about specific rights of children to development and protection. Understanding of reasons why they have these rights. Understanding the consequences of children's rights violation. Knowledge about ways to protect your own rights.

Skills. Skills to analyze situations, social events from the point of view of human rights. Skills to identify violations of the rights of the child. Skills to defend human rights, rights of the child. Skills to work in a group, to cooperate, to help, to come to agreement with others. Skills to participate in discussions. Skills of public speaking, listening skills, skills to organize joint work.

Values. Respect others, be tolerant to other points of view, interests, traditions. Being able to feel dignity of every person. To be sympathetic to other people, to see good qualities in other people. Feel personal responsibility before other people. Trust people and make them trust you.

Reference: Rights Stuff. Amnesty International.

Activity 3 Participatory Approach in Human Rights Education and Interactive Methods of Teaching

Objectives

The participants are introduced to elements of the participatory approach in education.

Time

1 hr 30 min

Description

The facilitator explains the elements of the participatory approach in education by referring to:

Reference Sheet 5: Participatory approach – learning spiral

Reference Sheet 6: Keys to successful learning

Reference Sheet 7: Why participatory approach in human rights education?

Reference Sheet 8: Effective Training Techniques

Discuss the following questions in a group:

- Do you use participatory techniques in your human rights training activities?
- Why it is good to use participatory approach?
- What are the advantages of using participatory approach?
- What are the challenges for using this approach?
- How to deal with these challenges?
- Do you use participatory approach in other spheres of your human rights work in addition to education?
- Why is a participatory approach appropriate for teaching human rights to children?

End of Activity ■

Reference Sheet 5: Participatory Approach – The Learning Spiral

Underlying Beliefs

People learn more effectively when:

- their own capacity and knowledge is valued
- they are able to share and analyse their experiences in a safe and collective environment
- they are active participants in the learning process

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

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

Some Assumptions About Ourselves as Educators

1. We know less than the participants to our programs about their particular social context
2. Who we are has been shaped by our particular knowledge, experience, and perspectives
3. We bring a knowledge of theory and practice of participatory education and will contribute it as appropriate

The Curriculum Design Model

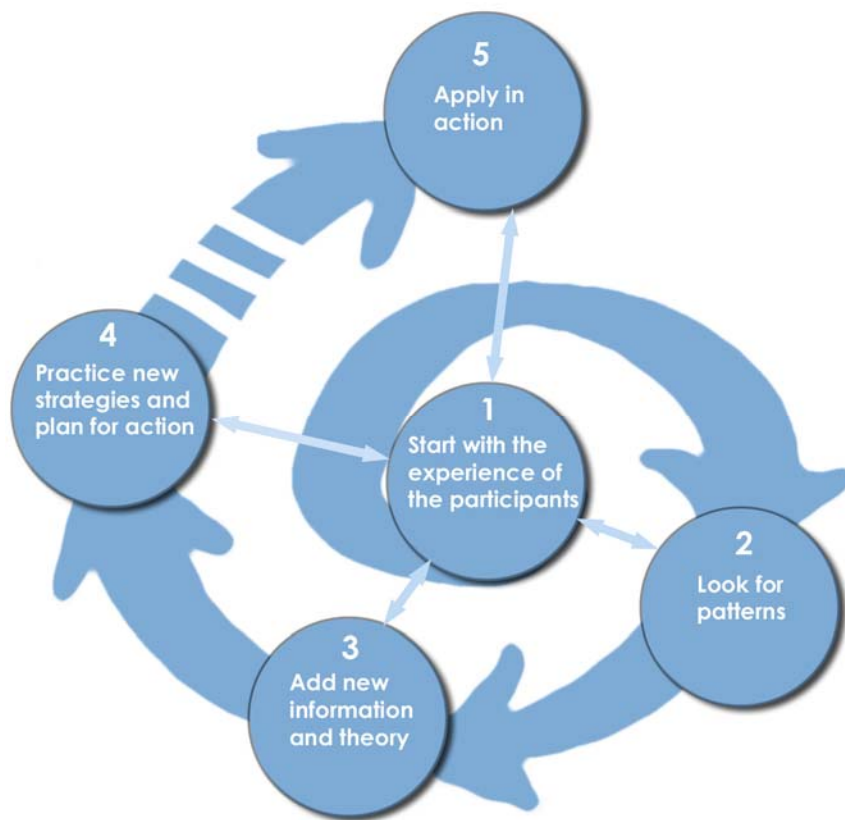
What we understand about education is reflected in how we carry out our work.

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

1. Learning begins with the experience or knowledge of the participants
2. After the participants have shared their experience, they look for patterns or analyse that experience (i.e., what are the commonalities? what are the patterns?)
3. 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
4. Participants need to practice what they have learned, to practice new skills, develop strategies and plan for action
5. Afterwards (usually when they are back in their organisations 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.

The Spiral Model



Reference Sheet 6: Keys to Successful Learning

1. Doing

- Learning from experience is key to successful learning.

2. Feedback

- Positive feedback generates positive feelings which are an important step to successful learning.
- Effective learning requires feedback that is corrective but supportive.
- Feedback provided in a constructive way promotes sharing of responsibility for learning and action.

3. Sharing

- The most effective learning is from shared experience.
- Participants learn from each other and facilitators learn from participants.

4. Responsibility for Learning

- Encouraging participants to take responsibility for their learning and actions enables them to better achieve their learning goals.

These keys to successful learning are also central features of a

Participatory Approach

Reference Sheet 7: Why A Participatory Method for Human Rights Education?

Four reasons why participatory approach to human rights training is appropriate

- 1) human rights are part of our experience
- 2) human rights are based in conflicting values
- 3) human rights education is about social transformation
- 4) human rights education should spark reflection

1) Human rights are part of our experience

When we think of human rights, we usually think first of our own lives. Human rights are not abstract but directly related to our lives. Thinking about human rights begins with an examination of our own lives and the awareness of our dignity and that of others. For example, how have we been oppressed? How have we oppressed others? We need to ask such questions to break systems of oppression and improve our lives and others'. In doing so, we come to know human rights not only as a value system, but as a meaningful way of life to maintain our dignity and promote dignity of others.

We need to be active participants in human rights, not recipients of rights granted by others. Think about questions like: "Where do human rights come from? Documents? Tradition? Governments? God?" Human rights are not only for "experts." All of us have theories about human rights. Accordingly, a participatory approach to human rights education (HRE) is the most appropriate. We must look at human rights from our own realities, share different perspectives, develop analytical skills to understand, exercise, and promote human rights. "Participatory" is not just to keep people active, but to help them become analytical.

2) Human rights are based in conflicting values

Another reason for a participatory approach to HRE is because human rights involve norms and values. These values are evolving, are rarely unambiguous, and often conflict (e.g., right to a clean environment v. right to employment, right to religious expression v. right to an identity, right to free expression v. right to freedom from persecution). These are the kinds of dilemmas that spark our reflection. John Dewey in "How We Think" described learning as a process of reflecting on experiences that puzzle us. There is no one right answer to these questions. Therefore, we need to be active participants in figuring out the answers.

We need to discuss and reflect on conflicts, especially if the persons living together in a society are to agree on resolution. The Chilean Truth Commission found that the lack of a "culture of human rights" was primarily responsible for the human rights abuses in that country during the 1970s and 80s. The world is not a static, given reality. Rather, it is a problem to be worked on and solved. Human rights are a value system, a map for creating the kind of society we want to live in. Everyone is capable of looking critically at the world, especially when in dialogue with others.

All of us can benefit from analyzing human rights. We come from different societies where different kinds of rights are accorded different priorities: collective rights (development, environment) v. individual rights (develop own property); political and civil rights (vote, speech, assembly); social and economic rights (employment, health care, education). We need to question and analyze the assumptions to the question: "What are human rights?"

3) HRE is about social transformation

Another reason for a participatory approach is because HRE is rooted in social justice. Each person in this room is an agent of social change and justice. We need to create more agents.

Knowing human rights alone helps us but is not sufficient for moving us into public and political arenas. We need to practice and value human rights to feel competent and equal to others in making decisions that affect our lives and the lives of others.

Paulo Freire said, “Our reason for being is to be a subject, not an object, to act upon and transform the world.” Learning to act upon the world implies a different relation between students and teachers: “Individuals gain back the right to say his or her own word.” (Freire)

When men and women learn to read, they become creators of culture. We cannot copy this pedagogy exactly because the context is different, but we can learn from the parallels. People in our societies, too, are often objects, lacking in critical perspectives. Unversed in the literacy of human rights, they see little connection between themselves and an abstract concept like human rights.

There is no such thing as neutral education. All education either facilitates our adjustment to the current system or helps us view it critically.

4) HRE should spark reflection

To stimulate this kind of thinking about the possibilities for social transformation, teachers of human rights need to prompt reflection (and involve learners) rather than inculcate new values (a non-participatory approach).

We must make a distinction between interactive and participatory. Education can be interactive, involving people in simulations and games. However, to be participatory, it needs to include the voices of learners, voices that may disagree with the teacher, voices that may steer the course of learning in new ways. If human rights educators are to model what they preach, they must allow for participation; otherwise, they are denying the very kind of rights they purport to uphold.

Reflection with others plays an important role in social transformation. It can lead to new beliefs, which are the first steps towards transforming how people think and participate in society. Reflection can also lead to confirmation of prior beliefs. Communication between teacher and learner is two-way. It is not indoctrination. No compulsion is involved.

Inculcation, by contrast, is counterproductive to social transformation. It produces no new values. Communication between teacher and learner is one-way. It is indoctrination, compelling people to think a certain way.

Reflection is not only for learners. In an environment where teachers do not reflect on their work, learners will not either. Human rights educators have much on which to reflect, including the content and methods of reflection.

Our work as human rights trainers is complex. The problems we face are rarely straightforward. They do not lend themselves to technical solutions. The answer to dilemmas involves trade-offs, the lesser of two evils. The “answer” to a “dilemma” is not 100% right, but rather a means of managing which may in turn create new dilemmas. Applying established models or solutions may be less helpful than having the capacity to reflect before, during, and after action.

Reference: Edition of David M. Donahue

Interactive Methods in Teaching Children

Process of education about human rights for all human beings cannot be passive, based on directive and authoritarian model of teaching. Rights of the child are rights of school children. Children should feel respect and support to his/her dignity and freedom. That is why the most appropriate teaching method for HRE is to place a student in the center of learning process and to encourage him/her to share his/her opinion.

Reference: UNESCO. (1997). Human Rights Education Textbook: Primary and secondary levels. Paris: France, UNESCO

Reference Sheet 8: Effective Training Techniques

Effective Training Techniques:

- To Give Information
- To Teach Skills, Behaviours
- To Change Attitudes, Values

Presentation:

One resource person presents information or his/her point of view on an issue.

Panel Presentation

Two or three resource persons present different aspects of a common topic (moderator required).

Debate

Two resource persons state conflicting views and argue their points (moderator required).

Dialogue

Informal, conversational discourse between two resource persons.

Dramatic Presentation

Prepared play or skit.

Case Study

Presentation of a problem or a case for a group analysis.

Demonstration

Facilitator verbally explains and performs an act, procedure, or process.

Games, Structured Experiences

Participants participate in a game, usually led by the facilitator, requiring particular skills.

Simulation

Participants learn skills in a setting that simulates the real setting where skills are required.

Teaching/Learning Team

Working cooperatively, small groups of three to six persons each teach and help each other develop skills.

Circle Response

Question posed to members of a group seated in a circle, each person in turn expressing a response.

Field Trips, Tours

Viewing or experiencing situations first hand for observation and study.

Games

Experiencing a game and discussing its application to real life.

Group Discussion

Mutual exchange of ideas and opinions by members of small groups (8 to 20) on a problem or an issue of common concern for about 10 to 40 minutes, depending on the size of the group.

Role Playing

Impromptu dramatization of a problem or situation followed by a discussion.

Simulation

Experience in a situation as realistic as possible, followed by a discussion.

Skit

Short, rehearsed dramatic presentation followed by a discussion.

Appropriate follow-up activities to presentations of one or more resource persons involving an audience.

Forum

Free, open, question/discussion period immediately following a presentation.

Question Period

Opportunity for anyone in an audience to directly question presenters.

Buzz Groups

Sub-groups of four to six individuals take about five minutes to discuss a particular issue or question raised by the resource person, then share it with the audience.

Appropriate activities for follow-up and practice of skills:

- Activities which enable participants to practice skills in their own context and situations during the training.
- Specific activities to apply learning after the training in their work context.

Activity 4 School Rules

Objective

The aim of this activity is to make a link between rights of the child and students' responsibilities in the school context.

Time

1 hr 30 min

Description

This is a four-part activity.

20 min

Part A

Together with the participants, reflect on the following questions:

- What moral concepts are specified in school rules?
- Are students expected to show blind obedience to all the rules for the sake of obedience and discipline?
- Are there rules which humiliate students, such as necessity to get a permission to leave for a toilet?
- Are punishments pertinent and fair?
- Are school rules equally applied to all the students?
- Do students take part in the development of rules or are rules imposed on them?

25 min

Part B

Participants work in small groups and discuss some problems of school life as well as suggest solutions for various situations. Each group prepares a presentation. Creativity of the participants is encouraged.

Cont'd ► ► ►

25 min

Part C

In small groups, participants analyze situations from the point of view of observance of rights of the child.

Participants prepare “class meeting” models to investigate typical situations, and also try to suggest an ideal solution.

Situation 1: School uniform

There is an obligatory rule in your school to wear school uniform: “white top, dark bottom”, no jeans, ties are required for senior students, no coloured hair for girls etc. On Monday a regular commission shall visit the school. Principal personally meets each student at the entrance and checks the school uniform. Three students from your class came to the school without uniform.

Situation 2: Subbotnik (community work)

The spring has come. Snow melted, the weather became warmer. At a regular class meeting you are discussing a usual spring issue - subbotnik- to clean streets of the city. As usual, you and your class have to clean the central part of the city where some firms and boutiques are located. Your students, the 11th grade students, refuse to clean the streets of the city.

You have to report about the work you did at the end of the day.

Situation 3: Late-comer

You are a schoolgirl who has classes in the second shift. You are always late for the first lesson because when it is time for you to go to school there is a break in the schedule of your bus. Three times you were not allowed to attend mathematics because you were late. You are upset because the exam is coming.

Situation 4: To stay after classes

You are a student. Today during your physics class you had an argument with the teacher. The teacher responsible for your class tells you to stay after classes and to reflect on your behavior. You cannot stay because after classes you have private training in the sports hall.

Cont'd ► ► ►

20 min

Part D

Discuss the following questions:

1. Do you think it is possible to solve problems of school life together with the students?
2. What role do school rules play in school life?
3. Is students' participation needed in the development of rules?
4. What role may parents play in development of school rules?
5. Share experiences of a joint decision making in your class/school based on school rules.

Use **Reference Sheet 9**.

End of Activity ■

Reference Sheet 9: Class Meetings

If students are given the responsibility to be involved in making rules and in deciding what to do when rules are broken, then they will be more likely to respect these rules.

If students find some rules unnecessary, unfair or without reason, why not allow them to suggest changes?

Rules in school are necessary if we want to avoid confusion and chaos, but each rule can be examined to see if it is fair or still valid. Teachers should be prepared to compromise with the needs of the students if a change to the rules is suggested which would contribute to the effective running of the school. Students should then feel a responsibility to respect the rules.

Class meetings can be an important first step to alter the human rights environment in the school. The most important thing to remember when starting class meetings is that it will take practice before you and the class gradually learn to enjoy and participate in the meetings.

Class meetings can be used to involve the class in planning what to study next, for solving classroom problems, or simply for being together as a group.

An important effect of the meeting is that it helps children to participate, a vital skill for protecting and defending human rights.

However, to be effective, class meetings need to be a place where students feel safe to share their feelings. To encourage them, it is a good idea not to force students to speak if they don't want to - respect their right to be silent when they want to be, then they will be more likely to speak up in a later meeting. Good class meetings can be a powerful tool, which you could use to persuade your principal that the whole school would benefit from a school meeting or school council. At the school council, elected representatives from each class could meet with the staff to offer advice/ideas on real school problems. When the class have become used to meeting, students themselves can take responsibility for the meetings. For example, by taking turns to lead meetings, summarize what has been said by others, or making notes of conclusions reached.

Ideas for a model class meeting:

1. Circle: Form a circle and ask the students to be quiet.
2. Set the agenda: State the purpose of the meeting and the different things to be discussed.
3. Set the rules: Establish or review rules for "good talking and listening".
4. Divide the class into pairs.
5. Pose the problem or question: For example, "several people have said that there is a lot of name-calling in the playground. For example, 'Jew', 'Gypsy'. What can we do to solve this?"
6. Partner talk: Have partners share thoughts with each other (3 to 5 minutes); move around and help those who may be slow to interact.
7. Signal for quiet: Establish a signal for stopping talk in pairs.
8. Whole-group discussion: Invite several pairs of students to share their ideas with the group; invite reactions to these ideas; ask further questions; if appropriate, reach and record agreement on action.
9. Close the meeting: Here you can go around the circle for final comments, summarise what happened, ask the students to think what they remember most about the meeting, or evaluate it.

Daily Evaluation: Reflection Journal

Objective

The aim is to get feedback from participants about the day's activities.

Time

20 min

Description

The facilitator explains the procedure to follow. Refer to Appendix 1).

End of Activity ■

Session 4

Human Rights Education Content

Activity 1	Human Rights Education Contentt	2 hr 30 min
Activity 2	UDHR Is A Starting Point Of HRE	1 hr
Activity 3	Understanding Of The Rights Of The Child	20 min
Activity 4	The Convention On The Rights Of The Child	1 hr 15 min
Activity 5	Girls And Boys: Equal Rights	35 min
Activity 6	Individual Standards For Human Rights Teachers	1 hr



Activity 1 Human Rights Education Content

Objective

The aim of this activity is to have participants determine appropriate content and appropriate educational techniques for a HRE program.

Time

2 hr 30 min

Description

This is a four-part activity.

Often HR educational programs are focused only on knowledge. This activity will give the participants an opportunity to see how information on human rights is linked with values, attitudes and skills for actions in their own training programs.

30 min

Part A

1. Read **Worksheet 6** which includes examples of HR training content:
 - Information on human rights
 - Values and attitudes
 - Skills for actions
2. The facilitator and participants discuss the list and make necessary changes/additions.

30 min

Part B

1. The facilitator divides the participants into three groups.
2. The participants read **Worksheet 6**.
3. Together with the group identify some issues which should be included into the program's content in order to achieve its objective.

Cont'd ► ► ►

1 hr

Part C

The facilitator asks the small groups to answer questions from **Worksheet 7** and prepare their ideas for a HRE program. These ideas will help the participants to build up the basis for an activity which they are to develop by the end of the training.

30 min

Part D

The participants present and discuss their ideas in the larger group.

End of Activity ■

Worksheet 6: Human Rights Content Checklist

Human Rights Information/Knowledge	Human Rights Values & Attitudes	Human Rights Skills for Taking Action
<ul style="list-style-type: none"> ◆ Concepts & principles ◆ Historical developments ◆ Human rights documents ◆ Human rights violations ◆ Human rights law and its enforcement ◆ People & agencies responsible for promoting and protecting human rights ◆ Human rights terminology 	<ul style="list-style-type: none"> ◆ Developing a sense of empowerment ◆ Appreciating the rights of others ◆ Developing an acceptance of others ◆ Showing empathy for those who are denied rights ◆ Understanding the relationship between rights and responsibilities ◆ Recognizing our own biases ◆ Examining how our actions impact on the rights of others ◆ Taking responsibility for defending the rights of others 	<ul style="list-style-type: none"> ◆ Developing critical thinking skills ◆ Developing strategic action plans ◆ Analyzing situations at a macro and micro level to determine cause and effect factors ◆ Adopting methods of peaceful conflict resolution ◆ Analyzing factors that cause human rights violations ◆ Practising participatory decision-making ◆ Applying human rights instruments and mechanisms

Worksheet 7: Human Rights Content in Your Training Program

The purpose of human rights education must go beyond knowledge acquisition. Human rights education must also promote the importance of human rights and encourage people to integrate human rights values into their life style. Furthermore, human rights education should give people a sense of responsibility for protecting and defending their rights, and empower them to take action.

You will develop your own training program for the school. Together with your group, identify potential content for your program. While doing this, use your own experience of program development, facilitation or participation. Below you may find a list of questions to assist you in this process. Refer to **Worksheet # 6** for guidance in answering some of these questions.

Title of the training program

Target group

General goal of the training program

Two basic objectives

Based on training needs of your target group and also on the goal and objectives which you set for your program, determine what could be included into the program's content.

What human rights information will you include into the program?

What human rights values and attitudes will the program promote?

What human rights skills for taking action will the program focus on?

Activity 2 UDHR as a Starting Point of HRE

Objective

The aim of this activity is to understand the importance of the Universal Declaration of Human Rights (UDHR) in human rights education.

Time

1 hr

Description

This is a two-part activity.

15 min

Part A

The participants work individually. The facilitator gives the task: imagine a country where government, traditions, religion and family completely protect and promote human rights. What would be your life if you live there?

Questions for reflection:

- What would be your education / job/family/abilities?
- How would government /society/family show its support?
- What would be the largest difference from your life today?
- Is this dream realistic? What positive steps should be undertaken by the society, community, government, mass media, religious and cultural actors to make this dream a reality?

45 min

Part B

The facilitator leads a discussion on participants' answers. Refer to **Reference Sheet 10**.

End of Activity ■

Reference Sheet 10: Universal Declaration of Human Rights (UDHR) is at the Center of Human Rights Education

In comparison with other very technical documents, every person can understand and feel the UDHR. It has a symbolic and practical meaning, as a constitution of the global movement for human rights. Unusual simplicity of its language and its inspiring image are accessible to people of all ages and in all conditions. It has not only legal, but also poetic power.

Once people learn about UDHR, they realize what else they need to learn. Usually people want to know what local, national, regional laws proclaim human rights and how to use them to make violators responsible for their violations. They often want to receive information about organizations responsible for promotion and protection of human rights. The work of a teacher is mainly not to teach but to assist in finding sources of necessary information.

Reference: Nancy Flowers (1998) “Human Rights Education: What? Who? and Why?” Talking about Rights, Issue. XIII, page. 3.

Activity 3 Understanding of the Rights of the Child

Objective

The aim of this activity is to let participants clarify their personal understanding of children's rights and to find out how these rights are promoted in the group.

Time

20 min

Description

1. The facilitator divides the participants into 3 or 4 groups. Each group is appointed a co-facilitator.
2. Each group discusses a topic on "the rights of the child in Kazakhstan." Below are questions to facilitate the discussion.

Questions:

- What is your own understanding of human rights?
- Were all your rights respected when you were a child?
- How could children be helped to better understand their rights?
- How could the concept "responsibility" be integrated into children's rights?
- How could parents' rights and responsibilities be integrated into your educational program of children's rights?

End of Activity ■

Activity 4 The Convention on the Rights of the Child

Objective

The aim of this activity is to introduce the participants with the categories of rights in the Convention on the Rights of the Child.

Time

1 hr 15 min

Description

This is a four-part activity.

15 min

Part A

The facilitator leads a group discussion on the Convention of the Rights of the Child. Some questions to consider:

1. What rights do children have?
2. What kind of protection and what rights are the most important for a child?

The facilitator records suggestions of the participants on a flipchart.

20 min

Part B

The facilitator presents information about the Convention on the Rights of the Child and with four groups of rights in this Convention. Use **Reference Sheet 11**.

15 min

Part C

1. The participants, working in pairs, classify articles of the Convention on the Rights of the Child into four groups (see **Worksheet 8**).
 - Group 1 – Survival rights
 - Group 2 – Developmental rights
 - Group 3 – Rights to protection
 - Group 4 – Participation rights

Cont'd ► ► ►

2. The facilitator prepares cards in advance for all the participants of small groups and four flipcharts for the four categories of children's rights (one flipchart can be divided into four parts).
3. The facilitator distributes cards with the children's rights among all the participants.
4. Participants pantomime the rights from their card in pairs.
5. The group should guess what right is being pantomimed.
6. Using only body language, participants of the group agree where to place the card among the four flipcharts.

25 min

Part D

The facilitator leads a discussion:

- Have you changed your priority of rights?
- Do you think that most children's rights are observed in our country? If yes, why? If no, why not?

End of Activity ■

Reference Sheet 11: Convention on the Rights of the Child

Rights to survival (What we need to survive)

Rights to survival include right of a child to life and realization of main needs, which ensure his/her life. It includes adequate living standard, housing, nutrition and access to medical care.

Rights to development (What we need to develop as people)

Rights to development are those rights which are necessary for a child in order to ensure his/her growth and development of full value as a human being. Examples: right to education, leisure, cultural events, access to information and freedom of conscience and religion.

Rights to protection (A child has a right to security and protection)

Rights to security are related to harmful factors, which children should be protected against – these are forms of ill treatment, neglect, torture, etc. These rights cover issues such as special care to children refugees, child labour and protection from all forms of exploitation.

Rights to participation (Opportunity to participate)

Rights to participation pay special attention to the importance of the role of children in life of their community and nation. They include freedom of expression, right to participate in decision making related to their life, right to association and peaceful meetings.

Worksheet 8: Cards for the Participants

Non discrimination (Article 2)	Parents, family, community rights and responsibilities (Article 5)	Expression of opinion (Article 12)
Freedom of thought, conscience and religion (Article 14)	Preservation of identity (Article 8)	Name and nationality (Article 7)
Freedom of expression and information (Article 13)	Freedom of association (Article 15)	Abuse and neglect (while in family or care) (Article 19)
The right to benefit from special care and education (Article 23)	Health care (Article 24)	Education (Article 28)
Leisure and recreation (Article 31)	Right not to take part in armed conflicts (Article 38)	

Activity 5 Girls and Boys: Equal Rights

Objective

The aim of this activity is to introduce participants to the right of participation regardless of gender.

Time

35 min

Description

This is a two-part activity.

20 min

Part A

In small groups, participants interview each other and fill in card with information about the class where the fellow-participant works. Use **Worksheet 9** and **Reference Sheet 12**.

15 min

Part B

The participants share their reflections on the received information in the group discussion.

End of Activity ■

Worksheet 9: Interview

How many girls and boys are there in your classroom?

Who is dominating in the class: boys or girls?

How do the others feel in this situation?

Do you pay equal attention to boys and girls?

Where do boys sit in your classroom and where do girls sit?

What do you know about problems of girls and boys in your class?

What do you like in girls' behavior in your class? What you do not like in their behaviour?

What do you like in boys' behavior in your class? What does not satisfy you?

Reference Sheet 12: Discrimination Against Women

Social gender is constructed by social practice. Society creates the system of behavior, norms and appoints particular gender roles.

Consequently, it leads to establishment of a line of sharp notions of “masculine” and “feminine” in this society.

Half of the world population is represented by women. But they get only 10 per cent of the world revenue.

Around the world, death rate among girls under five is higher than among boys. In the third world, more girls than boys give up school. Sixty-four percent of illiterate people in the world are women. The International Labour Organization came up with the research results that average income of women makes 50-80 % of the income of men. About 30% of families are headed by women, who have only their own income – this is the poorest group in the society.

Reference: Rights Stuff. Amnesty International

Activity 6 Personal Standards for HR Teachers

Objective

The aim of this activity is to determine impact of the participants' personal views on human rights, on planning, developing and implementing a training program.

Time

1 hr

Description

This is a two-part activity.

20 min

Part A

The participants work individually to identify personal knowledge requirements which they find necessary for human rights teachers. Fill in **Worksheet 10**.

40 min

Part B

The facilitator leads a discussion on the required knowledge about HR teachers need, and asks the participants to consider how these requirements impact on the relationship between teachers and students.

End of Activity ■

Worksheet 10: Personal Standards for HR Teachers

“To teach about and for human rights requires more than knowledge about human rights and experience in education. A human rights teacher should deeply feel responsibility for human rights and believe in their importance for building of a society based on principles of justice and democracy.”

Reference: Nancy Flowers (2000). Human Rights Education Resource Book. Minneapolis, Minnesota: Human Rights Resource Center, University of Minnesota.

A human rights teacher should meet the appropriate personal requirements. Refer to the requirements below and determine what each of them covers and what they mean to you and to your work as a teacher.

Requirement	What it means
To learn	
Requirement to pay attention to cognitive as well as to emotional aspects in HRE	
Requirement to self-evaluate	
Requirement to teach through serving as a model	

Daily Evaluation: Focus Group

Objective

The aim is to get feedback from participants about the day's activities.

Time

20 min

Description

The facilitator explains the procedure to follow.

End of Activity ■

Session 5

Human Rights Education Content

Activity 1	Design of the HR Lesson	1 hr 40 min
Activity 2	Hearings in the Committee on the Rights of the Child	35 min
Activity 3	Transfer of Training	1 hr
Activity 4	HR Projects	1 hr 10 min



Activity 1 Design of the HR Lesson

Objective

The aim of this activity is to introduce HR protection mechanisms, to discuss the framework for designing a lesson, and to analyze available educational techniques in the lesson design.

Total time

1 hr 40 min

Description

This is a two-part activity.

20 min

Part A

The facilitator distributes cards with the steps of the lesson design. Participants give their understanding of a given step. When the participants give explanations for all the cards, the facilitator places them in the right order – stages of preparatory work. The cards can be put into the mailing box or placed on the floor. The participants choose cards randomly.

Ask the participants to refer to **Reference Sheet 13** in this activity to reflect on the steps in lesson designing.

1 hr 20 min

Part B

While doing this activity, the group analyses the approach used for its development.

The aim is to help the participants clarify the role of the State in observance of children's rights.

1. The participants watch a video about international mechanisms of HR protection.
2. The participants meet representatives of the Working Group on Protection of the Rights of the Child in Kazakhstan. They speak about the procedure of hearings at the Committee of the Rights of the Child, and how the Convention on the Rights of the Child is observed by the state. Use **Worksheet 11** and **Reference Sheet 13**.

Cont'd ► ► ►

3. The participants work in three groups: Non-governmental organizations, international organizations, and a child and a member of the country delegation. Each group gets a card with the role and the Committee meeting procedure.
4. The participants have hearings in the Committee.

At the end of the activity (15 min) the facilitator leads a discussion and the representatives of the NGO's Working Group thank the participants for active participation in the session.

At the end of the activity, have a discussion based on the following questions:

- What techniques were used in the session?
- How was the activity evaluated?
- Was the logic of the session clear?

End of Activity ■

Worksheet 11: Cards with the Meeting Agenda

- NGO's statement – 3 min.
- UNICEF's statement – 3 min.
- Questions to the Committee's speakers
- Answers to the questions - 4 min.
- The Committee's response.

Card 1. NGO

Your group has to prepare a report on the NGO's activity with regard to protection of the rights of the child and about the situation with the rights of the child in the country.

Important points:

- What rights of the child are protected by legislation?
- What governmental bodies are responsible for the children's status?
- How does the community receive information about observance of the rights of the child from the governmental bodies?

Card 2. UNICEF

In the course of hearings you will record positive and negative points of the governmental activity.

You will answer the questions from the Committee.

You have to formulate recommendations to the government on how to change the situation.

Card 3. The child

You are a member of the delegation.

You may participate in the meeting and answer questions of the Committee along with the adults. Keep in mind that this is an opportunity to protect interests of children.

Materials for the facilitators

Cards:

- Choice of a topic for discussion
- Formulation of the session goals
- Selection of the session techniques
- Development of the session plan
- Determination of the evaluation of the session
- Reflection on preparation (readiness)

Reference Sheet 13: Lesson Design for Human Rights Education

Choose general topic or theme. The topic could be from a current event (such as a local election), a theme that is of interest to you (e.g. tolerance) or an issue required by the formal curriculum.

Decide which skills, knowledge, and attitudes you wish your students to develop in relations to this topic. Write this down. Choose your teaching method or the materials which you want to use in your lesson.

It might help to focus on a core activity around which the lesson will be built. This activity might involve traditional activities such as students reading text and reflecting on it in discussion and essays, or less traditional activities such as research project, use of newspapers, debate, or writing a poem.

Write an outline of the lesson with different stages:

- warm-up, motivation exercise (such as open-ended questions)
- concrete task (individually or in small groups)
- group discussion (after presentation of a small group work, if appropriate)
- closing and follow-up assignments

Now think what knowledge students would need initially. Also, think how you will evaluate the activity. Remember to estimate the time frame for each part of the activity.

Now return to your original list of goals. Have you covered them all in your preparation? Think about having an overall balance between discussion, reflection and action in the classroom.

Reference: First Steps. Amnesty International.

Activity 2 HR Education and Curriculum

Objective

The aim is to consider the possibility of HR education through different school subjects including extra-curricular activities.

Time

35 min

Description

This is a two-part activity.

20 min

Part A

The facilitator leads a discussion on the place of HR in the school curriculum.

15 min

Part B

The facilitator summarizes the discussion and suggests reading **Reference Sheets 14 and 15**.

The facilitator suggests reflecting on the following questions:

1. How can human rights be part of the curriculum?
2. How did you personally introduce teaching human rights in your class and school?
3. Are your ideas and general vision common?
4. Are there teachers of the same subject among the participants?
5. Could you apply ideas of your fellow participants in your future human rights teaching?

Ideas of the participants are recorded on a flipchart. Prepare flipchart and list all school subjects on it. Fill out the map “Curriculum”. Summarize the discussion.

End of Activity ■

Reference Sheet 14: HRE and School Subjects

Native language and literature

- International and national events in the literature
- Studying newspapers and magazines
- Learning dialects and national languages
- Understanding and writing, developing skills of discussion with special insight into themes of conflict, fairness, environment
- Recognition (evaluation) of literature of other nations including folklore

Mathematics

- Mathematics as a universal science
- Use of statistics, for example, statistics of fairness and unfairness

Natural sciences

- Role of scientific researches and achievements in the history of sciences
- Scientific conferences, showing the world development
- Environment

History, course “human beings and the community”

- History of civilizations
- Pre-colonial history of the countries of Asia and Africa
- Globalization and anti-globalization
- The consequences of military events
- Current political situation in the country and abroad
- Adjustment of military conflicts
- Handy’s doctrine and the theory of nonviolence

Geography

- Developed and developing countries
- Smaller nations
- Trade and economy
- Agriculture and modernization

- Ecology

Working in Education

- Equality of rights
- Discrimination
- Comparison of kitchens of different nations of the world
- National crafts

World arts

- Ability of arts in the world building
- Culture/music of different nations
- Painters/canvases
- Assessment of traditional forms
- Design

Music

- Music as a vitally important element in all communities
- Different forms and contents
- Life of composers including classic and modern ones
- Music as international means of communication

Physical Education

- Sports – a foundation of human activity
- International sports. Olympic games
- National games
- Competition and cooperation
- New sports games

Reference Sheet 15: Human Rights Education in Secondary School

The tendency of integrating issues related to human rights into historical, social, or other humanitarian subjects is more and more evident, even in those countries where traditionally they were taught separately (for example, in Norway, France and some others).

Human rights are not an isolated "extra", or an addition to the already-completed-program, it should be integrated into currently existing program.

First of all, to create optimal conditions for integrating HR education course or program into the school curriculum, we have to answer three basic questions: When to start? Where to get spare hours? How to begin?

When? There are several alternative concepts of the optimal time to start human rights education. John Humphrey, Canadian scholar, one of the authors of the Universal Declaration of Human Rights, pointed out that it is necessary to introduce students to human rights concepts when they are young and do not have prejudices. His advice: "Primary school is the starting point". J.Tornej Purta noted, that the middle childhood age (7-11 years of age) is the best period to introduce programs on human rights. In this age children are open for development of various important skills and values, although many complex concepts are still difficult.

At the age of seven, many children enter the period of impetuous social and cognitive development and develop, at least, elementary analytical skills. Although cognitive growth also continues in youth, at the age of 13-14, children underestimate relationships and give priority to stereotypes. Relationships become nonflexible, and often they are used to strengthen group solidarity and to leave out those who are different. At this age fair treatment of others, especially of those who may fall victims of injustice or disability, seems to be less important than a position of superiority and seniority in the group.

It has been noted, that political view and awareness of environment are emerging at the age of 11-13 years stronger than before and after this period. K.Sella-Hosbach, a well-known early childhood expert on education considers that moral education including political socialization, should begin at pre-school and primary school age.

Thus, human rights can be introduced in early childhood as an ethics education subject of secondary school, and move to more complicated concepts in further education stages. A number of documents mentioned above emphasize a vertical approach to human rights education, which begins with informal education and focuses on pre-school and primary school age. In this approach, content oriented stage is in the middle childhood age. University courses, adult education and teachers' training courses are also considered as a continuation of human rights education.

Where? One of the first workshops for teachers on human rights education, organized by the European Council in 1980 in Germany, identified two approaches to human rights education:

- Human rights are considered as a special subject or a part of a subject (for example, civic education) with specially trained teachers, programs, time frames in the timetable;
- Human rights are integrated into all the subjects.

It is well known that teachers from all over the world complain of the lack of hours to complete their course loads. How could one more subject be added? In the majority of primary and secondary schools, human rights are not taught as a separate subject. They are incorporated in social sciences subjects, and also into music, art, literature, language, philosophy, ethics, history, geography, and economics subjects. This is the best way to find "windows of opportunity" to introduce human rights into both formal and informal programs of primary and secondary school.

But in no way does it mean that a human rights course should be developed out of nothing or that the new independent discipline could be created.

History is the most significant subject of a school curriculum where human rights can be examined in detail. When studying native or foreign language, a child or a young person reads and explains texts, and realizes that human rights can be discussed, that they are differently interpreted in literature, critical articles, poems, theater/cinema scripts.

Teaching of biology may help to see that racial discrimination is illegal because it can show genetic distinctions and abundance inside humankind, that our human community is diverse and at the same time uniform, and that this variety and at the same time equality in values and dignity is forming future of the mankind.

Mathematics teachers examine some statistical aspects of inequality during lessons. Economics and social sciences are also important, especially for understanding of the concept "faith – law".

Thus, human rights issues can be integrated in all school subjects and it will enable students to learn about their rights and rights of other people.

Similar experimental programs were tested in two Austrian schools: Bundesgymnasium Wien XI, Principal - Paul Grande, where they integrated human rights into eleven school subjects and into the activity of drama club and photo studios; and Bundesoberrealgymnasium, Principal - F.Schneider. They were presented in Vienna Symposium in 1983.

Integrated education as a whole promotes students' intellectual development.

Hugh Starkey presented a strategy of creating a model of human rights education for secondary school in his presentation "Activity of the European Council for Human Rights Education" at the Coordination meeting in Strasbourg on November 2-3, 1993. While studying human rights, young people should know, practice, and trust in them. This triangle represents a basis for creation of all successful programs on human rights education.

The program also includes the following triad: the past, the present and the future. Any analysis of the society or the world as a whole will be correct if it includes experience of the past. When teaching human rights it is very important to know if a society used or use at present time any values system that is different from human rights. And also it is necessary to keep in mind the ideal of justice and good which does not exist nowadays.

Finally, this program requires full acceptance of values and attitudes briefly presented above. This is an attempt to cultivate positive attitude to universal values and overcome prejudices, and also various forms of discrimination.

Young people, in particular, need to learn about methods of non-violent conflict resolution. Existing mechanisms of conflict resolution in society at present time are laws, rules, codes with appropriate research systems, courts, and tribunals. In practice, students need to know how to get protection at school and in their community, how to get assistance from the police, how to cooperate with local authorities and their representatives.

Besides, human rights may be presented and analyzed in existing school subjects. For this purpose it is necessary to center all school subjects around human rights, and it can be a pedagogical project at the level of educational institution. Here again we come across the concept "project", but at the teachers' level. The team of fellow teachers determines human rights education as a project within school curriculum for several years. After teachers find place for human rights education in the school curriculum, they prepare a project focused on promoting democratic atmosphere at school.

Multidisciplinary approach is widely used in the majority of European countries as well as in the USA and Canada. And as we already mentioned, human rights education is integrated into various school subjects.

Reference: International Concept of HR Education Akhmetova I.F., PhD, Vice-president, Regional Association "For Civic Education".

Evaluation in human rights education

One of the most important issues is how to define criteria for evaluating knowledge, skills and attitudes generated through human rights education. To assess knowledge in this area is more complicated in comparison with assessment of knowledge in other school subject. Partially it is because some issues belong to emotional sphere, which could hardly be characterized at all. Partially because some of the objectives of HRE are

long-term (for example, whether students are interested in human rights after graduating from school).

Among three elements: knowledge, skills and attitudes or values, knowledge can be tested first. It is obvious, that a simple test may be effective in assessing what students know, for example, about the most important Articles of the Bill of Human Rights, about Conventions. What examples of rights related to basic categories of rights (civil, political, social, economic and cultural) they can give.

Evaluation of skills is more complicated issue, although significant work has been also done in this area. K.Vebb in his work “Political skills and their development” suggests to monitor skills through special explanatory questions and project tests. Creative teachers also use role plays and simulations for evaluation.

Evaluation of attitudes and values is the most complicated area although demonstration of respect and tolerance and, on the contrary, demonstration of denial of these values is reflected in behaviour of both, students and teachers. Assessment of the HRE impact on personality of students and their system of values is a hard question. It can be even more complicated, if teachers demonstrate their power in relations with students. Evaluation of the level of respect to human rights can be analyzed according to three aspects:

- Assessment of students by teachers (and sometimes by students)
- Assessment of the class as a human rights class
- Assessment of the school as a human rights school

Reference: International Concept of HR Education Akhmetova I.F., PhD, Vice-president, Regional Association «For Civic Education”

Activity 3 Transfer of Training

Objectives

The aim of this activity is for participants to discuss the meaning of the term “transfer” within the context of training and to develop ideas as to how transfer can be promoted at different stages of the lesson.

Time

1 hr

Description

This is a three-part activity.

10 min

Part A

Together with the facilitator and the members of your group, discuss the following questions:

- What do we mean by the word “transfer” in the lesson context?
- What can teacher do to ensure that students transfer the training content into practice?
- When should the teacher think about how students transfer the knowledge from the training session?

20 min

Part B

The facilitator leads a brainstorming session on ways to promote transfer. Consider how the participants promoted transfer in their own training programs or how they would like to do this.

Ask the participants to think of as many ideas as possible without considering the constraints.

In 10 minutes time, the facilitator and the group evaluate your ideas.

Cont'd ► ► ►

30 min

Part C

The facilitator puts three flipcharts on the wall:

- “Planning stage”
- “Designing and implementing stage”
- “Follow up stage”

The facilitator goes through each phase, asking each group to present their brainstorming ideas. Together, review the ideas generated by each small group and make additions to these lists. Discuss what you can use in your own work context.

End of Activity ■

Activity 4 HR Projects

Objectives

To help the participants to specify key elements of their HRE activities in order to stimulate transfer of knowledge by students.

Time

1 hr 10 min

Procedure

One of the most important results of human rights education are actions, even small ones. It is very important to choose realistic objectives. If objective is too broad, it can become very difficult to achieve it and people can get disappointed and loose interest. Participation in projects and initiatives helps to develop skills and qualities necessary for respect for human rights.

Reference: Mark Taylor. European Convention. Starting Points for Teaching.

This is a three-part activity.

10 min

Part A

The participants get acquainted with several examples of human rights projects from European youth organizations. The participants can ask questions to clarify some examples.

20 min

Part B

Participants work in small groups. Each group works with one example and, after discussion, presents its project to the large group.

Cont'd ► ► ►

40 min

Part C

Participants present their projects. The facilitator and participants discuss different alternatives of these projects in the work with students. Use **Reference Sheet 16**.

The facilitator offers to choose 4 projects:

1. Bulletin on human rights for students
2. Poster
3. Radio program
4. December 10- Human Rights Day

By the end of the activity, the participants receive examples of human rights education bulletins for schoolteachers.

End of Activity ■

Reference Sheet 16: Examples of Human Rights Projects

- Volunteering for NGOs and HR organizations
- Participation in local fundraising activities on human rights
- Being part of music bands that participate in public activities focused on promotion of human rights
- Organizing demonstrations
- Writing articles and publishing them in magazines
- Developing joint project with disabled children
- Creating works for expositions
- Spreading human rights knowledge
- Sharing experience
- Participating in seminars and conferences
- Exerting influence on politicians
- Arranging exhibitions
- Producing posters
- Appearing in the press
- Developing and arranging local radio programs
- Establishing relations with local population by attending and supporting the aged
- Creating self-support group to work with weak students
- Participating in the International Women's Day program
- Shooting a video commentary

Daily Evaluation: Questionnaire

Objective

The aim is to get feedback from participants about the day's activities.

Time

20 min

Description

The facilitator explains the procedure to follow.

End of Activity ■

Session 6

Human Rights Education in My School

Activity 1	Our Human Rights Work	1 hr 30 min
Activity 2	Evaluation of Human Rights Lessons	30 min
Activity 3	Development of a Human Rights Lesson Model to be Presented	1 hr 40 min
Activity 4	Presentation of the Lesson Models	1 hr 30 min
Activity 5	Opportunities For Human Rights Education In My School	30 min



Activity 1 Our Human Rights Work

Objectives

The aim of this activity is to evaluate human rights education activities in schools carried out by the participants and to explore opportunities for joint initiatives.

Time

1 hr 30 min

Description

55 min

Part A

1. The participants work in small groups to evaluate the opportunities for cooperation and joint initiatives. Share your evaluation of HRE work in your school. Use **Worksheet 12**.
2. Identify spheres for possible cooperation, using **Worksheet 13**.

20 min

Part B

1. Co-facilitators write down the results of the discussion on a flipchart and hang them up on the wall.
2. Read flipcharts prepared by other groups. They could stimulate new ideas for potential cooperation.

End of Activity ■

Worksheet 12: Human Rights Education in School, Brief Description

1. I have been teaching human rights in school for (since) _____.
2. Total number of classes/teachers involved in HRE in my school is _____.
3. I work in the Ministry of Education as _____.
4. Region/city, I work in _____.
5. Number of teachers: _____, number of students: _____.
6. Average number of students in each class _____.
7. Total number of students up till now _____.
8. Average duration of the lesson _____.
9. Lessons frequency _____.
10. General content or focus of your training sessions:

11. Techniques used for evaluation:

12. Your assessment of success:

13. What else needs to be done:

Worksheet 13: Possible Areas of Cooperation

What spheres of HRE work are similar to those in your organizations? Give details.

What opportunities are there for cooperation? For example, to share training materials, to develop and carry out joint sessions, to co-facilitate training sessions.

What spheres are different?

Activity 2 Evaluation of HR Lessons

Objective

The aim of this activity is for participants to share their experiences in evaluation of students' work and to offer examples of HR lessons' evaluation.

Time

30 min

Description

The facilitator provides the participants with possible models of HR lessons' evaluation and the participants consider the possibility to use them in their HR lessons.

The facilitator suggests discussing the question: What is the purpose of HR lesson evaluation?

Participants write down ideas in **Worksheet 14**. Refer also to and **Reference Sheet 17**.

End of Activity ■

Reference Sheet 17: How Can I Assess Skills and Attitudes?

Evaluation of skills and attitudes becomes easier if:

- You have clear criteria or standards (preferably agreed with the students) against which you can evaluate student's work
- You ask students to evaluate their behaviour themselves.
- You ask students to constructively evaluate each other's behaviour
- Involving students in evaluating each other's behaviour

Involving students in evaluating themselves and their classmates has the added advantage because it encourages students to take more responsibility for their behaviour.

It is possible, for example, to brainstorm together with the students the list of criteria or standards for evaluation of their level of active participation.

Sample plan of marks for one term of classes (12 weeks)

Marks for each group activity (one per week), based on

- Participation (individual mark based on self-evaluation and evaluation by fellow students)
- Group result (mark to the group as a whole - by the teacher)

Written tests and homework assignments (marked by teacher)

- Evaluation in based on design, presentation, and educational value for a student (marked by teacher, and by other students on the basis of oral presentation)
- Participation and contribution to class discussions (evaluated by teacher and classmates)

Reference: First Steps. Amnesty International

Worksheet 14: Evaluating Knowledge, Skills, and Attitudes

Knowledge

Written works

Skills

Contribution into discussion

Values, attitudes

Participation in the projects

Activity 3 Development of a Human Rights Lesson Model to be Presented

Objective

The aim of this activity is for participants to develop models of HR lessons in the school.

Time

1 hr 30 min

Description

The facilitator suggests to the participants to work in small groups and design a lesson. Each group presents only one part of the lesson.

Each group fills out a human rights lesson card in the course of presentation preparation and distributes copies of it among all the other participants. Use **Worksheet 15**.

End of Activity ■

Worksheet 15: HR Lesson

Title of the lesson/ session: _____

New:

Borrowed from:

1. Context of the lesson

- Planned target group
- Type and duration of the lesson

2. Description of the activity

[illegible]

3. HR content

4. Objectives

5. Methods: Procedure of the activity

6. Evaluation of the lesson

7. Logistics (time, materials, recourses)

Activity 4 HR Lesson Presentation

Objective

The aim of this activity is for participants to present their human rights lessons.

Time

1 hr 30 min

Description

The facilitator asks the participants to present their lesson models.

Presentation of each lesson model is followed by discussion. Use **Worksheet 16** to evaluate each lesson. Some questions to consider:

1. What elements of the lesson have you taken notes of and plan to use in your own work?
2. What elements of the lesson could be changed?

End of Activity ■

Worksheet 16: Evaluating an HR Lesson

	Your comments
Activity's title	
Participants	
Content	
Objectives	
Methods	
Evaluation	
Logistics (time, materials, resources)	

Activity 5 Opportunities for Human Rights Education in My School

Objective

The aim of this activity is for participants to discuss challenges to using HRE in schools.

Time

30 min

Description

The facilitator, together with the participants, discusses the challenges to HRE in school and factors that can help in HRE.

The participants compare factors and answer the question: How is it possible to overcome these challenges?

End of Activity ■

Conclusions of the Training Session

Objective

The aim of this activity is for participants to evaluate the workshop.

Time

1 hr

Description

The facilitator asks participants to fill out the final questionnaire.

End of Activity ■

Appendix 1

What Is a Reflection Journal?

The 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?

- 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 founders and others, etc.
- A journal promotes more thoughtful reflection: 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?
- So what?
- Now what?

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. That action may be something you will do next as part of your job, but it may also be a question that you need to think about more deeply or connecting knowledge from theory to your experience as a human rights worker.

Typically, we think of reflection as a solitary activity -- the thinker or writer alone with paper and pen. Reflection can also be a social activity, prompted by written or spoken dialogue. In a journal, you can carry on a written “conversation” with a colleague. Their comments can provide another perspective on your dilemmas in human rights work.

Reference: David M. Donohue. Dr. Donahue is part of the Educator’s Network of Amnesty International, USA.

Focus of Reflection – Reflection Journal Entry Questionnaire

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

Appendix 2

Interview

The interview is an evaluation technique that enables you to probe deeply and to get beyond superficial answers. Feel free to change or add to the questions.

1. Which of the day's activities do you feel were most useful? Why?

2. Are there activities that you feel you did not benefit from? Why?

3. Did you learn anything that you think you will be able to apply to your work when you return home? Describe how you might apply this.

4. Is there anything you would like to know more about?

5. What could we do to improve today's session?

General Evaluation Questionnaire

Part A: General Information

1. What is your title?

- ☐ Executive Director
- ☐ Member of paid staff
- ☐ Member of Board of Directors
- ☐ Trainer
- ☐ Other (Specify) _____

2. What is your primary occupation?

- ☐ Teacher/Professor
- ☐ Trainer
- ☐ Human Rights Worker
- ☐ Lawyer/Legal Counsel
- ☐ Student
- ☐ Government Official
- ☐ Parent/Homemaker
- ☐ (Other) Specify _____

3. Age:

- | | | | |
|---------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> . 20 & under | <input type="checkbox"/> . 21 to 25 | <input type="checkbox"/> . 26 to 29 | <input type="checkbox"/> . 30 to 35 |
| <input type="checkbox"/> . 36 to 39 | <input type="checkbox"/> . 40 to 45 | <input type="checkbox"/> . 46 to 49 | <input type="checkbox"/> . 50 & over |

4. Gender:

- ☐ Male ☐ Female

5. What is your highest level of formal education?

- ☐ Secondary school
- ☐ College, trade school or technical college
- ☐ Some College or University
- ☐ Undergraduate Degree
- ☐ Master Degree
- ☐ Ph.D.

6. If you have a college diploma or university degree, please specify degree and major subject (e.g., B.A. in Economics, PhD):

7. What is the main activity of your organization?

- ☐ Education/Training
- ☐ Lobbying politicians with respect to specific issues
- ☐ Advocacy on behalf of rights of specific group(s)
- ☐ Research
- ☐ Legal Aid
- ☐ Other (Specify)

8. What percentage of your organization's work is devoted to education/training?

- ☐ 0-25 %
- ☐ 26-49%
- ☐ 50-75%
- ☐ 76-100%

9. Have you attended other training for trainers programs?

- ☐ No ☐ Yes - Please explain.(When? where? Offered by whom?)
-
-
-

Part B: Facilitator

1. Please evaluate your leading facilitator according to the following:

	Poor	Average	Good	Very Good
Ability to ask questions that stimulate discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to paraphrase participants' responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to the task at hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiarity with program content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please evaluate the participants' manual on the following:

	Poor	Average	Good	Very Good
General Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness during workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness of language level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please evaluate the following:

	Poor	Average	Good	Very Good
Accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food quality and service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correspondence prior to arrival on-site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall organization of the event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Part C: Objectives and Activities

1. Were the following program objectives met?

a) To plan, develop and implement appropriate training activities in human rights education:

- ☐ Yes, completely
- ☐ Partially (please explain below)
- ☐ No, not at all (please explain below)

b) To explore and to practice writing examples of human rights training activities:

- ☐ Yes, completely
- ☐ Partially (please explain below)
- ☐ No, not at all (please explain below)

c) To examine various evaluation techniques and reflect on the aspects of impact assessment:

- ☐ Yes, completely
- ☐ Partially (please explain below)
- ☐ No, not at all (please explain below)

d) To experience participatory learning:

- ☐ Yes, completely
- ☐ Partially (please explain below)
- ☐ No, not at all (please explain below)

2. Were the group activities effective ways of exploring training issues?

☐ Yes ☐ No

Explain

3. Was there adequate time to complete the group activities?

☐ Yes ☐ No

Explain

4. Was this program what you expected?

☐ Yes ☐ No

Explain

5. Would you recommend this training program to others from NGOs?

☐ Yes ☐ No

Please explain

6. What aspects of the program did you find most useful?

7. What aspects of the program did you find less useful?

8. Why did you choose to attend this training program? Rate the suggested reason provided below. Add any others that you feel are important.

	Not at all important	Not important	Important	Very Important
To strengthen training skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve instructional design skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To network with other trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (explain):

Part D: Follow-up Activities

1. What follow-up activities would you recommend for this training program?

2. What activities would you recommend for future training programs in the region?

Additional Information

Please let us know about your organization's access to technology.

Organization: _____

Name: _____

1. Do you have an e-mail address at your organization?

☐ Yes ☐ No

If yes, the address is: _____

Please print clearly

2. If not, is your organization planning on establishing e-mail within the next year?

☐ Yes ☐ No

3. Does your organization have a web-site?

☐ Yes ☐ No

If yes, the address is: http:// _____

(Please print clearly)

Your name (by request) _____

Thank you for your time spent to fill out this questionnaire.

Thank you!

Glossary

This glossary describes the terms used in the training manuals. The definitions of the terms have been pulled from various sources; while many of them are cited as in the original sources, others have been adapted for our purposes.

A

ACTIVITY

Learning tasks designed to teach a set of content, which lead to achieving the objectives of the program. One of the trainer's roles is to design activities and to be available as a resource while the learners carry out the activities.

B

BRAINSTORMING

A basic and highly popular tool for group problem solving. The purpose of using brainstorming is to generate ideas or to seek solutions to both theoretical and practical problems. They require a problem to be analyzed and then solutions to be developed. Brainstorming encourages and requires a high degree of participation and it stimulates those involved to maximum creativity.

During a brainstorming session, only ideas are recorded; no explanations are required and no interventions are judged or rejected at this stage. In a subsequent stage, responses are categorized and analyzed; ideas are then combined, adapted or rejected.

BUZZ GROUP

A small group that works on an assigned task. Example: Sub-groups of four to six individuals are asked to take about five minutes to discuss a particular issue or question raised by the resource person, then share it with the audience.

C

CASE STUDY

A technique designed to give a group training in solving problems and making decisions. A case study is a written description of a hypothetical situation that is used for analysis and discussion. Case studies should be based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case studies are useful when discussing common problems in a typical situation. They also provide a safe opportunity to develop problem-solving skills, and to promote group discussion and group problem-solving skills.

The scenario for a case study can be presented to participants for consideration, in its entirety, or “fed” to them sequentially as a developing situation to which they have to respond.

CONTENT

The concepts or ideas being taught and learned. These can be the knowledge, skills or attitudes that need to be developed through the training.

D

DEBATE

A technique where participants state conflicting views and argue their points. A moderator is required.

DEBRIEFING

Also termed “sharing” or “reporting,” debriefing is the final phase of an experiential activity. At this stage the trainer aids the participants to report back and interpret what was learned from the game, exercise, role-play or other activity.

DEMONSTRATION

A presentation of a method for doing something. A demonstration is useful for teaching a specific skill or technique or to model a step-by-step approach.

DIALOGUE

Informational or conversational discourse between two people.

DINAMICA

A technique or activity type referred to by some Latin American popular educators; in other contexts referred to as “energizers” or “icebreakers”. The purpose of using dinamicas is to increase the energy level of the group and put participants in a more creative frame of mind, as well as to break down barriers among group members and prepare them to work together. Dinamicas are usually used as an introduction or starter for other activities.

E

ENERGIZER

Activities designed to pep up the group after significant periods of inactivity, fatigue, or plain dullness.

EVALUATION

The purpose of an evaluation is to assess training outcomes. It provides a way to measure how much was accomplished during a training session and to examine how the design of teaching can be changed in the future, often using evaluation instruments and reports.

EXPERIENTIAL LEARNING

A method that allows the learner to learn from experience; synonymous with discovery learning.

F

FACILITATOR

A trainer who functions in a way that allows participants to assume responsibility for their own learning.

FEEDBACK

Data received from or given to one or more participants concerning one's behaviour, attitudes and relationships in the training situation.

FIELD TRIP

Viewing or experiencing situations first-hand for observation and study. Group visits to relevant institutions or sites can provide valuable perspectives. The purpose of the visit should be explained in advance and participants should be instructed to pay critical attention and to record their observations for a subsequent discussion.

FOCUS GROUP

A group of individuals who are convened to express their opinions, attitudes or reactions to a particular program, activity or product.

FORUM

Free, open question/discussion period immediately following a presentation.

G

GAME

An experiential training activity marked by a learning goal, competition, rules, scores or outcomes, and winners and losers. The purpose of using games is to develop skills or effect a change in behavior and/or change attitudes.

GOAL

The general change that organizations or individuals expect to see as a result of education and training.

GROUP DISCUSSION

Mutual exchange of ideas and opinions by members of small groups (8 to 20) on a problem or issue of common concern. The purpose of using group discussions is to develop understanding.

I

IMPACT

What happens in an organization or to a person over time as a result of a particular educational event.

J

JOURNAL OR JOURNALING

A device for capturing in writing one's feelings, attitudes and values as one undergoes a given set of experiences. It is intended to give one insight or self-awareness about one's motivation and behaviour.

K

KNOWLEDGE

One of the SKAs (skills, knowledge and attitudes) that make up the content being taught in a course; a set of cognitive material that may be presented in a great variety of ways.

L

LEARNER-CENTERED TRAINING

A training situation wherein participants are given the opportunity to assume responsibility for their own learning.

LEARNING

Constructed knowing, according to the precepts of popular education; skills, knowledge, and attitudes that are so internalized that they become the learner's own.

N

NEEDS ANALYSIS

The primary step in the training cycle utilizing interviews and/or questionnaires.

O

OBJECTIVE

Objectives are set for the learning session in order to delineate exactly what learners will achieve. Objectives are specific and immediate, unlike goals, which are general and long-term. Objectives are usually defined as being behavioural objectives because they can be demonstrated and they affect the behaviour of the learner. Action verbs are used for objectives. Example: By the end of this training, participants will have designed teaching materials.

P

PANEL PRESENTATION/DISCUSSION

Panel presentations/discussions, also referred to as round-table discussions, necessitate the assembling of a diverse group of resource persons representing a variety of perspectives on the subject to be addressed. The purpose is to generate an animated discussion. For this reason, it is crucial to have a strong and dynamic moderator skilled in the subject matter, the techniques of “devil’s advocate”, and the use of hypothetical situations. The moderator should be intentionally provocative, stimulating debate between and among the various panelists and the audience, and should control the direction of the discussion.

The purpose of panel presentations/discussions is to give information or develop understanding.

A “devil’s advocate” is a challenging, provocative role assumed by the trainer/facilitator. The idea is to encourage deeper, more original thought and/or to help group participants reconsider assumptions in a problem-solving situation.

POPULAR EDUCATION APPROACH

An approach to learning based on the assumption that human beings are the subjects of their own lives and learning, that they deserve respect, and that dialogue is an effective means of learning.

PRESENTATION

A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentation can range from straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

Q

QUESTION PERIOD

An opportunity for anyone in an audience to directly question presenters.

R

REFLECTION

The purpose of using reflection is to help participants ponder and analyze new information and develop their ideas about a topic.

RESOURCE PEOPLE

Resource people are trained or are experts in the particular field under discussion (e.g. judges, lawyers, community leaders, human rights commissioners). The use of resource people provides a realistic and relevant experience for participants.

Before their presentation, resource people should be briefed on what to do, and participants on what to ask or to observe.

ROLE PLAY

In a role play, two or more individuals enact parts in a scenario related to a training topic. Role plays are used to help change people's attitudes, enable people to see the consequences of their actions on others, provide an opportunity for learners to see how others might feel/ behave in a given situation, provide a safe environment in which participants can explore problems they feel uncomfortable about discussing in real life.

S**SEMINAR**

An organized exchange of views, ideas and knowledge on a particular topic or set of related topics. The purpose of a seminar is to bring together various persons, usually (relatively) equal in their degree of expertise, each of whom is to contribute to an examination of the subject from his/her own professional, ideological, academic or official position.

SIMULATION

A simulation is an enactment of a real-life situation. Simulations allow learners to experience decision-making in "real" situations without worrying about the consequences of their decisions. Simulations also provide a way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation.

SKILL

The practices or behaviours that the learners will learn; along with knowledge and attitudes, they are part of the content of a learning-training session. Skill building has a large psychomotor component, but is not only physical.

SKIT

Also referred to as "dramatic skit" or "dramatic presentation." A short, rehearsed dramatic presentation that is presented to the group. In a skit, participants closely follow instructions provided by the trainer.

SMALL GROUP DISCUSSION

An activity that allows learners to share their experiences and ideas or to solve a problem. This training technique enhances problem-solving skills, helps participants learn from each other, gives participants a greater sense of

responsibility in the learning process, promotes teamwork, and clarifies personal values. The optimal size of a small group is four.

SYNTHESIS

A summarizing task; a way to invite learners to look back on what they have learned and sum it up. Popular education aims at a synthesis at the end of each day and at the end of the course.

T

TARGET GROUP/AUDIENCE

A group of people for whom a course or training program is intended.

TRAINER

A generic term used to describe anyone involved in the training (teaching) process.

TRAINING COURSE

An organized training exercise designed to allow “trainers” to impart knowledge and skills and to influence the attitudes of “trainees” or “participants.” It may either be interactive or follow a “professor-student” lecture model, or it may be a combination of both. Whichever model they follow, training courses are highly intensive methods of learning.

TRAINING MANUAL

A document designed for the facilitator and the learner containing courseware that will be used by the learner during a course. May include lecture notes, worksheets, drawings and other graphic representations or any other information that will aid in the learning process.

TRAINING PLAN

The design of learning. While developing the training plan, the focus should be on the situation that needs an educational intervention (why), those who will participate (who), the site (where), the content (what), the objectives (what for), and the learning tasks and materials (how).

TRANSFER OF TRAINING

Transfer of the learning that occurred during a training session to a job situation.

V

VISUAL AIDS

The use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides and videos/film. As a general rule, information produced on transparencies and charts should be concise and in outline or list form. If more text is required, printed handouts should be circulated.



Canadian Human Rights Foundation
Fondation canadienne des droits de la personne

Human Rights Education

for Teachers

Workshop Manual

Kyrgyzstan Team of
Human Rights Trainers

Kyrgyzstan Team of Human Rights Education Trainers

Human Rights Education in School Training for teachers

Workshop Manual

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Introduction

Program Goal

The program of the Canadian Human Right Foundation in the countries of Central Asia aims to strengthen the capacity of local organizations in human rights education.

This project is a special one because it is a program developed in partnership. The goal of this joint program is to strengthen the capacity of non-governmental organizations in planning, designing, organizing, and delivering human rights education activities.

Human Rights Education Workshop for Teachers is one of these initiatives. The content of this workshop was suggested by the Youth Human Rights Group, and is based on the local context. The manual for the workshop was developed in cooperation with the Canadian Human Right Foundation.

The “Human Rights Education Workshop for Teachers” is designed for teachers working at the primary, middle, and high school levels.

The aim of this workshop is to help participants integrate human rights education into their work by applying interactive methods.

Objectives

The workshop objectives are:

- To strengthen knowledge in human rights and the mechanisms for their protection
- To develop skills in using interactive methods for human rights education
- To identify ways to integrate human rights into the school curriculum and everyday life
- To develop an educational approach aimed to ensure the best interest of the child

Acknowledgements

This project was made possible with the financial support of the Canadian International Development Agency (CIDA).

Session 1

Setting the Context

Objectives

To get acquainted with the group

To establish a creative group atmosphere based on mutual respect

To become acquainted with the program's content



Activity 1	Meet the Group	1 hr
Activity 2	Ground Rules	20 min
Activity 3	Presentation of the Program and Participants Expectations	40 min

Activity 1 Meet the Group

Objective

The aim of this activity is for participants and facilitators to become acquainted.

Time

1 hr

Description

This is a three-part activity.

15 min

Part A

Work individually. Put down the following information:

Your name

City (town)

Specific symbol. Draw whatever (subject, symbol, animal, vegetable, or mineral) you associate yourself with as an individual.

15 min

Part B

Work in pairs. Introduce yourself to your partner with the help of your drawing. Interview each other asking different questions (about hobbies, interests or family).

Go back to your group.

30 min

Part C

Work in groups. Introduce your partner using his/her drawing and the information he/she provided. After completing the introduction indicate the city (town)/location of your partner's residence on the map of Kyrgyzstan with the help of color pins.

End of Activity ■

Activity 2 Ground Rules

Objective

The aim of this activity is to set ground rules for the workshop.

Time

20 min

Description

By developing ground rules we specify principles of mutual respect in the group. These principles concern all members of the group regardless of their experience and education. This contributes to the elimination of the hierarchy, which can prevent members of the group from expressing their opinions or being heard.

Together with the facilitator develop ground rules for the work of the group.

These are samples of basic rules:

- To listen and to hear
- To avoid harsh words (concerning yourself or others)
- To avoid frequent and long speeches (to give a chance to everybody to speak)

Identify a few rules. Your facilitator will write them down on a flipchart and hang them in the room as a reminder until the end of the workshop.

End of Activity ■

Activity 3 Content of the Program and Expectations

Objective

The aim of this activity is to examine the group's expectations and to examine the content of the program.

Time

40 min

Description

The facilitator begins by reviewing the goals, objectives and content of the program.

- Discuss the following questions together with the facilitator.
 - Do you think the content of the program meets your needs?
 - What areas do you want to spend more time on during the workshop?
 - What can be done during or after the workshop to ensure that individual needs are met?
 - What contribution can you make?
- Your facilitator will provide you with 3 cards. Mark the cards as follows:
 - N- Name
 - E - Expectations
 - R - Resources

Cont'd ► ► ►

- Answer the following questions and add information from appropriate card as an example.

Identify ONE expectation you have for this training workshop. What do you expect to learn during this program? Please explain.

Identify ONE thing, based on your experience, which you can offer to the group. Please explain.

The facilitator will lead a discussion on how the program can meet your expectations and how others can benefit from your experience.

Once you finish, stick the card on a flipchart, as shown in **Worksheet 1**.

End of Activity ■

Worksheet 1 Your Own Expectations and Experience

N Name	E My expectations	R What can I offer

Session 2

Our Understanding of Human Rights

Objectives

To reflect on your understanding of human rights

To study human rights principles and concepts



Activity 1	Discussion: «Your Understanding of Human Rights»	70 min
Activity 2	Presentation « Human Rights – Basic Concepts».	50 min
Activity 3	Basic Human Rights Concepts	40 min
Activity 4	Presentation: «What are Human Rights?»	70 min
Activity 5:	Decision Tree	70 min

Activity 1 Your Understanding of Human Rights

Objective

The aim of this activity is to have participants reflect on their own understanding of origin of human rights.

Time

70 min

Description

This is a three-part activity.

15 min

Part A

Work in small groups. The facilitator will give everyone a set of cards with the following questions, which you have to answer individually:

- What is a human being?
- What are human rights?
- Are some human rights more important than others?
- Do human rights belong equally to all people? Are there exclusions?
- What restrictions of your human rights have you faced in your life. Please give 1-2 examples.

20 min

Part B

Work in a group. The facilitator will ask you to categorize your answers to each question and discuss the results of your ideas with the rest of the group. Choose a reporter to make the presentation to the larger group.

Cont'd

30 min

Part C

Each group will present and explain the results of its discussions. In the larger group and together with the facilitator discuss the results of the work.

End of Activity ■

Activity 2 Presentation «Human Rights: Basic Concepts»

Objective

The aim of this activity is to examine basic human rights concepts.

Time

50 min

Description

During the presentation you analyze and discuss basic human rights concepts with the facilitator. Keep in mind:

- human dignity
- freedom
- equality

In addition, you will be introduced to the relationships between the individual and the state, and human rights restrictions.

End of Activity ■

Activity 3 Basic Principles of Human Rights

Objective

The aim of this activity is to have participants reflect on some of the key human rights principles found in the Universal Declaration of Human Rights.

Time

40 min

Description

This is a three-part activity.

10 min

Part A

You work in 4 groups. The facilitator explains the activity and its procedures. Your group analyzes a list of 10 rights and prepares a presentation for the other groups.

20 min

Part B

Each group presents and explains the results of its work to other groups.

10 min

Part C

The facilitator asks the larger group additional questions and leads a discussion on the results of the work performed.

End of Activity ■

Reference Sheet 1: Basic Human Rights Principles

EQUALITY:

The basis of human rights is that "all human beings are born free and equal in dignity and rights." (UDHR Article 1)

UNIVERSALITY:

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognize and uphold them. The universality of rights does not mean, however, that they cannot change or that they are experienced in the same manner by all people.

NON-DISCRIMINATION:

The Universal Declaration of Human Rights and subsequent international human rights law afford the same rights and responsibilities equally to all women and men, boys and girls, by virtue of their humanity, and regardless of any role or relationship they may have.

INDIVISIBILITY:

Human rights should be addressed as an indivisible body, including civil, political, social, economic, cultural, and collective rights.

INTERDEPENDENCE:

Human rights concerns appear in all spheres of life — home, school, workplace, courts, and markets — everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.

RESPONSIBILITY:

A. GOVERNMENT RESPONSIBILITY: Human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.

B. INDIVIDUAL RESPONSIBILITY: Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.

C. OTHER RESPONSIBLE ENTITIES: Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights.

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

Reference Sheet 2: Introduction to the Universal Declaration of Human Rights

Rights for all members of the human family were first articulated in 1948 in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world's population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every person in the world was entitled and ensure that the future of humankind would be different.

The 30 articles of the Declaration together form a comprehensive statement covering economic, social, cultural, political, and civil rights. The document is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realization of one's humanity). A declaration, however, is not a treaty and lacks any enforcement provisions. Rather it is a statement of intent, a set of principles to which United Nations member states commit themselves in an effort to provide all people a life of human dignity.

The influence of the UDHR has been substantial. Its principles have been incorporated into the constitutions of most of the more than 185 nations now in the UN. Although a declaration is not a legally binding document, the Universal Declaration has achieved the status of customary international law because people regard it "as a common standard of achievement for all people and all nations."

Reference: Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights. (1998). Human Rights Education Associates, Amnesty International, USA.

Reference Sheet 3: A Summary of the Universal Declaration of Human Rights

<p>Right to equality</p> <p>Freedom from discrimination</p> <p>Right to life, liberty, personal security</p> <p>Freedom from slavery</p> <p>Freedom from torture and degrading treatment</p> <p>Right to recognition as a person before the law</p> <p>Right to equality before the law</p> <p>Right to remedy by competent tribunal</p> <p>Freedom from arbitrary arrest, exile</p> <p>Right to a fair public hearing</p> <p>Right to be considered innocent until proven guilty</p> <p>Freedom from interference with privacy, family, home, and correspondence</p> <p>Right to free movement in and out of any country</p> <p>Right to asylum in other countries from persecution</p> <p>Right to a nationality and freedom to change it</p>	<p>Right to marriage and family</p> <p>Right to own property</p> <p>Freedom of belief and religion</p> <p>Freedom of opinion and information</p> <p>Right of peaceful assembly and association</p> <p>Right to participate in government and free elections</p> <p>Right to social security</p> <p>Right to desirable work and to join trade unions</p> <p>Right to rest and leisure</p> <p>Right to adequate living standards</p> <p>Right to education</p> <p>Right to participate in cultural life and community</p> <p>Right to social order assuring human rights</p> <p>Community duties essential to free and full development</p> <p>Freedom from state and personal interference in the above rights</p>
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Activity 4 Presentation «What are Human Rights?»

Objective

This activity is aimed at providing participants with information regarding human rights, the rule-of-law, the state, models of relationship between authorities and individuals, and at reflecting on notions such as democracy, constitution, etc.

Time

70 min

Description

A resource person makes a presentation regarding basic human rights principles. Participants have the opportunity to ask questions or make comments at the end of the presentation.

End of Activity ■

Activity 5 Decision Tree

Objective

This activity is aimed at building the link between life values and ways to solve human rights problems in everyday life.

Time

70 min

Description

This is a two-part activity. It is based on the materials of the International Helsinki Foundation for Human Rights.

50 min

Part A

Work in small groups. The facilitator will note the significant values that participants have.

The facilitator distributes cards with a particular problem for the group. You will discuss the problem by using **Worksheet # 2**. The facilitator writes the results of these discussions and alternatives of the decisions on a flipchart. Together with the facilitator, you discuss the positive and negative consequences of these decisions and consider which of them match the values of your group.

20 min

Part B

You will go back to the larger group and discuss the method of the “Decision Tree”, its advantages and disadvantages, its applicability in primary, middle and high school classrooms. Use **Worksheet #3**.

End of Activity ■

Worksheet 2: Decision Tree

Values		
Negative Consequences of the Decisions Made		
Positive Consequences of the Decisions Made		
Decisions		
Alternative 1	Alternative 2	Alternative 3
Problem		

Reference: Based on the materials of the Helsinki Foundation for Human Rights

Worksheet 3: Strengths and Weaknesses

Method	Advantages/strengths	Disadvantages/weaknesses	Comments

Method	Advantages/strengths	Disadvantages/weaknesses	Comments

Session 3:

International Documents on Human Rights

Objectives

- To get acquainted with main international human rights documents
- To examine human rights issues
- To examine the human rights situation in Kyrgyzstan
- To analyze the observance of human rights in Kyrgyzstan
- To examine the relationship between human rights education and human rights issues
- To examine human rights restrictions



Activity 1: «International Documents on Human Rights», Presentation	60 min
Activity 3: Problem of Human Rights Observance in Kyrgyzstan	80 min
Activity 4: «Human Rights in Kyrgyzstan», Movie	50 min
Activity 5: «Observance of Human Rights In Kyrgyzstan», Metaplan	1 hr 45 min
Activity 6: “Limitations of Rights”, Practical Training Session	2 hrs 35 min

Activity 1 Presentation «International Human Rights Documents»

Objective

The aim of this activity is to provide participants with information about international human rights documents ratified by Kyrgyzstan.

Time

60 min

End of Activity ■

Activity 2 Problems of Human Rights Observance in Kyrgyzstan

Objective

This activity is aimed at examining the observance of human rights using the international human rights documents.

Time

80 min

Description

This is a three-part activity.

30 min

Part A

The facilitator will distribute press-cuttings, describing human rights issues and a copy one of the international human rights documents.

Please specify what kind of human rights violations are mentioned in the newspaper articles and which Articles of the international human rights documents they correspond to. Prepare a flipchart version of your presentation; appoint a speaker who will present the results to the larger group.

10 min

Part B

You will come back to a larger group. The facilitator will distribute the newspaper articles to each group.

40 min

Part C

Each group will present the results of their work to the others.

End of Activity ■

Activity 3 Video «Human Rights in Kyrgyzstan»

Objective

The aim of this activity is to enable participants to share their opinions on human rights observance in Kyrgyzstan.

Time

50 min

Description

This is a two-part activity.

20 min

Part A

You will watch a video about human rights in Kyrgyzstan.

30 min

Part B

You will go back to the larger group and the facilitator will lead a discussion on human rights observance in Kyrgyzstan.

End of Activity ■

Activity 4 Metaplan “Observance of Human Rights in Kyrgyzstan”

Objective

The aim of this activity is for participants to analyze the observance of some human rights in Kyrgyzstan and to develop appropriate ways of solving some of these human rights violations.

Time

1 hour 45 min

Description

This is a two-part activity. It is based on the materials from the International Helsinki Foundation for Human Rights.

45 min

Part A

The facilitator will assign to your group an example of a right that is violated in Kyrgyzstan.

Each group analyzes the situation from a rights-based perspective by answering the following questions:

- What is the real situation?
- Why is reality different from ideal situation?
- How should it be?
- What are your suggestions?

The first three questions should to be answered individually on a separate sheet of paper (a different color for each answer). After you have answered the questions, fix the cards on the flipchart as shown on **Worksheet #4**. The group should classify these cards according to the categories in the scheme. There may be similar views in the group. Your group then answers the last question, discusses previous questions and makes suggestions on how to change the situation.

45 min

Part B

Each group presents the results of its work.

15 min

Part C

You will discuss the “metaplan” method, its advantages and disadvantages, its applicability in primary, middle and high school classrooms. Use the **Worksheet #3**.

End of Activity

Worksheet 4 Observance of Students' Rights in School

Real situation

- Teachers read personal letters of students
- Teachers violate their personal dignity
- There is freedom of religion
- Grades are often unreasonable
- Students do not know their rights

How it should be?

- Students' rights should be observed in school
- School Rules should describe legal procedures for children to appeal a teacher's decision
- Teachers have to inform students of their rights

Why is reality differing from the ideal?

- Teachers do not know the Convention on the Rights of the Child
- Teachers do not know their rights
- Children do not know their rights either
- There are no legal procedures in the School Rules

Suggestions

- Provide training courses for children and youth
- Include legal procedures into the School Rules
- To appoint school-ombudsmen to protect students' rights
- To inform about any violation of the child's rights

Activity 5 «Limitations of Rights»

Objective

The aim of this activity is to discuss problems with regard to the human rights interpretations and restrictions.

Time

2 hours 15 min

Description

This is a two-part activity. This activity is adapted from materials from the International Helsinki Foundation for Human Rights.

40 min

Part A

You will work in small groups. The facilitator will assign your group one right to be analyzed. Your group has to answer the following questions:

- What can I do? (if a negative right is concerned)
- What is the obligation of the authority? (if a positive right is concerned)
- What is the authority prohibited to do? (if a negative right is concerned)
- What are the existing limitations?
- Practice of human rights observance in Kyrgyzstan

1hr 40 min

Part B

Each group presents and discusses the results of their work with other participants.

15 min

Part C

The facilitator summarizes the discussion.

End of Activity ■

Session 4

International HR Protection within the UN System

To examine the UN human rights system and activities

To discuss mechanisms for HR protection and promotion within the UN system



Activity 1	Presentation: «National and International Mechanisms of HR Protection»	1hr 40 min
Activity 2	The UN System of HR Protection	60 min

Activity 1 Presentation «National and International Mechanisms of HR Protection»

Objective

This presentation will explore the international and national HR protection mechanisms.

Time

1hr 40 min

Description

The participants will have an opportunity to explore the UN system of human rights protection, including Human Rights Commission, its special rapporteurs and working groups, the committees, and the reporting procedures. Special emphasis will be placed on the mechanisms which can be used by the population of Kyrgyzstan.

End of Activity ■

Activity 2 The UN System of HR Protection

Objective

The aim of this activity is to present various ways of using the UN mechanisms for human rights protection.

Time

60 min

Description

This is a three-part activity.

15 min

Part A

Work in small groups. Each group is asked to draw a picture of “a human being having no rights”.

15 min

Part B

Work in a large group. Exchange pictures with the other groups and identify what rights have been violated and which of the UN bodies could be used in these particular cases. Choose a reporter to present the work of your group.

30 min

Part C

Your group will present its own ideas. The group – author of the picture - will give its own comments.

End of Activity ■

Session 5

Human Rights Education for Different Age Groups

- To identify features of human rights education for different age groups.
- To look at examples of human rights lessons in the school
- To analyze and discuss the lessons presented
- To determine appropriate human rights education approaches to be used with different age groups in school



Activity 1	Importance of HRE at school	35 min
Activity 2	Peculiarities of HRE for Different Age Groups	50 min
Activity 3	Examples of HR Lessons in School	80 min

Activity 1 Importance of HRE at School

Objective

The aim of this activity is to give participants an opportunity to share their views on the importance of teaching human rights in school.

Time

35 min

Description

The facilitator leads the discussion. Questions for discussion:

- Is it necessary to teach human rights in school?
- What is the appropriate age of students for HRE?
- How is human rights education related to the issues of human rights observance in Kyrgyzstan?

End of Activity ■

Activity 2 Peculiarities of Human Rights Education for Different Age Groups

Objective

The aim of this activity is let the participants identify peculiarities of human rights education for different age groups and the needs of these groups.

Time

50 min

Description

Work in small groups.

The facilitator leads discussion in your group on the peculiarities of the age groups you work with in your school and on their interests and needs.

End of Activity ■

Activity 3 Examples of Human Rights Lessons in School

Objective

The aim of this activity is to introduce the participants to various examples of human rights lessons.

Time

80 min

Description

Work in small groups.

The facilitator provides examples of lessons and asks your group to discuss them. You will work with other facilitators who will provide lessons appropriate to other age groups and who will discuss their form, content and methods.

End of Activity ■

Session 6

Convention on the Rights of the Child

- To get to know the basic principles contained in the Convention on the Rights of the Child
- To analyze the human rights situation in Kyrgyzstan
- To consider how our own views of human rights and of rights of the child impact on our activities as teachers
- To introduce participants to the principle of participation as a foundation of human rights education in schools
- To share an understanding of human rights education in schools and to identify the features and needs of target groups



Activity 1	Presentation: «Convention on the rights of the child»	60 min
Activity 2	Human rights education in school: Participatory Approach	40 min
Activity 3	Map of Information	70 min
Activity 4	«Nestlings out of Nestle»	35 min
Activity 5	Participation of Children	60 min
Activity 6	Human Rights Atmosphere in the School	70 min
Activity 7	Requirements to be Met by the HR Teachers	70 min

Activity 1 Presentation: «Convention on the Rights of the Child»

Objective

The aim is for participants to get acquainted with the Convention on the Rights of the Child.

Time

60 min

Description

The participants will be provided with information on the history, philosophy and principles of the Convention.

End of Activity ■

Activity 2 HRE in School – Participatory Approach

Objective

The aim of this activity is to explore the elements of a participatory approach to education and why it is the most appropriate approach for human rights education.

Time

40 min

Description

The facilitator will review the elements of a participatory approach by referring to **Reference Sheet 4**.

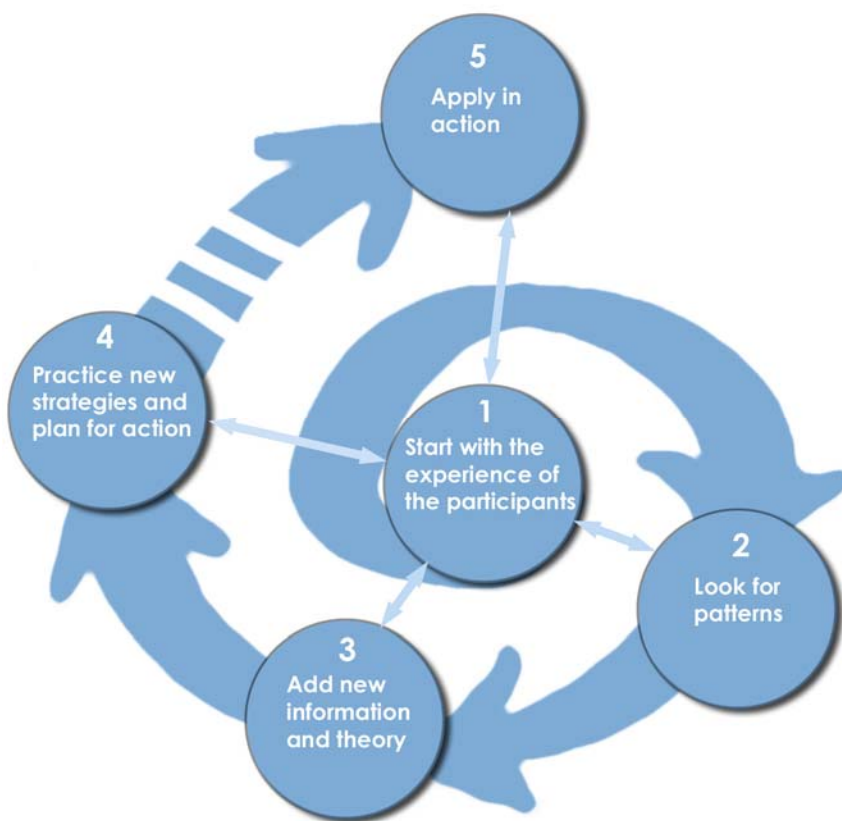
As a group, discuss the following questions:

- Is it useful to use a participatory approach for different age groups?
- What are the advantages of such an approach?
- What are some of the challenges of a participatory approach?
- How can these challenges be overcome?
- Have you used such an approach before?
- Why is a participatory approach appropriate for HRE with children?

End of Activity ■

Reference Sheet 4 Participatory Approach – the Learning Spiral

The Spiral Model

**A. Some assumptions about a participatory approach for a human rights program or session:**

- The program/session provides the framework for drawing out content from participants/learners. They bring analysis and experience to the learning process.
- Linking human rights concepts to the everyday experiences of the participants makes the concepts more accessible and more likely to be understood.
- Participants/learners take responsibility for their own learning and interaction with other participants.
- Everyone participates fully in the session.
- There will be tolerance of different approaches and strategies.

B. The Curriculum design model - the learning spiral

- A participatory approach places the student at the center of the learning process. Learning begins with the experience or knowledge of the participants.
- After students have shared their experiences, they analyze them and look for commonalties or patterns.
- New information or theory is added from outside sources.
- Participants need to practice what they have learned, to practice new skills, to develop strategies and plan for action
- Participants apply in action what they have learned.
- Reflection and evaluation are part of the program design and are carried out throughout the entire program, not just at the end.

Reference: Canadian Human Rights Foundation

- Continued

Keys to Successful Learning

1. Doing

- Participants are involved in the learning process, interrelation with the facilitator and with each other.

2. Feedback

- Positive feedback generates positive feelings, which are an important step to successful learning.
- Effective learning requires feedback that is corrective but supportive.
- Feedback provided in a constructive way promotes sharing of responsibility for learning and action.

3. Sharing

- The most effective learning is from shared experience.
- Participants learn from each other and facilitators learn from participants.

4. Responsibility for learning

- Encouraging participants to take responsibility for learning and actions enables them to better achieve their learning goals.
- These keys to successful learning are also central features of a **Participatory Approach**.

- Continued

Why a Participatory Method for Human Rights Education?

Four reasons

Why a participatory approach to human rights training is appropriate:

- Human Rights are part of our experience
- Human Rights are based in conflicting values
- Human Rights Education is about social transformation
- Human Rights Education should spark reflection

1. Human Rights - Part of Our Experience

When we think of human rights, we usually first think of our own lives. Human rights are not abstract but directly related to our lives.

Thinking about human rights begins with an examination of our own lives and the awareness of our dignity and that of others.

For example, how have we been oppressed? How have we oppressed others? We need to ask such questions in order to break systems of oppression and improve our lives and others'. In doing so, we come to know human rights not only as a value system, but as a meaningful way of life to maintain our dignity and promote dignity of others.

We need to be active participants in human rights, not recipients of rights granted by others. Think about questions like: "Where do human rights come from? Do they come from documents? from tradition? from governments? from God?" Human rights are not only for "experts." All of us have theories about human rights. Accordingly, a participatory approach to human rights education is the most appropriate. We must look at human rights from our own realities, share different perspectives, develop analytical skills to understand, exercise, and promote human rights. "Participatory" is not just to keep people active but to help them become analytical.

2. Based on Conflicting Values

Another reason for participatory approach to human rights education is because human rights involves norms and values. These values are evolving and are rarely unambiguous. They often conflict (e.g., right to a clean environment v. right to employment, right to religious expression v. right to an identity, right to free expression v. right to freedom from persecution). These are the kinds of dilemmas that spark our reflection. John Dewey, in "How we think: Restatement of the relation of reflective thinking to the educative process" described learning as a process of reflecting on experiences that puzzle us. There is no one right answer to these questions. Therefore, we need to be active participants in figuring out the answers.

We need to discuss and reflect on conflicts, especially if the persons living together in a society are to agree on resolution. The World is not a static, given reality. Rather it is a problem to be worked on and solved. Human rights are a value system, a map for creating the kind of society we want to live in. Everyone is capable of looking critically at the world, especially when in dialogue with others.

All of us can benefit from analyzing human rights. We come from different societies where different kinds of rights are accorded different priorities: collective (development, environment) v. individual rights (develop own property), political and civil rights (vote, speech, assembly), social and economic rights (employment, health care, education). We need to question and to analyze the assumptions underlying the question: what are human rights?

3. Human Rights Education - Social Transformation

Another reason for a participatory approach is because human rights education is rooted in social justice. Human rights workers are agents of social change and justice. We need to create more agents.

Knowing human rights alone helps us, but is not sufficient for moving us into public and political arenas. We need to practice and value human rights to feel competent and equal to others in making decisions that affect our lives and the lives of others.

Paulo Freire stated: "Our reason for being is to be a subject, not an object, to act upon and transform the world"

Learning to act upon the world implies a different relation between students and teachers:

- "Individuals gain back the right to say his or her own word, to name the world."
- "I now realize I am a person, an educated person."
- "We were blind; now our eyes have been opened."
- "Before this, words meant nothing to me; now they speak to me, and I can make them speak." (Freire)

When men and women learn to read, they become creators of culture. We can't copy this pedagogy exactly because the context is different, but we can learn from the parallels. People in our societies, too, are often objects, lacking in critical perspectives. Unversed in the literacy of human rights, they see little connection between themselves and an abstract concept like human rights.

There is no such thing as neutral education. All education either facilitates our adjustment to the current system or helps us view it critically.

4. Human Rights Education - Spark Reflection

To stimulate this kind of thinking about the possibilities for social transformation, teachers of HR need to prompt reflection (and involve learners) rather than inculcate new values (a non-participatory approach). Most education, following the banking system, comes closer to the former than the latter.

We must make a distinction between active and participatory. Education can be active, involving people in simulations and games. To be participatory, it needs to include the voices of learners, voices that may disagree with the teacher, voices that may steer the course of learning in new ways. If human rights educators are to model what they preach, they must allow for participation or they are denying the very kind of rights they purport to uphold.

Edition of David M. Donahue

5. Interactive Methods in Teaching Children

Process of education about Human Rights for all human beings cannot be passive, based on directive and authoritarian model of teaching. Rights of the child are rights of school children. Students should feel respect and support to his/her dignity and freedom. That is why the most appropriate teaching method for HRE is to place a student in the center of learning process and to encourage him/her to share his/her opinion.

UNESCO. (1997).

Human Rights Education Textbook:

Primary and secondary levels.

Paris: France, UNESCO

Activity 3 Map of Information

Objective

The aim of this Activity is to analyze the information from the point of view of the rights of the child, to help the participants to have a detailed look at the Convention on the Rights of the Child.

Time

85 min

Description

This is a three-part Activity. It is based on the materials of the International Helsinki Foundation for Human Rights

25min

Part A

The facilitator will appoint your group with one of the following rights from the Convention of the Rights of the Child:

- Right to free education
- Right to protection from exploitation
- Right to health care
- Right to an adequate standard of living.

The facilitator will provide your group with a pack of cards, containing information about the above mentioned rights. Your group is expected to choose information related to the right assigned to your group. Then, your group will prepare a map of information on this right.

35 min

Part B

Each group will present results of its work.

25 min

Part C

Discuss with other participants results of your work and the “map of information” technique using **Worksheet #3**.

End of Activity ■

Activity 4 Video «Nestlings out of Nestle»

Objective

The aim of this Activity is view a video about street children.

Time

35 min

Description

This is a two-part Activity.

20 min

Part A

You will watch the video «Nestlings out of Nestle».

15 min

Part B

Together with the facilitator you will discuss the video, emphasizing basic principles of the Convention on the Rights of the Child.

End of Activity ■

Activity 5 Presentation: «Participation of Children»

Objective

The aim of this Activity is to help participants deepen their knowledge of the principle contained in the Convention on the Rights of the Child.

Time

60 min

Description

A resource person makes a presentation on the Convention on the Rights of the Child.

End of Activity ■

Activity 6 Human Rights Atmosphere in School

Objective

The aim of this Activity is to give the participants an opportunity to practice the principle of children's participation and analyze HR atmosphere in school.

Time

70 min

Description

This is a three-part Activity.

15 min

Part A

You will be offered to watch the video «Human Rights Atmosphere in School». In the video you will see role plays prepared and demonstrated by students of high school (9-11 grades).

20 min

Part B

With a facilitator in small groups you will discuss the role plays and human rights atmosphere in school– **Worksheet # 5**.

35 min

Part C

Each group will present the results of their discussion to the larger group. The facilitator will give a summary.

End of Activity ■

Worksheet 5 Human Rights Environment in the School

Understanding of human rights is best achieved by experiencing them in action. Everyday school life can provide this experience, and can reinforce the formal study of abstract concepts such as freedom, tolerance, fairness and truth. However, schools often discourage, rather than encourage human rights. Assumptions and prejudices often exist which deny the human rights of some people in the school. For example, if students are allowed to call other students from minority religious or ethnic groups offensive names, and no action is taken by the teachers, this sends a message to students that intolerance is acceptable. It is important to change these sort of messages if teaching for human rights is to succeed.

Questions for reflection

Together with the group discuss the current human rights environment in the school of your country by answering the questions below. The aim of these questions is not to attack the discipline and order of the school, but to make teaching for human rights easier by creating a climate of respect for human rights throughout the school.

Question set 1: Relations between students:

- Are there cases of violence or humiliation? For example, through name-calling?
- Are there prejudices against students? For example, against religious groups, gender, age, social class, etc?
- Do students complain about the above problems? If not, why?
- Does anything happen when students complain about the above problems? Is this effective?

Question set 2: Relations between teachers and students:

- Are students expected to obey teachers without understanding the orders?
- Is the grading system used to impose discipline, or to promote a few at the expense of many?
- Are students humiliated by teachers? Is discipline humane?
- Are boys and girls treated equally?
- Are there student councils or other school organizations?
- Are students felt free and comfortable to apply to the Principle or teachers with the problems?
- When are students met with the Principle?
- Is the Principal's office door opened or closed?
- Does the Principal know the students' names?

– continued

Question set 3: School rules and procedures:

- What values are promoted in school rules?
- Are students expected to blindly obey all rules for the sake of obedience and discipline?
- Are there rules that humiliate students, such as having to get permission every time they need to use the toilet or obligatory public works (to clean the city streets or to clean the school)?
- Are punishments irrelevant or unfair? For example, to leave students after classes.
- Can students help to make the rules or are they imposed on them? What are the limitations of the school administration?

Question set 4: Other questions to be discussed:

Relations between teachers and Principals:

- Are teachers afraid to complain or to give suggestions to the Principal?
- Do teachers from different subjects ever work together to present topics?
- Do they exchange teaching experiences among themselves?
- Do teachers work as a team in a coordinated way?

Relations between teachers and parents:

- Are parents afraid to complain to teachers when they do not like the way their children are treated or what they are taught?
- Do they fear that complaining might make things worse for their children?
- Are parents involved in running the school?

The physical environment:

- Are living conditions in the school building healthy?
- Is there a playground?
- Are there separated toilet-rooms for boys and girls ?

– continued

Human Rights Environment in the School

- Does classrooms environment stimulate good mood?
- Are students' paintings, poems and writings displayed on the walls?
- Is the work of less able students also displayed?
- Are students involved in making their classroom comfortable?

Source: Amnesty International. (1996). First Steps: a manual for starting Human Rights Education.

Activity 7 Requirements to the Human Rights Teacher in the School

Objective

The aim of this Activity is to develop together with children requirements to be met by the human rights teacher

Time

70 min

Description

This is a three-part activity

10 min

Part A

You will watch a video, where students of high school are interviewed on the question: "What is my vision of a teacher who teaches human rights?"

15 min

Part B

The facilitator will divide you into the groups and will offer you to discuss and make a list of requirements to be met by the HR teacher. You are supposed to write down each of the requirements on a separate card and classify the cards as follows:

- requirement to learn
- requirement to pay equal attention to both emotional and cognitive aspects of HRE
- requirement to self-evaluate
- requirement to teach by serving as a model

Choose a presenter for presentation of your work in the larger group.

30 min

Part C

Each group will present the results of their work, classified in a table. The facilitator will synthesize the work of the group **Worksheet #6**.

End of Activity ■

Worksheet 6: Personal Requirements to the HR teacher

“To teach about and for human rights requires more than knowledge about human rights and experience in education. A Human Rights teacher should deeply feel responsibility for human rights and believe in their importance for building of a society based on principles of justice and democracy”. Source: Nancy Flowers (2000). Human Rights Education Resource Book. Minneapolis, Minnesota: Human Rights Resource Center, University of Minnesota.

Human rights teacher should meet the appropriate personal requirements. Refer to the requirements below and determine what each of them covers and what they mean to you and to your work as a teacher.

Requirement	What it covers
To learn	
To pay attention to emotional aspects in HRE as well as to cognitive aspects	
To self-evaluate	
To teach through serving as a model	

Session 7:

Human Rights Education Marketplace

- To present various techniques, used in human rights education in school or adapted to be used in human rights education
- To participate in the Marketplace
- To analyze presented techniques, their efficiency in human rights education in school



Activity 1:	HRE Marketplace presentation	30 min
Activity 2:	HRE Marketplace development	1h 15 min
Activity 3:	HRE Marketplace	60 min
Activity 4:	Discussion and evaluation of HRE Marketplace	40 min

Activity 1: HRE Marketplace

Time

30 min

Description

The facilitator will give a description of HRE Marketplace.

Note: This activity is based on the materials of the Canadian Human Rights Foundation

End of Activity ●

Activity 2: HRE Marketplace Development

Objective

The aim of this activity is to encourage the participants to apply in practice skills which they have acquired during the workshop.

Time

1 hour 15 min

Description

In the groups formed according to your target group, you will plan and design activity on human rights education, which you will present at HRE Marketplace. See Reference #5.

Activity planning and designing may help you to use in practice a lot of concepts that you became familiar with during this workshop. By participating in the HRE Marketplace you will have the opportunity to share new ideas with other participants.

Together with other members of the group prepare activities to be presented in Marketplace, using Worksheet #7.

End of Activity ●

Reference 5 : HRE Marketplace

1. What is the Human Rights Education Marketplace?

The HRE Activity Marketplace is designed as an opportunity for all of us to share some of the best ideas and activities from our own work, from our experience and from our creativity. As a community of human rights educators, we have much to learn from one another.

2. Why call this activity a “marketplace”?

The “Marketplace” is an appropriate metaphor for this activity for two reasons:

It will be a place for exchange, in this case ideas, instead of the usual goods and services associated with a marketplace.

The HRE Activity Marketplace will be like a real marketplace because many activities will be happening simultaneously.

3. Setting up the Marketplace

For the Marketplace, we usually secure two large rooms allowing three different activities to take place at the same time. They will be prepared by the groups focused at different target groups. At each end of a room, a participant will present or facilitate an activity at a “stall” in the Marketplace.

4. The Presenter’s Task

The total time for the Marketplace is 60 minutes. Three participants of each group must be ready to present the activity, designed or adapted by the group. Each presenter should plan on repeating the activity one time. The aim is to have participants see a number of quick activities that you have found effective in your training work.

Selecting an activity

Try to choose an activity that can be demonstrated in 20 minutes.

If the activity you select requires more time, then have a poster or some pictures illustrating this activity. In this case you would be more of an “explainer” than a “presenter”. Ideally you should demonstrate and explain.

Materials required

You should have with you copies of materials needed by the participants to take home for their use or modification. Describe the activity in such a way that others may be able to use it or adapt it in the future. Make sure to include information on the target group, human rights content, objectives, training techniques, and logistical concerns.

During the Marketplace

The emphasis in the Marketplace should be on demonstrating the activity or getting the idea across. Participants and presenters can connect later for more detailed questions about logistics and how to implement certain activities. If you do facilitate the activity, don’t forget to do the debriefing.

Reference 5 : HRE Marketplace (continued)

5. The Participant's Task

For each activity you observe in the HRE Marketplace, complete a copy of the chart provided on Worksheet: Activity profile – Notes from the Marketplace. You should be able to record information related to:

- activity name
- target group
- the content (e.g., women's rights)
- the objectives of the activity
- techniques - write information about how the activity works
- logistics - write any notes about special concerns regarding the length of the activity, special resources needed, etc. These notes should help you to use the activity later

Note: Some of this information may be included in handouts from the presenters.

Reference: based on the materials of the Canadian Human Rights Foundation

Worksheet 7 : Marketplace Activity

Name of activity: _____

☐ New: ☐ Borrowed from: _____

1. Educational context Planned target group Designed place in the program	
Description of the activity	
Content on human rights	
Objectives	
Methods The procedure of the activity presentation	
Logistics (time, materials, resources)	

Activity 3: HRE Marketplace

Objective

The aim of this activity is to present activities designed by the participants, and their participation in the activities, designed by other participants.

Time

60 min

Description

Participants present by turn their activities and participate in the activities, designed by other participants.

For presenter:

Present activities within the allotted time limits

Provide participants with required materials, which you prepared for the activity

Leave some minutes for making comments and asking questions

For participants:

For convenience, use Worksheet # 8

Information about each presented activity will be useful in Session 4 for discussing your impression.

End of Activity ●

Worksheet 8 : Description of the Activity – Notes From the Marketplace 1

Name of activity	Your comments
Participants:	
Content:	
Objectives:	
Methods:	
Logistics (time, materials, resources)	

Worksheet 8 : Description of the Activity – Notes From the Marketplace 2

Name of activity	Your comments
Participants:	
Content:	
Objectives:	
Methods:	
Logistics (time, materials, resources)	

Activity 4: HRE Marketplace Debriefing and Evaluation

Objective

This activity is aimed at giving and getting feedback. Participants will have the opportunity to evaluate and improve ideas on activity presented in the market place.

Time

40 min

Description

Together with the facilitator and other participants you will discuss activities presented in the market place.

Give feedback: share your reflection on the activities they developed with the members of other groups:

- What worked?
- What didn't work?
- How could the activity be improved?
- Is it possible to use this activity with your target group?

Get feedback: Listen carefully to the comments of other participants.

- What would you do differently next time?
- What type of revisions could you make?

Refer to Reference 6: notes on how to give and get the feedback. Notes will help you to define your own opinion.

End of activity●

Reference sheet 6: Tips for Giving and Getting Feedback

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.
- Wherever possible, make suggestions for alternative approaches. Questions such as "Have you considered...?" or "What would happen if we tried...?" open a range of possible different responses. The use of "we" suggests that the issue and its solution is of interest to the whole group. Encourage others to add to the generation of different options. This will make it clear that there is not just one other (and therefore better) way to do it.
- Don't assume that a difference is political. Check to see whether a conflict is based on different experience, different social identity, or a different role in the organization. The response may clarify the extent to which debate can change a person's view and ascertain how important a view is to that person's self-image.

(Educating for Change, Doris Marshall Institute for Education and Action, 1991)

Session 8:

Planning Human Rights Course in the School

- To develop a preliminary plan of a human rights course in school
- To discuss all the methods, which were used during the Workshop
- To reflect on the ways and techniques of evaluation of the HRE work carried out in your school.



Activity 1:	Methods: discussion and synthesis	40 min
Activity 2:	Draft plan of our education programs for different target groups	1hr 30 min
Activity 3	Methods and ways of human rights work evaluation in school	1hr 30 min

Activity 1: Methods: Discussion and Synthesis

Objective

The aim of this activity is to discuss and summarize all methods which participants have become familiar with during the Workshop

Time

40 min

Description

The facilitator together with the participants will discuss methods which were used during the workshop, and what type of objectives they can help to achieve (development of knowledge, skills and attitudes) – see Worksheet #9.

End of Activity ●

Worksheet 9 Training Methods

Aimed at information about human rights	Aimed at skills	Aimed to change values and attitudes	Other

Activity 2: Draft Plan of Educational Programs for Different Target Groups

Objective

The aim of this activity is to develop a HR program for the target group you work with in your school.

Time

1 hr 30 min

Description

This is a two-part activity.

60 min

Part A

Work in the groups focused on different target groups of students.

Discuss in your group together with the facilitator how you will work with your target group in school.

Prepare draft plan of the program for your target group using Worksheet #10

30 min

Part B

Each group will present the results of their work.

In the larger group together with the facilitator discuss the presented programs.

End of Activity ●

Worksheet 10 Template for Planning of an Educational Program

1. Educational context of this educational program	Situation with HRE in your school Separate subject? Integration of this theme into other subjects?
2. Needs of your target group	HR needs of your students: Changing attitudes? Skills?
3. Goals and objectives of the educational program	What result do you want to achieve? What steps do you see for this?

Worksheet 10 Template for Planning of an Educational Program (Continued)

4. Content	What topics, information do you want to include in the program?
5. Form of education	What methodology do you consider the most effective for achievement of your goals and objectives?
6. Evaluation methods	Why evaluation is necessary? What information do you want to get? What methods do you plan to use for evaluation of your program?
Reference: Canadian Human Rights Foundation	

Activity 3: Methods and Ways to Evaluate Human Rights Work in School

Objective

The aim of this activity is to determine criteria on the necessity of evaluating the HR knowledge of students and the methods to use.

Time

1 hr 30 min

Description

This is a two-part activity

60 min

Part A

Work in groups according to target groups of students.

In the groups you will discuss what criteria to use in evaluation of human rights knowledge of your target group.

30 min

Part B

Each group will present results of their work.

In the larger group together with the facilitator you will discuss what methods you will use to evaluate your human rights work in school.



Canadian Human Rights Foundation
Fondation canadienne des droits de la personne

Human Rights Education

for Teachers

Workshop Manual

Uzbekistan Team of
Human Rights Trainers

Uzbekistan Team of Human Rights Education Trainers

Human Rights Education in School Training for teachers

Workshop Manual

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Introduction

This training program in human rights education for teachers was made possible thanks to the **Canadian Human Rights Foundation (CHRF)** through a related project aimed at providing human rights education training for school teachers and strengthening their facilitation skills.

The main goal of this training program, designed for school teachers (8-9th grades) in Uzbekistan, is to both strengthen the human rights knowledge and skills of teachers as well as effectively promote human rights education in schools. This program uses a participatory approach which places great emphasis on reciprocal learning and learning-by-doing. Throughout the program, participants are given the opportunity to share their experiences in human rights education, to reflect and to practice the skills and techniques presented.

In addition to strengthening skills in the design and delivery of human rights education activities, this program aims to develop skills in designing of lesson plans/activities for addressing human rights in schools, and to develop strategies for the prevention of human rights violations.

This manual also looks at the special role of the teacher, who is an important element of civil society and holds a significant role in implementing and protecting human rights.

This manual contains descriptions of current methods and techniques used in human rights education including material from *First Steps*, a manual prepared by Amnesty International, and activities from the Human Rights Education Training Program of the Canadian Human Rights Foundation.

A key component of this program is the evaluation of human rights education. The evaluation criteria for assessing students' knowledge as suggested by Felissa Tibbits in her article "Evaluation of Human Rights Sessions" (USA) is included. In addition, the importance of continuous evaluation of the program is emphasized throughout the training with examples of daily evaluation activities.

This manual outlines a five-day training program with objectives, activities, and suggested time frames.

The project was implemented with the financial support of the Government of Canada through the **Canadian International Development Agency (CIDA)**.

The manual includes:

- Sessions divided into activities with objectives and description of steps to follow
- Key answers where applicable
- References
- Extracts from the basic international and national sources on human rights

Although this manual provides a detailed description of each session, a truly participant-centered training starts with the experiences and needs of the participants. Therefore, these training materials should be tailored to the particular context in which they will be used.

Session 1:

Introduction

Activity 1	Meeting the Group and Participants' Expectations	60 min
Activity 2	Training Program, Goals, and Objectives	30 min
Activity 3	Ground Rules	30 min
Activity 4	Most Frequent Violations of Human Rights	90 min
Activity 5	Presentation: What Are Human Rights?	60 min
Activity 6	Practical Activity: What Are Human Rights?	60 min
Activity 7	Discussion: Why Teach Human Rights in School?	60 min



Activity 1 Meeting the Group and Participants' Expectations

Objective

For participants to get acquainted with each other.

Time

60 min

Description

- Find a participant in the group, whose name is specified on your Participant Information Card.
- Interview her/him, asking questions from the card and write down the answers.
- Introduce your partner to the group.

Participant Information Card

Name _____

Where do you come from? _____

Which School (Organization) do you work for _____

What subject do you teach? _____

What do you expect most from this training? _____

What can you contribute to make the training more effective? _____

Describe your hobby _____

End of Activity ■

Facilitator notes

While participants are introducing their partners, collect the cards and place them on a List of Expectations flipchart posted on a wall.

Activity 2 Training Program, Goals, and Objectives

Objective

To identify the participants' expectations in relation to the program goal, objectives and content of the training.

Time

30 min

Description

- The facilitator begins by reviewing the training program's goals, objectives and content.
- Then, together with your facilitator, discuss your expectations as a participant.
- Summarize the group's expectations. Are they similar? Are many expectations are the same? Discuss the program goal and objectives.
- Discuss how the program can address your expectations.

End of Activity ■

Facilitator notes

In this activity, introduce the goal and objectives to the group. Invite participants to come over to the "List their Expectations" during break period. Remind them that during the training session they will exchange experiences and many expectations can be met by other participants' contributions. Point out that the expectations not covered by the main program, may be addressed in the evening sessions and during informal meetings.

Activity 3 Ground Rules

Objective

To demonstrate the importance of developing ground rules for creating a positive climate and effective work.

Time

30 min

Description

1. Answer the following question: What ground rules are necessary for our training?
2. Write down on a flipchart the rules agreed upon by the entire group.
3. What are the advantages of developing ground rules?
4. Compare your rules with human rights.
5. Discuss how you can incorporate the activity of developing ground rules in your lessons at school.

End of Activity ■

Facilitator notes

1. Ask the following question: What ground rules are necessary for our training session?
2. If the group agrees with a suggestion, write the rule down on a flipchart.
3. Try to paraphrase negative terms into positive (for example, instead of “not to be late” you may use “arrive on time”).
4. Post the rules on a wall, for easy referral during training.

Suggested ground rules:
 - Raise a hand to speak
 - Be tolerant
 - Arrive on time
 - Talk to the point
 - Participate actively
 - Use humour
 - Listen attentively to speakers

Activity 4 Most Frequent Violations of Human Rights

Objective

To identify the role of the teacher in the prevention of human rights violations in the country.

Time

90 min

Description

20 min

Part A

Brainstorm a list of the most frequent human rights violations.

40 min

Part B

Form three small groups. Discuss and write down your answers to the following questions:

- What human rights violations do we face?
- What would be the ideal situation?
- What promotes/causes/instigates these human rights violations?
- How can a human rights teacher help prevent these violations?

30 min

Part C

Present your group work to other participants.

End of Activity ■

Facilitator notes

Divide the participants into three small groups. Supervise their work, reminding them of guidelines for group work (such as respecting time limits, respecting opinions of fellow participants, etc.)

Activity 5 Presentation: *What Are Human Rights?*

Objective

To introduce the concepts of human rights and freedoms through historical and contemporary perspectives.

Time

60 min

Description

Introductory presentation on human rights. Topics to discuss:

- Concepts such as human being and his/her dignity
- Explain why a human being is granted rights
- Identify the underlying principles of human rights
- Who violates human rights?
- Identify the relationship between human rights and freedoms
- Law and human rights

End of Activity ■

Activity 6 Practical Activity: *What Are Human Rights?*

Objective

To reinforce knowledge gained during presentation *What are Human Rights?*

Time

60 min

Description

30 min

Part A

Working in small groups, review the concepts learned from the presentation *What Are Human Rights?*

Create a *knowledge map*, using information from the presentation.

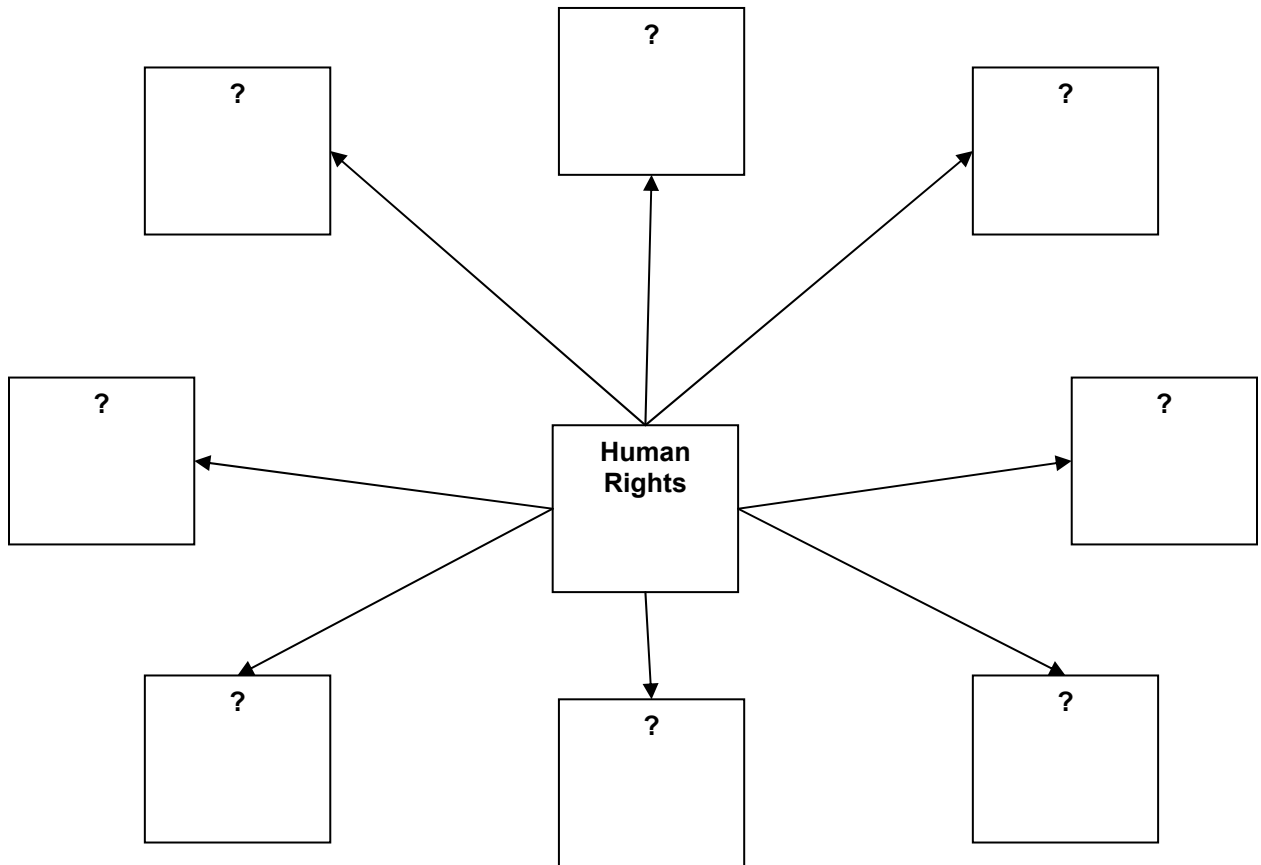
30 min

Part B

Present your group's *knowledge map* to other participants, and listen to the facilitator's comments.

End of Activity ■

Knowledge Map



Activity 7 Discussion: Why Teach Human Rights in School?

Objective

To discuss the necessity of teaching human rights in school, and the teacher's role in promoting and protecting human rights.

Time

60 min

Description

Discuss the following questions with the entire group:

- Why is it necessary to teach human rights in school?
- Is it possible to educate without human rights teaching?
- What would be the consequences of not teaching human rights in school?
- What are the challenges of teaching human rights in school?
- What is a teacher's role in the realization and protection of human rights?
- How can a teacher promote human rights observance in school?

End of Activity ■

Facilitator notes

Determine the list of questions to be addressed by the participants. Summarize the discussion of each question.

Session 1 Evaluation

30 min

Please evaluate Session 1

1. You found the content of today's sessions:

- a) very useful
- b) useful
- c) of no use

2. Regarding the material presented today, you:

- a) have not used before
- b) used before
- c) will use in the future

3. Today, you also learned about:

4. Suggest ways in which we could make the training session more effective:

Session 2:

School Environment and Human Rights

Activity 1	Practical Activity: Universal Declaration of Human Rights	60 min
Activity 2	Presentation: Universal Declaration of Human Rights: Ideas, Norms, Reality	60 min
Activity 3	Human Rights in Schools	60 min
Activity 4	Principles of Human Rights Education in School	30 min
Activity 5	A Model Schoolteacher	60 min
Activity 6	School Environment: Who is Responsible for a Positive School Atmosphere?	20 min
Activity 7	Personal Relations in School	90 min



Recap of the Previous Session

Objective

Review main aspects of the previous session.

Time

30 min

Description

Describe what impressed you most from the previous session.

End of Activity ■

Facilitator notes

Choose reporters (5-6 participants) at the end of each day. Encourage participants to be creative. If needed, help the first group of reporters.

Activity 1 Practical Activity: Universal Declaration of Human Rights

Objective

To practice knowledge gained from the presentation and reinforce the skills required to present these issues to students in schools.

Time

60 min

Description

30 min

Part A

Working in groups of four, place each of the *Human Rights* cards on the next page in one of the following categories: **Always**, **In Most Cases**, or **In Some Cases**. If your group cannot reach consensus on a card, turn it face down.

30 min

Part B

Compare how your group organized the *Human Rights* cards with other groups and discuss the similarities and differences.

End of Activity ■

Facilitator notes

Suggest that participants use the Universal Declaration of Human Rights for this activity. Remind them of guidelines for group work (such as respecting time limits, respecting opinions of fellow participants, etc.)

Human Rights Cards	
1 One cannot kill	2 One cannot torture
3 One cannot have slaves	4 On reaching age of consent, an individual can marry whoever they wish
5 People can speak and write freely	6 All people should be treated equally notwithstanding their gender, appearance, age or country of origin
7 People have the right to know why they are imprisoned	8 People are permitted to criticise their government
9 People can meet and speak with anybody	10 One cannot force a person to work
11 Anyone accused of committing a crime must be judged by those who are not involved in this case	12 People can freely travel or leave their country
13 Private letters and conversations cannot be intercepted	14 People have the right to hold or not hold religious beliefs

Activity 2 Presentation: *Universal Declaration of Human Rights: Ideas, Norms, Reality*

Objective

To introduce concepts, content and practice of the Universal Declaration of Human Rights.

Time

60 min

Description

Presentation. Topics to discuss:

- The main concepts and content of the Universal Declaration of Human Rights
- The necessity of adopting the Universal Declaration of Human Rights
- Participants will practice working with the Universal Declaration of Human Rights

End of Activity ■

Activity 3 Human Rights in Schools

Objective

To identify the place of human rights in schools.

Time

60 min

Description

Discuss in the larger group how human rights and the school environment are connected.

End of Activity ■

Facilitator notes

Before the discussion, review today's main themes. Help participants make a link between human rights, the main concepts of today's discussion and a favourable school climate.

Activity 4 Principles of Human Rights Education in School

Objective

To identify the basic learning principles underlying human rights education.

Time

30 min

Description

15 min

Part A

The facilitator divides participants into three small groups. Each group discusses the concepts listed below in their respective group. Each group defines the concepts and explains their significance.

Group 1	Group 2	Group 3
Responsibility	Justice	Freedom
Equality	Tolerance	Solidarity
Security	Personality	Peace

15 min

Part B

Each group presents their definitions to the larger group.

End of Activity ■

Facilitator notes

Divide the participants into three groups, and ask each group to discuss a different column. Encourage participants to be creative.

Activity 5 A Model School Teacher

Objective

To demonstrate the ideal model of an effective human rights teacher.

Time

60 min

Description

5 min

Part A

Write down seven main characteristics you believe a human rights teacher should possess.

15 min

Part B

After dividing up into four groups, discuss the characteristics you consider necessary for a human rights teacher. Identify seven main characteristics to share with the larger group.

40 min

Part C

Present your group's results to the larger group. Identify the significance of each characteristic chosen by your group from a human rights perspective. Compare the groups' results.

End of Activity ■

Facilitator notes

During group presentations, write down the common characteristics on a separate flipchart.

Activity 6 School Environment: Who is Responsible for a Positive School Atmosphere?

Objective

To demonstrate that human rights are the basis of interpersonal relations in school.

Time

20 min

Description

Discuss, in the large group, the following questions:

- Who are the subjects of interpersonal relations in school?
- Who is responsible for a positive atmosphere in school?

End of Activity ■

Reference Sheet 1: What is the Present Human Rights Environment in Schools?

Please read the following questions and think about your school. The aim of these questions is not to attack school discipline and order, but to make teaching for human rights easier by creating a climate of respect for human rights throughout the school.

Relations between students

Are there cases of violence or humiliation? For example, through name-calling?

Are there prejudices against students? For example, against religious groups, girls, or students from ethnic minorities or refugee families?

Does anything happen when students complain about violence? Is this effective?

Relations between teachers and students

Are students expected to obey teachers without understanding the orders?

Are students given a voice in making and enforcing school rules?

Is the grading system used to impose discipline, or to promote a few at the expense of many?

Are students humiliated by teachers? Is discipline humane?

Is there a student council? Are students elected/selected democratically for this council?

When do students see the principal?

Is the principal's office door open or closed?

Does the principal know the students' names?

Are students called by their first name or family name?

Are all students treated equally?

Relations between teachers and principals

Are teachers afraid to complain or to make suggestions to the principal?

Do teachers from different subjects ever work together to present topics?

Do teachers exchange teaching experiences among themselves?

Do teachers work as a team in a coordinated way?

Are teachers given a voice in policy decisions?

Are teachers treated equally?

Is promotion based on performance or on political or personal considerations?

What about relations between teachers and educational authorities?

Relations between teachers and parents

Are parents afraid to complain to teachers when they do not like the way their children are treated or what they are taught?

Do parents fear that complaining might make things worse for their children?

Are parents involved in running the school? Does this work? How could it be improved?

School rules and procedures

What values are promoted in school rules?

Are students expected to blindly obey all rules for the sake of obedience and discipline?

Are there rules that humiliate students, such as having to get permission every time they need to use the toilet?

Are punishments irrelevant or unfair?

Do school rules apply to all students equally?

Can students help to make the rules or are they imposed on them?

The physical environment

Are living conditions in the school building healthy?

Is there a playground?

Are there curtains or flowers in the classrooms?

Are students involved in making their classroom comfortable?

Are students' paintings, poems and writings displayed on the walls? Is the work of less able students also displayed?

Are learning materials and equipment equally available for students regardless of gender or social status?

Do students have a private, secure place where they can leave their belongings or where they can be alone?

Activity 7 Personal Relations in School

Objective

To ensure that human rights guide personal relations in school and identify how a teacher can help create an environment of mutual respect.

Time

90 min

Description:

30 min

Part A

Working in one of four groups, share real situations of personal relations in school. Prepare a role play based on one of the following relationships:

Group 1 – Relations between students

Group 2 – Relations between teachers and students

Group 3 – Relations between teachers and the principal

Group 4 – Relations between teachers and students' parents

60 min

Part B

Present a situation prepared by your group to other participants, and then discuss it. The following question can guide the discussion:

- What were the violations in this situation?
- How could we change this situation?
- What is the role of a teacher in this situation?

End of Activity ■

Facilitator notes

Divide the participants into four groups, and assign examples of personal relations in school to each group. Ask the groups to present a real situation based on personal relations from school life. Discuss each situation immediately after it has been presented. Stress the importance of teachers creating in an atmosphere of mutual respect in school.

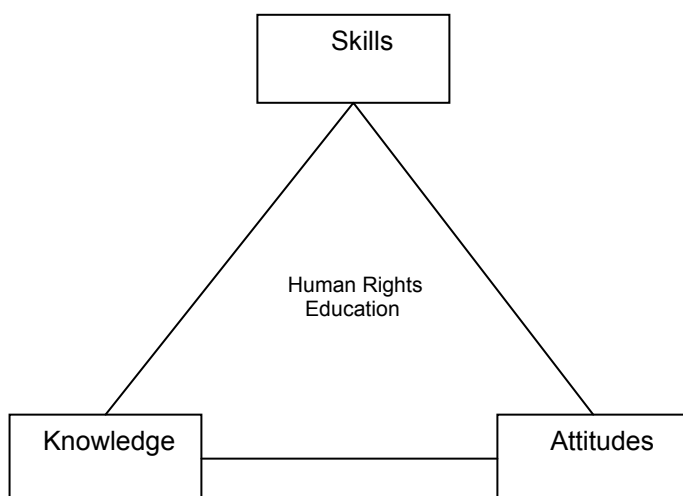
Reference Sheet 2: What is Human Rights Education?

Human rights education is *about*, but also *for* human rights. For example:

- Teaching people about international law or about human rights violations such as torture is teaching *about* human rights.
- Teaching people how to respect and protect rights, is teaching *for* human rights.

Human rights education is all about helping people understand human rights and appreciate that human rights are important and should be respected and protected.

This manual can help you teach *about* and *for* human rights. The activities give children **skills, knowledge**, and **attitudes** which they will need to work towards a world free of human rights violations.



These aspects are encapsulated in each of the activities by a participative, interactive educational methodology. Participatory methodology has been found by human rights educators to be the most efficient and most powerful way to develop skills and attitudes, as well as knowledge, in both children and adults.

KNOWLEDGE: Such as knowing that human rights documents exist and which rights they contain, and that these rights are inalienable and universally applicable to all human beings. Knowledge also involves knowing the consequences of violating human rights. This knowledge helps children to protect their own rights and the rights of others.

SKILLS: Such as listening to others, moral analysis, cooperating, communicating, problem solving, and questioning the status quo. These skills help children to understand the world around them, and see human rights as a way to improve their lives and the lives of others.

VALUES: Such as believing that human rights are important, that human dignity is inherent in all people, that rights should be respected, that cooperation is better than conflict, that we are responsible for our actions, and that we can improve our world if we try. These attitudes help children to develop morally and prepare them for positive participation in society.

METHODOLOGY: Participatory, interactive methodology involves children fully in learning. Alongside their teacher, they become active explorers of the world around them, rather than passive recipients of the teacher's expertise. This methodology is particularly appropriate when dealing with human rights issues, where there are often many different points of view, rather than one *correct* answer.

Why is it necessary to use this particular methodology?

- To merely read, comment or report on articles on human rights is ineffective and tedious. A student will learn much more about human rights, will experience active position and feel his/her own connection to human rights if the lesson is organized as a discussion or as a role playing.
- Today the objective is not just to give *ready* knowledge (it is impossible given the modern pace of development in science and technology), but to develop skills which will enable a person to create essential knowledge and understanding during his/her lifetime.
- In order to teach this subject effectively, as in no other, it is important to have trusting relations between adults and children. This also concerns the style of communication. The teacher who examines the eternal questions together with his/her students, analyses ethical issues, and seeks justice, will be more likely trusted by his/her students.

The Teacher's Role

We often hear teachers complain about order during these lessons, which may turn into uproar, etc. We acknowledge these fears. We want to warn young and inexperienced teachers, in particular, against merely *playing* with human rights lessons. Each session should be thoroughly developed with its goal and objectives to be achieved. Games or role playing can be used to introduce the theme, but should be followed by serious, well planned discussion.

The teacher's role in this participatory setting is even more important, although on the surface it may appear less evident. It is easier to lecture than to prepare the whole group for active work! Preparatory work is very important: how you prepare handouts, cards, envelopes with instructions, and also how you provide guidance. Step by step you and your students develop common rules and skills for group work and discussion.

It is important not to impose your opinion or opinions from *outside* but to give the students an opportunity to formulate their own position. Instructions at the beginning of the lesson should be short, clear and informative.

Reference Sheet 3: Why A Participatory Method for Human Rights Education?

Why a participatory approach to human rights training is appropriate:

- human rights are part of our experience
- human rights are based on conflicting values
- human rights education is about social transformation
- human rights education should spark reflection

1. Human Rights - Part of Our Experience

When we think of human rights, we usually first think of our own lives. Human rights are not abstract but directly related to our lives. Thinking about human rights begins with an examination of our own lives and the awareness of our dignity and that of others. For example, how have we been oppressed? How have we oppressed others? We need to ask such questions in order to break systems of oppression and improve our lives and others'. In doing so, we come to know human rights not only as a value system, but as a meaningful way of life to maintain our dignity and promote the dignity of others.

We need to be active participants in human rights, not recipients of rights granted by others. Think about questions like: "Where do human rights come from? Do they come from documents? From tradition? From governments? From God?" Human Rights are not only for *experts*. All of us have theories about human rights. Accordingly, a participatory approach to human rights education is the most appropriate. We must look at human rights from our own realities, share different perspectives, and develop analytical skills to understand, exercise, and promote human rights. *Participatory* is not just to keep people active but to help them become more analytical.

2. Based on Conflicting Values

Another reason for a participatory approach to human rights education is because human rights involve norms and values. These values are constantly evolving and are often ambiguous. They often conflict (e.g., the right to a clean environment versus the right to employment, the right to religious expression versus the right to an identity, the right to free expression versus the right to freedom from persecution). These are the kinds of dilemmas that spark our reflection. John Dewey¹, in "How we think: Restatement of the relation of reflective thinking to the educative process" described learning as a process of reflecting on experiences that puzzle us. There is no one right answer to these questions. We need to be active participants in figuring out the answers.

¹ John Dewey (1859-1952) was an influential American philosopher and educator who challenged the educational practice of his day by advocating "learning-by-doing" rather than rote-learning.

We need to discuss and reflect on conflicts, especially if the persons living together in a society are to agree on resolution. The World is not a static reality. Rather it is a problem to be worked on and solved. human rights are a value system, a map for creating the kind of society we want to live in. Everyone is capable of looking critically at the world, especially when in dialogue with others.

All of us can benefit from analyzing human rights. We come from different societies where different kinds of rights are accorded different priorities: collective (development, environment) versus individual rights (develop own property), political and civil rights (vote, speech, and assembly), social and economic rights (employment, health care, education). We need to question and to analyze the assumptions underlying the question: what are human rights?

3. Human Rights Education - Social Transformation

Another reason for a participatory approach is because human rights education is rooted in social justice. Human Rights workers are agents of social change and justice. We need to create more agents.

Knowing human rights alone helps us, but is not sufficient for moving us into public and political arenas. We need to practice and value human rights to feel competent and equal to others in making decisions that affect our lives and the lives of others.

Paulo Freire² stated: "Our reason for being is to be a *subject*, not an *object*, to act upon and transform the world." Learning to act upon the world implies a different relation between students and teachers: "Individuals gain back the right to say his or her own word, to name the world.... Before this, words meant nothing to me; now they speak to me, and I can make them speak. (Freire)"

When men and women learn to read, they become creators of culture. We can't copy this pedagogy exactly because the context is different, but we can learn from the parallels. People in our societies, too, are often objects, lacking in critical perspectives. Unversed in the literacy of human rights, they see little connection between themselves and an abstract concept like human rights. There is no such thing as neutral education. All education either facilitates our adjustment to the current system or helps us view it critically.

² Paulo Freire (1922-1997) was a Brazilian educator, who worked mainly in the field of literacy among the rural poor. Considered by many scholars to be among the most influential theorist of his time, his approach to education was called emancipatory, and included an emphasis on critical awareness and critical thinking. He advocated learning activities that start from the realities of the participants.

4. Human Rights Education - Spark Reflection

To stimulate thinking about possibilities for social transformation, human rights teachers need to prompt reflection (and involve learners) rather than transmit information (a non-participatory approach).

We must make a distinction between *active* and *participatory* learning. Education can be active, involving people in simulations and games. To be participatory, it needs to include the voices of learners, voices that may disagree with the teacher, voices that may steer the course of learning in new ways. If human rights educators are to model what they preach, they must allow for participation or they are denying the very kind of rights they purport to promote.

Session Summary: School Environment and Human Rights

Objective

To summarize the second session by determining the relationship between human rights and a positive school climate.

Time

20 min

Description

Discuss how a teacher can promote the creation of a positive school climate (attitudes, methods). Topics to discuss:

- To analyse the logic of the second session and reflect on why positive school climate depends on the observance of human rights principles.
- To discuss how the methods used in the sessions contribute to the group atmosphere.

End of Activity ■

Facilitator notes

Wrap up the second session using the results of small group work. Make a link to the content of the first session. Don't forget to assign reporters for a recap tomorrow morning.

Session 2 Evaluation

Time

20 min

Description

Interview another participant regarding the activities in Session 2. The interview is an evaluation technique that enables a deeper analysis than a traditional questionnaire. Feel free to change or to add questions.

Interview questions:

1. What activities did you find most useful today? Why?
2. What activities from this session can you use in your work? How?
3. List your suggestions for improvements.

End of Activity ■

Session 3:

International Standards and National Legislation on Human Rights

Activity 1	Teaching School Students What are Human Rights?	60 min
Activity 2	Presentation: Goals and Content of the International Covenants on Human Rights	60 min
Activity 3	Practice: International Covenants on Human Rights	60 min
Activity 4	Presentation: National Legislation of Uzbekistan on Human Rights	90 min
Activity 5	Practical Activity: National Legislation Compliance with International Standards on Human Rights	60 min



Recap of the Previous Session

Objective

To review key moments of the previous session.

Time

30 min

Description

Describe what impressed you the most from the previous session.

End of Activity ■

Activity 1 Teaching School Students *What Are Human Rights?*

Objective

To demonstrate an effective method for presenting the topic *What are human rights?* to school students.

Time

60 min

Description

20 min

Part A

Separate into four groups. Analyse the human rights violation you received, answer the questions below, and prepare a skit to demonstrate the violation.

Is this situation fair?

Were human rights violated in this situation? If yes, what rights?

What can be changed in this situation?

40 min

Part B

Present your skit to the larger group, and comment on the situation using the above questions.

End of Activity ■

Facilitator notes

Prepare four examples of human rights violations in advance. Each member of a group should have a role to play in the skit. Encourage participants to be creative and to develop their own roles.

Reference Sheet 4: Situations for the *What are Human Rights?* Activity

Situation 1

A mother returns home from a parent-teacher meeting at her son's school, where his teacher informed her that her son behaves badly and has low marks. The disappointed father shows his "displeasure" by trying to beat his son. The grandmother supports her grandson while the mother calms her son down. The father declares that he refuses to take part in his son's upbringing. He shouts at his wife and mother-in-law, reproaching them for the poor education of his son.

Situation 2

Saparmurat is a journalist. An article he wrote was published in a newspaper and caused the anger of a high-ranking official. The next day strangers burst into his house and seized him. Saparmurat was beaten and placed into a solitary cell. Nobody tried to help him.

Situation 3

A university professor has a child about to start school and she will have to meet him after school. However, the university schedule does not allow her to be there on time, because her own sessions finish much later. The professor approaches the Chair, the Head of the Department, and the Director with a request to shift her sessions to a more convenient time, but she is refused. As a result, she faces a problem with her husband at home. He thinks that their child is more important and she should not work at all.

Situation 4

The School Director informs one of the tutors that she will need to collect money from the children in her class to repair the school fence. The teacher knows that there are many students from poor families in her class but makes the announcement anyway. One of the students, whose name is Olya, does not have textbooks yet, because her parents could not buy them. She is afraid that she will have trouble at school if her parents do not give money this time.

Activity 2 Presentation: Goals and Content of the International Covenants on Human Rights

Objective

To get acquainted with the ideas and content of the international covenants on human rights.

Time

60 min

Description

Presentation. Topics to discuss:

1. Prerequisites and necessity of adopting the international covenants on human rights
2. Introduction to the International Covenant on Civil and Political Rights and Optional Protocols (ICCPR)
3. Introduction to the International Covenant on Economic, Social and Cultural Rights (ICESCR)
4. Practice of the international covenants on human rights

End of Activity ■

Activity 3 Practice: International Covenants on Human Rights

Objective

To practice knowledge gained during presentation *International Covenants on Human Rights* and to strengthen presentation skills for delivering this topic to school students.

Time

60 min

Description

1. Separate into five groups, and analyze the situation suggested by the facilitator.
2. Find in ICCPR and ICESCR the norms which have been violated in this situation.
3. Compare your list with the lists from other groups and discuss the differences.

End of Activity ■

Facilitator notes

After each discussion, ask participants about the technique used, about its advantages and disadvantages. Suggest that groups write on a flipchart the articles of the covenants that have been violated. During presentations, suggest that groups not repeat points from the previous presentations.

Reference Sheet 5: Situation for the activity

Irochka was born in a family where the father earned enough money and did not allow his wife to work in spite of the fact that she had a university degree. Very often, the drunken father fought, reproached his wife for her dependence on him and tried to beat her. He soon left the family but never forgot about his daughter.

For several years the family received irregular alimony payments until they received nothing at all, because the father had disappeared. Years passed. The daughter grew up, got married, had children, and became economically independent.

Suddenly, her father showed up and asked the daughter for financial support as he was now 70 years old. He is old and sick and his pension is not enough for him. The daughter is upset by the unexpected appearance of the father, after many years of neglect. She refuses to help him.

After some time Irochka was summoned to appear in court as a defendant. Her father brought an action against his daughter to force her to support him.

Activity 4 Presentation: National Legislation of Uzbekistan on Human Rights

Objective

To analyze the national legislation of Uzbekistan to see whether it complies with international human rights standards of human rights.

Time

90 min

Description

Presentation. Topics to discuss:

To present the following legislation from Uzbekistan, in relation to human rights:

- Constitution
- Civil Code
- Family Code
- Labour Code
- Criminal Code

End of Activity ■

Activity 5 Practical Activity: National Legislation Compliance with International Standards on Human Rights

Objective

To practice knowledge gained from the presentation *National Legislation of Uzbekistan on Human Rights*, and strengthen presentation skills for delivering this topic to students.

Time

60 min

Description

30 min

Part A

Working in the same groups, fill in the table below with the norms you selected in the previous activity *International Covenants on Human Rights*.

National Legislation Compliance with International Standards on Human Rights						
ICCPR	ICESCR	RUz Const.	RUz Civil	RUz Family	RUz Labour	RUz Criminal

- ICCPR – International Covenant on Civil and Political Rights
- ICESCR – International Covenant on Economic, Social and Cultural Rights
- RUz Const. – Constitution of the Republic of Uzbekistan
- RUz Civil – Civil Code of the Republic of Uzbekistan
- RUz Family – Family Code of the Republic of Uzbekistan
- RUz Labour – Labor Code of the Republic of Uzbekistan
- RUz Criminal – Criminal Code of the Republic of Uzbekistan

Cont'd ▶ ▶ ▶

30 min

Part B

Compare your table with the tables of other groups and discuss the differences.

End of Activity ■

Facilitator notes

Ask the groups to keep the results of their work from the previous activity so it can be used in this activity.

Session 3 Summary

Objective

To summarize the Session.

Time

30 min

Description

Summarize the session's content and discuss why interactive training methods are best for human rights education.

End of Activity ■

Facilitator notes

Review and summarize Session 3, based on the small group work. Tie the content of the previous sessions together. Assign reporters for tomorrow morning.

Session 3 Evaluation

Time

30 min

Description

Participants discuss what aspects of the session they found most useful and noteworthy.

End of Activity ■

Session 4:

Rights of the Child and Mechanisms for Protecting Human Rights

Activity 1	Presentation: Convention on the Rights of the Child	60 min
Activity 2	Practical Activity: Convention on the Rights of the Child	60 min
Activity 3	Human Rights Training Techniques in the School	60 min
Activity 4	Presentation: Principles of Conflict Prevention	60 min
Activity 5	Practical Activity: Principles of Conflict Prevention	60 min
Activity 6	Presentation: International Mechanisms for Protecting Human Rights and Children's Rights	60 min



Recap of the Previous Session

Objective

To review key moments of the previous session.

Time

30 min

Description

Describe what impressed you the most from the previous session.

End of Activity ■

Activity 1 Presentation: Convention on the Rights of the Child**Objective**

To learn about the principle provisions of the *Convention on the Rights of the Child*.

Time

60 min

Description

Presentation. Topics to discuss:

- Reasons for an international protection of children's rights
- The Convention on the Rights of the Child (CRC): history, up to present times
- Effect of the Convention on the Rights of the Child

End of Activity ■

Activity 2 Practical Activity: Convention on the Rights of the Child

Objective

To strengthen knowledge gained from the presentation on the *Convention on the Rights of the Child* and reinforce skills for teaching this topic in a school.

Time

60 min

Description

20 min

Part A

Divide into groups of four, and create a *knowledge map* of the Rights of the Child, using the *Convention on the Rights of the Child*. Mark in your map obstacles that hinder the realization of children's rights, and indicate measures that can be undertaken to overcome these obstacles.

40 min

Part B

Present your map to the larger group and discuss the activity with other participants.

End of Activity ■

Facilitator notes

During the discussion, ask in what ways the activity was useful, and how it might be used during training in school?

Activity 3 Human Rights Training Techniques in School

Objective

To discuss human rights training techniques, their goals and objectives, and identify the most effective way to use the techniques in school.

Time

60 min

Description

1. Using a flipchart, outline each of the educational techniques which you have used or know about.
2. Describe each of the listed techniques and share your experience of using them. Identify what goals are being achieved when using each technique.
3. Discuss advantages and disadvantages of each of these techniques.
4. Specify which of the listed techniques are most effective in human rights training in your school.

End of Activity ■

Facilitator notes

Suggest techniques which may not be known by the participants. Describe them and identify their goals. Provide examples from your own practice.

Reference Sheet 6 *First Steps: Recommended Teaching Strategies*

Role Playing

What is it and why do it?

A *role play* is a little drama performed by the students. Mostly improvised, it brings to life situations or events which may be unfamiliar to students. Role playing can improve understanding and encourage empathy for others. For example, in a role play about a robbery, students playing the part of the victim can gain insight into what it's like to be the victim of crime.

How to do it

With the students, identify the issue(s) which the role play will present. Decide on the situation, the problem, and the cast of characters. For example, if the class is studying the right to property, they could imagine a situation where someone might be deprived of their apartment, maybe because of the ethnic group they belong to, or because of a lack of legislation.

With the students, decide how many students will role-play, how many will be observers, whether to role-play simultaneously in small groups, or all together as a class. Encourage shy students to become involved.

Decide how the role play will work. For example, it could be:

- told as a story, where a narrator sets the scene and other students tell the rest of the event from the point of view of "their" character
- a drama, where the characters interact, improvising dialogue on the spot
- a mock trial, where the students pretend to be witnesses testifying in court

Allow students a few minutes to think about the situation and their roles. If the furniture needs to be re-arranged to make space, do it now.

During the role play, it might be useful to stop the action at a critical point to ask the participants and observers about what is happening. For example, in a role play about violence, ask the students if they can think of a way that the situation could be resolved peacefully, then ask the participants to play out those scenarios.

After role playing, it is important that students reflect on what just took place, so that it is not just an activity, but more importantly a learning experience as well. When planning the role play, be sure to leave time at the end to reinforce the purpose and learning points of the activity. For example, if the role play was a mock trial with witnesses, ask the students to decide on a verdict, then discuss this verdict and how it was reached to bring out the learning points.

If the role play didn't go as well as hoped, ask the students how it could be improved. If it went well, maybe it could be performed for the whole school.

Since role playing simulates real life, these activities may raise questions to which there are no simple answers. It is essential that teachers and students accept different points of view as a natural, normal situation. Teachers should not impose their views on controversial matters or try to get consensus at any cost. However, you may summarise the points where some consensus appears to have been reached, and leave more debatable points open.

Role playing needs to be used with sensitivity, respecting the feelings of individuals and the social structure of the class. For example, a role play about ethnic minorities needs careful handling if there are ethnic minorities in the class, so that students will not feel over-exposed or marginalised.

Group Work

What is it and why do it?

Dividing the class into groups (of two or more) gives students greater opportunities for participating and co-operating. Groups can generate a lot of ideas very quickly, or help the class to think about an abstract concept in terms of their varied experiences. For example, if you were studying the right to life, you could give groups five minutes to discuss "Is it ever right to kill someone?", before returning to the whole-class plenary for further discussion.

How to do it

When organising the groups, give serious thought to how you will divide students. Depending on the objectives, you may want to either separate or mix individuals by characteristics such as:

- gender
- abilities and skills
- friends or relative strangers

Or you might choose to have a more random selection, such as by birth date or by the first letter of their name. If a group will be together for more than a few minutes, it might be necessary to have a chairperson and someone to write notes. The group would need to decide who will do these jobs.

Explain the task clearly, and tell the students how long they have for the task. Seat students where they can see each other.

While groups are working, try to stand back, but be available if required. Do not intervene, unless a group has misunderstood what it is supposed to be doing, or requests assistance. Spread your attention amongst all the groups. Groups often need encouragement to get them going.

It might be useful for groups to report their work to the whole class. This could involve reporting a decision, summarizing a discussion, or giving information about how the group functioned. This sort of debriefing can be very useful for both the teacher and the class, and especially for improving group-work technique. If the groups will report back, they need to know this at the start so that they can select someone for this task.

Finally, evaluate the process. Ask students whether the activity was useful, and what they learned. If there is a negative response, ask the students how they would organize the activity.

Brainstorming

What is it and why do it?

Brainstorming can encourage creativity and quickly generate a lot of ideas. It can be used for solving a specific problem or answering a question. For example, the class could start a study of the right to citizenship by brainstorming answers to the question "what reasons do you think a government might use for taking away someone's citizenship?" Brainstorming can be used for many purposes, such as:

- To find a solution to a problem. For example, after conflict between students, ask the class to brainstorm possible non-violent solutions.
- To introduce a new subject. Brainstorm everything that the students already know about the subject. This is a good way to arouse their interest and find out what they already know.

How to do it

Create a question with many possible answers. For example: "In what ways can we improve our classroom?" Ask students to contribute their ideas (as single words or short phrases). Write the ideas where everyone can see them.

Ask students to refrain from repeating ideas which have already been said or commenting on each other's ideas until the end. Encourage everyone to contribute, but *don't* force students to think of an idea. This will likely discourage creativity and spontaneity.

Don't judge the ideas as you write them down. Only give your own ideas if it is necessary to encourage students. If a suggestion is unclear, ask the person to clarify it, or suggest a clarification and check that they agree to it. Write down *every* new suggestion. Often, the most creative or outrageous suggestions are the most useful and interesting! End the brainstorm when ideas begin running out. Now you can go through the suggestions, asking for comments.

Whole Class Discussion

Based on the essay "Establishing Rules for Discussion" by Felisa Tibbitts

What is it and why do it?

Discussions are a good way for teachers and students to discover and articulate their attitudes and values. This is very important for teaching human rights, because as well as knowing the facts, students also need to explore and analyse attitudes and values. Discussions are also an opportunity to practice listening, speaking in turn and other group skills which are important for respecting other people's rights.

In order to have an open discussion, an atmosphere of trust and mutual respect is essential. One way to help create a "safe" classroom environment is to have students develop "Rules for Discussion". This is best done at the beginning of the school year, when behavioural norms are being established, although these rules can be created at any time.

How to do it

Ask the students if they want their classroom to be a place where they feel free to express themselves and to learn through discussion. This subject might come up naturally following a difficult discussion in class. Suggest that it might be possible for the class to reach a common understanding of the protocol for listening and speaking.

Ask the class to brainstorm principles for classroom discussion which they think everyone should follow. Write suggestions where everyone can see them. After the students have brainstormed for a while, see if there are any suggestions which could be combined, and invite the class to discuss them. If they have not been suggested by the class, you might want to suggest some of the following principles:

- raise your hand to speak
- only one person speaks at a time
- listen and don't interrupt the speaker
- don't laugh when someone is speaking (unless they make a joke!)
- when you disagree with someone, criticize the idea and not the person
- encourage everyone to participate

Suggest that the class agree by consensus to obey the rules which they have listed. They are then responsible for applying the rules to themselves and to other members of the class. If serious violations of the rules occur, negotiate with the students to decide the consequences of rule-breaking. Write the list up neatly and post it, to be referred to, added to or altered as necessary.

Projects

Based on advice from Hugh Starkey

What is it and why do it?

Projects are the independent investigation of topics by students over an extended period, ending in a final product. Projects are useful for teaching human rights because they:

Help students to link separate subjects, and their school studies and the outside world.

- Give students practice at organizing themselves for action, planning their own time and working to a schedule.
- Allow students to take control of their own learning, with the guidance of the teacher.
- Create opportunities for students to interact with each other and with diverse people in the community outside the school.
- Give students practice at presenting and defending their own findings and opinions in public - an important skill for promoting human rights.

How to do it

Projects have distinct stages. Throughout, the emphasis is on allowing students to take responsibility for their own study.

Choosing a Topic These can be identified by the teacher, and presented to the class as choices, or chosen directly by the class, for example, through brainstorming for ideas. Ask a direct question on an issue of interest to students. For example, "Are foreign refugees in our town treated well?" or "What do local parents fear most about children and drugs?" The question needs to be specific to avoid students getting "lost" in the subject. Alternatively, your starting point might be a particular sort of activity or equipment which you want students to use during their project. For example, an audio recorder.

Planning Teachers and students need to decide when the project will begin, how long it will take, what resources will be used, whether students will work alone or in groups, on the same or different topics, and so on. Students who are not used to doing research might find it easier to work in groups. It is very important to discuss at this stage how the project will be concluded (see below for more ideas about this).

Research / Action Project work quickly builds many skills. For example, an investigative project about local health care might involve visits, interviews, reading, taking photographs, collecting statistics, and analyzing data. A creative project might involve technical knowledge, such as how to work a video camera, and artistic skill, such as banner-making. The best projects combine academic, social and creative skills to engage all of the students' abilities. The teacher can help during this stage by answering questions or offering advice, but the students are responsible for doing the work.

The Product This might be a report, a film, an exhibition, an audio tape, a lecture, a painting, or a poem. The product should record not only the students' findings but also

the different stages of the project and the students' feelings about the topic. For example, students making a poster campaign about alcohol abuse in their town could take photographs of themselves at work and write about how they chose and created their designs. The product can be presented to the class or to a wider audience. For example, a project about poverty in your area might interest the local newspaper, or the municipal authorities might want to know the results of a project about environmental damage.

Marking Because projects are often multi-disciplinary, several teachers may need to assess the product. Marking needs to reflect the diverse skills which have been used during the project, and should not only focus on academic criteria.

Buzz Session

What is it and why do it?

A "buzz session" can be used to quickly change the pace of a lesson, for example, after a long presentation by the teacher. It is an opportunity to talk in pairs or small groups.

How to do it?

Tell students that for five minutes they can react to what has just been said or presented. They can describe how they feel, what they think or ask each other questions about things they didn't understand. After the buzz session groups may be invited to share ideas or questions with the class.

Drawing

What is it and why do it?

Drawing can be used in the classroom to develop observation and imagination, feelings of empathy for people in the pictures, or to get to know the other members of the class. Drawing is useful when teaching human rights because the work of the class can be exhibited in the school to communicate human rights values to other students.

How to do it

Here are some possible activities:

Collect pictures, photographs, drawings on different subjects from newspapers, magazines, or books. Ask the students to work in pairs. Give every student a picture and some drawing materials. Tell the students not to show their picture to their partner. Each student describes his or her picture to a partner, who has to try to draw it from the description alone. After ten minutes, the pair reverse roles. The important thing is the describing, not the final drawing. The students then take turns comparing their drawings with the original pictures. Ask them if anything important was left out? What? Why?

With a new class, ask each student to draw their neighbour, based on answers to questions (such as *What are your favourite things? Where would you like to travel?* or

What are your dreams?). Ask each student to draw something to represent the answers to these questions around the edges of the portrait. For a simpler version of this activity, ask students to write their neighbour's name, instead of drawing them. The rest of the activity remains the same.

Where students have a formal art lesson, there may be opportunities to create posters or artworks which express a concern for or a commitment to human rights.

Pictures and Photographs

What is it and why do it?

Because pictures or photographs appear to be the same to all viewers, but are actually interpreted by us all in different ways, they can be extremely effective for showing students how we all see things differently.

How to do it

Here is one possible activity. Give students in pairs a picture (related to a topic which you are teaching) to examine. Give the pairs five minutes to write the four most important questions they have about the image.

Now ask each pair to show their picture and questions to a neighbouring pair. Give them ten minutes to find answers to all of their questions. Ask them to divide the questions into two categories: those they *can't* find an answer to, and those they *can*. For the questions with a possible answer it is important that they write down *why* they chose this answer. What clues did they notice in the image.

Display the pictures, questions and answers. Invite students to look at and discuss other pair's pictures, questions and answers. Leave a space where teachers, parents or other students can also comment and contribute their own ideas about the pictures.

Cartoons and Comics

What is it and why do it?

Cartoons and comics are powerful influences on young people. They can entertain and inform or encourage prejudices and stereotypes. They can be used in the classroom in many different ways. For example, you can prepare for a discussion about violence in the media by asking students to count how many episodes of violence occur in cartoons and comics in a week. Cartoons drawn by the students themselves can communicate human rights issues to the rest of the school.

How to do it

One strategy is to take cartoons/strips which relate to the subject being studied from newspapers, magazines, and comics. Ask students to discuss them in groups. Then ask questions such as:

- What is your first emotional response?
- What is the message?
- Are the images effective in telling the story, expressing the point of view, making people think about the issues?
- Does it criticize an idea, or a group of people?
- Does it include stereotypes or prejudices towards a particular group of people, such as women, ethnic groups, refugees, or people with disabilities?
- Is it serious, humorous or ironic? How does this contribute to the message?

Another strategy is to ask students to draw a cartoon or comic strip relating to a human rights issue. Ask them to try to present this topic in the most powerful way possible, so that the images will make people think about the issues. Display the results

Video

What is it and why do it?

Organisations like the Council of Europe and Amnesty International have produced video cassettes for classroom use. Parts of the TV news or a documentary can also be useful.

How to do it

If students process the information received from videos, they are more likely to remember it. For example, they could use their imagination to write a diary from the point of view of a character seen in the video, or use the video as the basis for a discussion.

Newspapers

What is it and why do it?

The media are essential for enabling information to circulate in a democratic society. However sometimes we find stereotypes and prejudices. Identifying and analysing prejudice in newspapers prepares students to identify it and oppose it in every day situations. This sort of activity also improves students' communication skills.

How to do it

Choose a current rights issue which receives a lot of media coverage in your country, for example, the treatment of minorities. Alternatively, choose a trend which lies behind several different stories, such as intolerance.

Divide the class into small groups and give each group at least one newspaper story about the chosen topic. The same report can be used by all the groups. Reports from different newspapers about the same event are good for comparison.

Ask each group to discuss the articles. Select questions appropriate to the reports being used, such as:

- Does the title of the report suggest its view on the issue?
- What is your first impression of the situation described? Does anyone seem to be at fault? If so, who?
- Are direct accusations made against anyone? If so, list them.
- Is any proof offered to support the allegations?
- How much of the report criticizes someone?
- How much supports or defends them?
- Are there any direct quotes from the people who are being criticized?
- Which words do you think are the most important in creating your impression of the report?
- What impressions, if any, are given of ordinary people's views on the issue?
- What is the attitude of people in authority? For example, social workers, police, officials and so on.

This sort of analysis can be followed up in many ways. For example, through a wider discussion, or students writing their own newspaper-style reports or comparing newspaper coverage of an issue with that on TV/radio.

You could also ask students to bring in interesting articles or stories they have found in newspapers. In this way, a class collection can be created, which can be used as a basis for class discussions. Parents can become involved by helping students to identify interesting articles.

Interviewing

What is it and why do it?

When teaching human rights, we can find concrete examples of rights in action in our own communities. For example, if students are studying the rights of the child, their parents and grandparents can be an important source of information about how the lives of children have changed over the years. Interviews are a good way to bring the wider community into the school, to tie the study of human rights to real life, and also to improve students' skills in dealing with all sorts of people.

How to do it

Interviews can take many forms. For example, ask students to interview classmates about their needs. Assist students to analyse the interviews, by organising the reported needs into economic and moral categories.

Students might interview people in the community on smoking or the importance of university education. You may choose to record these interviews with a video camera (don't forget that subjects need to give their permission). Interviewers need to introduce themselves and explain their objectives for the interview.

You can compare opinions of different groups on various issues. For example, teenagers and their parents may have very different ideas about "maturity". Compare attitudes about friendship, and how they might differ for girls and boys. Issues of criminal liability may vary, depending on whether the interviewees are law-enforcement officers, teenagers or their parents.

Word Association

What is it and why do it?

Try using *word association* at the beginning of a new topic to find out how much students already know about the topic, and at the end to find out how much they have learned.

How to do it

Take a key word related to the topic being studied. Ask the students to quickly (in a minute or two) write down other words which they think of when they hear this word. Make it clear that writing nothing at all is acceptable. The result is a *snapshot* of the range of vocabulary which the students associate with the original trigger-word. To evaluate the learning process, *before* and *after* results can be compared. This can help you to evaluate your teaching, and your students can see the progress they are making.

Alternatively, at the end of a topic, ask each student to say in one word what they think or feel about that topic. Ask one or two students to make a list of these words.

Re-creating information

What is it and why do it?

A good way to internalise and understand information is to *re-create* it in another form. For example, to listen to a story and then present or *re-create* it in pictures. Students have to identify the most important part of the information and decide how to re-create it. This technique helps to develop the imagination, as well as skills of observation, selection and reasoning.

How to do it

With the students, choose a source such as a story, a picture, a poem, a cartoon or a film. For example, if the class is studying the right to be with one's family, a picture of a refugee child could be used.

Students read, look at or listen carefully to the original version.

They decide which parts of the original to transfer to the new medium, and explain their choices. If you are using a picture, then they will need to imagine the story behind the picture.

If they want to add things that were not in the original, they need to explain why.

Ideas for *re-creation* media can include:

- a "radio-play", recorded on tape
- a short story
- a story in comic strip form
- a narrative poem
- a painting
- a story told to the class
- a display for the classroom

Activity 4 Presentation: Principles of Conflict Prevention

Objective

To determine the significance of skills in the prevention of conflicts where human rights are concerned.

Time

60 min

Description

Presentation. Topics to discuss:

- Defining conflict
- Identifying factors that provoke and aggravate conflicts
- Discussing ways of preventing or resolving conflicts
- Discussing conflicts and human rights

End of Activity ■

Activity 5 Practical Activity: Principles of Conflict Prevention

Objective

To reinforce the knowledge from the *Principles of Conflict Prevention* presentation, and strengthen skills in conflict prevention.

Time

60 min

Description

Camping Out (First Steps; see next page)

20 min

Part A

Imagine that you and your friends are going to a camp. What conflicts can arise, and how can you prevent and resolve these conflicts.

20 min

Part B

Imagine that two days later new conflicts arise in the camp. The facilitator will distribute cards describing problems. In small groups discuss ways in which to resolve these situations.

20 min

Part C

Share your ideas for solutions with the larger group.

End of Activity ■

Facilitator notes

Turn the cards face down, and only let the groups examine them one at a time.

Reference Sheet 7 Situation Cards for *Camping Out*

1. Someone has to sleep near the door of the tent, which doesn't close properly. By morning, this person's belongings have usually spilled onto the wet grass. They complain that their belongings will be damaged. What do you do?
2. You all agreed at the meeting how the camp should be run. Now, one of you takes no notice of what was decided. How can you enforce the rules?
3. Someone left the kettle boiling on the fire and went away to swim. The kettle fell into the fire and sparks set fire to a corner of your tent. You all realise that you have a safety problem. There may be others. What do you do?
4. Getting water from the well is a very boring job. Everyone would prefer to go swimming rather than fetch water. However, one of you strains your arm while swimming and can't carry water anymore. This means that the rest of you will each have to spend more time carrying water. What do you do?
5. Two of you are smokers, the others are not. The non-smokers strongly object to the smell of smoke in the tent but the smokers feel they should be able to smoke whilst they are relaxing. What do you do?
6. One of you has brought a radio and plays loud music early in the morning. This makes everyone angry. What do you do?
7. You all share one tent, but cannot agree about keeping it tidy. Some like the tent to be neat all the time, the others don't. The arguments are affecting the atmosphere in the camp. What do you do?
8. Someone damages an expensive guitar belonging to someone else. They refuse to pay for the repairs. What do you do?
9. A friend joins you for a couple of days. They brought their own tent, but ignore the rules upon which everyone else has agreed. What do you do?
10. Two of you feel that the camp should have a rule about alcohol and drinking. They ask for a meeting to discuss the matter. Most are against a complete ban. What do you do?

Activity 6 Presentation: International Mechanisms for Protecting Human Rights and Children's Rights

Objective

To analyze international mechanisms for protecting human rights and children's rights.

Time

60 min

Description

Presentation. Topics to discuss:

- Understand the concept of mechanisms in protecting human rights
- Identify types of international mechanisms for protecting human rights and discuss why they are necessary
- Discuss international mechanisms for protecting children's rights

End of Activity ■

Session 4 Summary

Objective

To identify the place of the *Rights of the Child* in a human rights system, and establish relationship between conflicts and violations of human rights.

Time

30 min

Description

Review Session 4's main points, and summarize the place of children's rights in the human rights system. Also review relationship between conflicts and violations of human rights.

End of Activity ■

Facilitator notes

Review and summarize Session 4, based on the small group work. Tie the content of the previous sessions together. Assign reporters for tomorrow morning.

Session 4 Evaluation

Time

30 min

Description

Participants discuss what aspects of the session they found most useful, and suggest ways to improve the training.

End of Activity ■

Session 5:

National and International Mechanisms for Protecting Human Rights

Activity 1	Presentation: National and International Mechanisms for the Protection of Human Rights	60 min
Activity 2	Practical Activity: National and International Mechanisms for Protecting Human Rights	60 min
Activity 3	Discussion: Activism and Protecting Human Rights	60 min
Activity 4	Designing a Human Rights Lesson	2 hrs 30 min



Recap of the Previous Session

Objective

To review key points from the previous session

Time

30 min

Description

Describe what impressed you the most from the previous session.

End of Activity ■

Activity 1 Presentation: National and International Mechanisms for the Protection of Human Rights

Objective

To become acquainted with the objectives and goals of the national and international mechanisms for protecting human rights.

Time

60 min

Description

Presentation. Topics to discuss:

- Discuss why national and international mechanisms for the protection of human rights are necessary
- Describe the national mechanisms for the protection of human rights: Courts, Public Prosecutor's Office, National Human Rights Centre, Ombudsman, Legislation Monitoring Institute, Human Rights NGOs, etc.

End of Activity ■

Activity 2 Practical Activity: National and International Mechanisms for Protecting Human Rights

Objectives

To reinforce the knowledge gained from the *National and International Mechanisms for Protecting Human Rights* presentation, and to strengthen the skills for delivering this issue to school students.

Time

60 min

Description

30 min

Part A

Divide into three groups and discuss the case study (see next page), revealing human rights violations. Then develop a sample appeal to one of bodies listed below:

- | | |
|---------|--------------------------------|
| Group 1 | A Court |
| Group 2 | A Human Rights Ombudsman |
| Group 3 | A UN Committee on Human Rights |

30 min

Part B

Present what you learned to the larger group.

End of Activity ■

Reference Sheet 8: *Protecting Human Rights Case Study*

Yelena and her aged mother live in the centre of the city, where they have a perfect apartment. The previous year the owners of the apartment above them moved, having sold the apartment. After making repairs the new owner rented the apartment to his son Damir, a student at one of prestigious high schools.

Since then, the peaceful and quiet life formerly enjoyed by both women as well as their neighbours has ended. There were numerous friends and parties, and even a flood. In order to cut off the water, the neighbours had to call mechanics from ZHEK. Damir, after returning home and seeing the consequences of his blunder promised his neighbours to make repairs or to compensate them for damages. His promises came to nothing.

The women's numerous complaints to housing administrations, district police (to whom Damir's father paid money), as well as to the administration of the high school where Damir studied were to no avail. Moreover, Damir began to threaten the women with eviction from their own apartment.

Activity 3 Discussion: Activism and Protection of Human Rights

Objective

To discuss the significance of civil activity for protecting human rights.

Time

60 min

Description

Discussion with representatives of human rights organizations.

End of Activity ■

Facilitator notes

Draft questions to be discussed with human rights representatives beforehand.

Activity 4 Designing a Human Rights Lesson

Objective

To practice designing human rights lessons.

Time

150 min

Description

90 min

Part A

Divide into four groups and prepare a lesson on human rights, based on materials provided (see next page).

60 min

Part B

Present your lesson to the larger group.

End of Activity ■

Reference Sheet 9: How to Design Your Own Human Rights Teaching Activities

Overview

Select a general topic or theme. The topic could be from a current event (such as a local election), or a theme that is of interest to you (tolerance). Decide which *skills, knowledge* and *attitudes* you want your students to develop around this topic.

Choose an instructional strategy and/or the materials on which you want to base the lesson. It might help to focus on a core activity, around which the lesson will be built. This activity might involve conventional activities such as students reading text and responding to it in discussion and essays, or less conventional activities such as a research project, the use of newspapers, the organisation of a debate, or the writing of a poem.

Write an outline of the different stages which you would like to have in the lesson. Most activities in this manual have a warm-up, motivational exercise (such as open-ended questions), the main task (done individually or in small groups), and a whole-group discussion (following presentation of small group work, if appropriate).

Consider what prior knowledge the students will need. Remember to estimate the time for each part of the activity. Return to your original list of goals. Have you covered them all in your preparation? Try to achieve balance between discussion, thought and action in the classroom.

Evaluation

There are many good reasons for evaluating learning:

- to prove to yourself that your efforts are working (or to see why they are not working and how to change them)
- to give your efforts credibility with educational authorities
- to give students the opportunity to monitor their own progress

MacBride, Dreik and Livinski suggest the following principles for evaluating students in human rights education:

- Evaluation should be closer to real life, based on life situations or "situations with a context".
- Evaluation should use a variety of methods, focused on the development of skills of reasoning and dialogue. It prepares students to be active citizens.
- Evaluation should provide ongoing feedback.
- Students have to understand the criteria which are used to evaluate them, and be permitted to participate in the development of these criteria

Evaluation assesses the quality of a completed task. Human rights teachers are encouraged to combine traditional and alternative methods of evaluation. This means moving away from the punishment/reward function of traditional evaluation. Evaluation needs to be more closely and fairly tied to the goals and objectives of learning.

Evaluation should consider both knowledge and skills, such as the following:

Knowledge

recall facts, supporting details, problems, concepts and ideas
 identify, define and explain key concepts
 use facts and details appropriately

Skills

interpreting, applying, analyzing, synthesizing and evaluating information
 finding, classifying and using information for problem-solving
 formulating judgments or logical decisions
 organizing data, choosing and applying appropriate techniques of analysis, evaluation and synthesis
 developing alternative hypotheses
 distinguishing facts from opinions

These skills demonstrate not only what students know, but also provide additional insights into their internal world. Students possessing these skills are able to tackle complex issues. Communication skills are no less important.

Additional evaluation criteria are suggested by Felisa Tibbitts in "Evaluation of a session in human rights":

- Skills in small group work
- keeping the purpose or task in mind
- co-operating with other members of the group
- working without disturbing others
- acting courteously to all group members
- completing a fair share of the work
- finding ways to improve group work

Attitudes

It is also possible to assess attitudes, for example “open-mindedness”, by asking if the student:

- considers and tries new ideas and ways of doing things
- puts facts before feelings in discussions
- modifies conclusion in light of new facts
- bases judgments on fairness to everyone
- considers all sides of an issue
- recognizes stereotypes and prejudice

Self-Assessment

Self-assessment has the added advantage of encouraging students to take more responsibility for their behaviour. Teachers may worry about the possibility that a student, a teacher, and other students may all give conflicting assessments. In these circumstances, differences can be discussed and, if necessary, evaluation procedures adjusted.

For example, an assessment of *developing values* might use the following:

How do you rate yourself on the items listed here?

(A = very good, B = good, C = OK, D = very poor)

- respect for others
- interest in others
- sticking to the job
- sensitive to others' needs
- fair judgment of others

- co-operating with others
- thinking before acting
- being honest
- helping others
- admitting errors

Effective evaluation is ongoing and multi-faceted. For instance, grades for group activity could come from participation (assigned individually, through self-evaluation and evaluation by other group members) and a global grade from the teacher.

Project work can be evaluated for design, execution, and educational value to the student (marked by teacher and by other students on the basis of oral presentation). Participation and contribution to classroom discussions can also be assessed.

Once you try expanding your concept of evaluation, you will generate your own ideas about how to tailor it to your own students. These pages are just the beginning!

Session 5 Evaluation

Time

30 min

Description

Describe positive points from the preceding day's session using a white sheet of paper. Can you suggest any ways to improve the training? Write down your suggestions on a blue sheet of paper.

End of Activity ■

Summary of the Training

Objective

To summarize the training and suggest future actions.

Time

30 min

Description

- Review the training program, paying special attention to goals and objectives.
- Decide if the training met your expectations
- Suggest some further actions. How do you plan to use the knowledge and skills gained during the training in your future activity?

End of Activity ■

Final Evaluation of the Training

Time

30 min

Description

Please fill out the training evaluations you have been given.

End of Activity

Reference. Additional materials/documents

1. Universal Declaration of Human Rights
<http://www.un.org/russian/documen/declarat/declhr.htm>
<http://www.amnesty.org.ru/pages/udhr-rus>
2. International Covenant on Civil and Political Rights
<http://www.un.org/russian/documen/convents/pactpol.htm>
3. Optional Protocol to the International Covenant on Civil and Political Rights
www.un.org/russian/documen/convents/pactpro1.htm
4. Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty
www.un.org/russian/documen/convents/deathpro.htm
5. International Covenant on Economic, Social and Cultural Rights
www.un.org/russian/documen/convents/pactecon.htm
6. Convention on the Rights of the Child
www.un.org/russian/documen/convents/childcon.htm
7. Convention on the Elimination of All Forms of Discrimination against Women
www.un.org/russian/documen/convents/cedaw.htm
8. Constitution of the Republic of Uzbekistan
www.pravo.uz/resources/doc/constitution.php3
9. Civil Code of the republic of Uzbekistan
www.medialaw.ru/exussrlaw/l/uz/gk.htm
10. Criminal Code of the Republic of Uzbekistan
www.medialaw.ru/exussrlaw/l/uz/uk.htm
11. Labour Law of the Republic of Uzbekistan
www.edunet.uz/index.php?id=166