# East Africa Human Rights Program

## Participant's manual

April 24 – May 6, 2016

Arusha, Tanzania

equitas
Centre international d'éducation aux droits humains
International Centre for Human Rights Education

EAHRP

Global Affairs Canada
Affaires mondiales Canada

# East African Human Rights Training Program 2016

**April 24 – 6 May, 2016**

**Arusha, Tanzania**

equitas
Centre international d'éducation aux droits humains
International Centre for Human Rights Education

EAHRP

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# Welcome Remarks from the Executive Director of TUSONGE

I have the great honour of welcoming all participants to the 4th East African Human Rights Program (EAHRP) being held for the 2nd time in Arusha, the most popular tourist city in Tanzania.

The very first EAHRP brought together participants from only three countries in East Africa—Kenya, Tanzania and Uganda. Thanks to the increasing momentum of the program we have been able to welcome other countries in the region including Burundi, Rwanda, Somalia and South Sudan.

The expansion of the EAHRP is confirmation that the program provides a unique and strategic opportunity for exchange of knowledge and experience, for sharpening our implementation skills and for learning more effectively together about how to nurture a culture of respect for human rights in our daily work.

The EAHRP is the result of a collaboration between Equitas - International Centre for Human Rights Education based in Montreal and alumni in East Africa of Equitas' International Human Rights Training Program (IHRTP). Modelled on Equitas' IHRTP the EAHRP offers our colleagues working on the ground with a unique opportunity to benefit from a learning experience comparable to the IHRTP in Montreal and adapted to our East Africa reality.

Since 2010 the EAHRP has contributed to improving the skills of over 97 human rights defenders (educators and advocates) and after this 4th session we hope to increase this number to 127.

As alumni of this 4th EAHRP we hope that you can contribute to and build on the changes achieved by the alumni of the last 3 EAHRP across the region. These include:

- Marginalized communities more empowered to claiming their rights
- Gender equality and women's rights supported in our communities
- Collaboration and networking among alumni from East Africa enhanced

Finally, I would like to invite all of us to make the most of the next two weeks by sharing and reflecting on our experiences and being open to learning from each other. This will ensure that we as individuals, our organizations and our communities will reap the maximum benefits from our time here at the EAHRP. Remember to also take the time to laugh, have fun and build memories together. This will help sustain us in our very difficult and important work.

***TOGETHER WE SHALL MAKE A REAL DIFFERENCE IN LIVES!***

Aginatha Festo Rutazaa
Director TUSONGE Community Development Organization

# Acknowledgments

This training manual is inspired and informed by the aspirations and experiences of the peoples of East Africa in their struggle for and commitment to human rights and freedoms. The ongoing reflections and learning on human rights education are aimed at building a human rights culture and practice in the East African region. We believe that this culture will be infectious and impactful in the African continent.

A culture of human rights that is built through human rights education must be based on key elements that include knowledge, skill, value, attitude, experience sharing and behavior change. Such a culture requires that the individual(s) understands respects, upholds, asserts and defends their rights coupled with being a responsible citizen who also defends and respects the rights and responsibilities within their own and neighboring community and nation.

In particular, the alumni of the International Human Rights Training Program (IHRTP), Montreal, Canada and from East Africa, and the alumni of the 1st, 2nd and 3nd East Africa Human Rights Program (EAHRP), which took place in Nairobi, Kenya, Kampala, Uganda and Arusha, Tanzania, have made the review and development of this manual possible.

This training manual has borrowed significantly from the IHRTP and has undergone considerable modifications and contextualization since 2010 in order to make the training relevant, responsive, inspiring and practical to the community of human rights defenders and activists who are based in the East African region.

This training manual is a valuable asset for community-based human rights educators, workers and activists. It is our sincere hope that everyone who uses it will learn something new that is transformative, and take away innovative approaches that make human rights education and culture a reality in our day-to-day experiences. We further hope that the users will thereafter be able to engage with each other in their respective communities and within the East African Community of nations in a manner that impacts their lives and livelihoods positively.

We sincerely appreciate the selfless contributions and significant time spent by both the individuals and associate organizations and institutions who reviewed this training. We would like to thank and acknowledge all of the alumni that have contributed to the success of the EAHRP since its inception.

In particular for the 4th EAHRP session, we would like to recognize and thank the following members who contributed their time and effort to the curriculum review and development, fundraising efforts and coordination, as well as facilitation:

- Dona Aseru Abiniku (Uganda)
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- George Mwai Gichuki (Kenya)
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- Charles Baraza Nyukuri (Kenya)
- Michael Reuben (Tanzania)
- Aginatha Festo Rutazaa (Tanzania)

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- Chris Bradley
- Heather DeLagran
- Frederic Hareau
- Adama Kaba
- Vincenza Nazzari

Finally, the program would not have been possible without financial support from the Government of Canada provided through Global Affairs Canada, as well as support from the Open Society Initiative for Eastern Africa(OSIEA), UHAI - the East African Sexual Health and Rights Initiative(UHAI EASHRI) and American Jewish World Service(AJWS). We would also like to thank those organizations who have been able to contribute to the participation of their candidates.

We continue to celebrate the diversity of the peoples of East Africa as we move towards the full political, economic and social integration as an East African Community based on the two protocols; the Common Market and Customs Union. This 4th EAHRP training will also contribute towards this community integration process especially at the community level engagement to enhance the protection, promotion and respect for human rights in the region.

"*A leader is best when people barely know s/he exists, when her/his work is done, her/his aim fulfilled, they will say: We did it ourselves*"

By Lao Tzu (Chinese Philosopher), 600 – 531 BC in 'The Book of the Way'

# Preface

## Human Rights Education

Human rights education is the *raison d'être* of Equitas – International Centre for Human Rights Education. The Universal Declaration of Human Rights, considered by many as the starting point of human rights education, is the document upon which Equitas was founded and it has guided our work in Canada and around the world for over 45 years. We view non-formal human rights education as an essential component in the process of building a global culture of human rights. Our programs build the knowledge, skills, values, attitudes and behaviours required for individuals to understand, assert and defend their human rights as well as the rights of others. Raising awareness of gender related issues and promoting equality between women and men are crosscutting themes in all our human rights education programs.

Our vision of human rights and our understanding of education are reflected in the way we carry out our work. Our human rights education programs are based on needs identified with our international and Canadian partners and are designed for particular target groups such as NGOs, public officials and human rights educators. Our partners look to Equitas for our expertise in program development, in human rights education, in human rights content and in instructional design. They also look to us for solidarity. To have a meaningful impact, our programs must respond to clearly defined needs and be targeted at an appropriate audience. Working closely with our partners is therefore essential in defining specific objectives, stakeholders and expected results.

Respect, inclusiveness and empathy are values which are fundamental to human rights education. These ideals do not remain at the theoretical level at Equitas. We strive to integrate them into every aspect of the design, development and delivery of our HRE programs. A participatory approach based on principles of adult experiential learning, which promote the sharing of personal knowledge and experience form the basis of our training materials design. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for future action. Continual reflection and evaluation are central to the learning process.

In terms of developing and carrying out a human rights education event, the basic assumption is that much of the content will come from the participants and that the program will serve as the framework for drawing out this content. Participants bring their analyses and experiences to the program while we as educators bring our theoretical and practical knowledge of participatory education. The learning event provides the opportunity for rich exchange. The purpose or goal of human rights education is "empowerment" in order to bring about social change. The participatory learning process serves as a means of achieving this goal and is in and of itself an expression of this empowerment.

In keeping with the concept of empowerment, we at Equitas strongly believe that the complete education process should be fully shared with the participants from the outset of the program rather than be revealed one piece at a time at the discretion of the facilitator. We feel that it is

important for participants in our programs to know in advance, what activities are planned, their purpose and how they will be carried out. The preparation of detailed training manuals for all our training events, therefore, is considered as an essential element in the process of empowerment. Moreover, the manual also serves as a fairly accurate record of the activities that took place, which the participants can subsequently adapt for use in their own training events.

Feedback received from participants over the years is a testament to the effectiveness of our approach:

> "The materials in both manuals provide a sound basis for a training program on human rights in general – my commission with its broad mandate will hopefully benefit from them."
>
> "I am grateful to Equitas for availing the relevant materials. They helped to read ahead and understand and revise after class. We shall also use them in our work. Language was understandable and well written out."
>
> "Both the manuals are extremely good, and I will use them in the work of my organization."
>
> "The activities are made for reflections, but they are fun to do. So while taking the training very seriously, fun is always part of the equation."

The EAHRP is seen as the beginning of a learning that Equitas and the participants undertake together. It is expected that the sharing of experiences and mutual learning that takes place during the two weeks of this program will continue to be enriched through ongoing exchanges on the online Equitas Community and within other formal and informal networks that emerge as a result of this shared experience.

## Goal

The overall goal of the East Africa Human Rights Program (EAHRP) is to strengthen the capacity of human rights organizations and institutions to undertake human rights education efforts (e.g. training, awareness campaigns, information dissemination and advocacy) aimed at nurturing a global culture of human rights.

## Objectives

By the end of the EAHRP**,** participants should be able to:

- use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of their organizations
- identify ways in which human rights education can increase the effectiveness of their human rights work
- indicate appropriate ways for putting their learning from the EAHRP into practice in the work of their organizations
- explore networking opportunities essential for furthering the cause of human rights
- determine strategies for promoting gender equality in their human rights education work
- employ a basic evaluation process for assessing the results of their human rights education work

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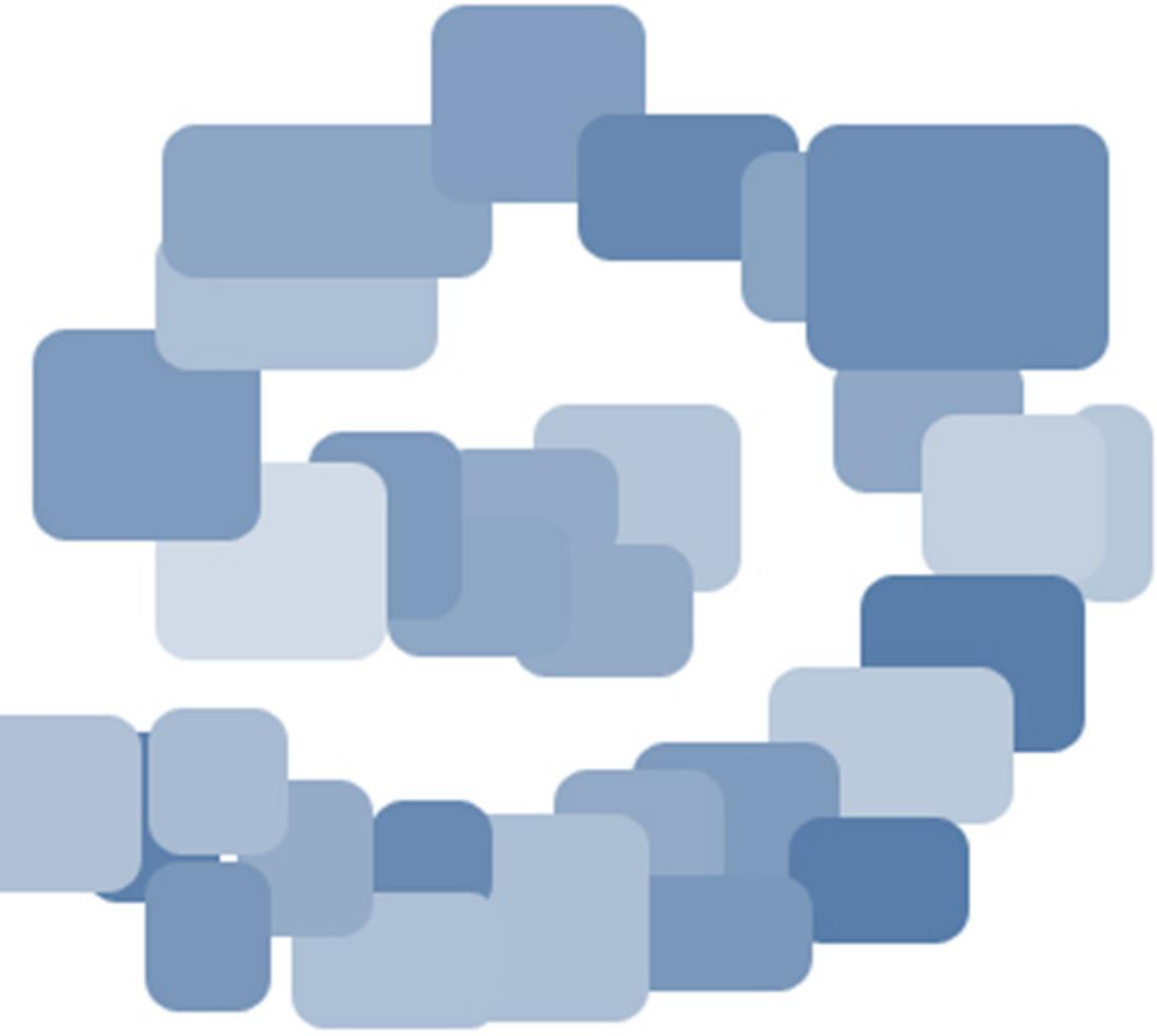
# Stream 1
# Introductions



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# About Stream 1

**1 Day**

The East Africa Human Rights Program (EAHRP) is a participant-centred program. Therefore, our starting point is the needs and experiences of the participants. Building on these, our aim is to strengthen the capacity of the participants to carry out human rights work and to encourage critical reflection on the values and assumptions they bring to their work.

This first Stream lays the foundations for the Program. It provides the opportunity for participants to clearly articulate their own needs and experiences at the personal, community and organizational levels. Participants are also introduced to the participatory approach, which will guide the learning process.

In this Stream, participants are introduced to the "Individual Plan for Putting My Learning into Action". The Individual Plan is designed to provide participants with a framework for developing a concrete plan for putting their learning into practise upon their return to their organizations. Participants will have the opportunity to work on their Individual Plan throughout the Program.

# Objectives

By the end of Stream 1, participants should be able to:

- Provide some information about their peers and the HRE work they do
- Describe the content of, and methodology underlying the East Africa Human Rights Program
- Explain the learning spiral which is the design model used to develop the program
- Describe keys elements of a participatory approach
- Develop a set of ground rules for working as a group
- Identify positive and negative ways of giving and receiving feedback

**Implementing a Participatory Approach: Strategies and Techniques**

- Brainstorming
- Giving and Receiving Feedback
- Instructional Diagram

# Unit 1 Getting to Know People

## Activity 1 Wall of Fame

**1 hr 30 min**

This activity is divided into two parts.

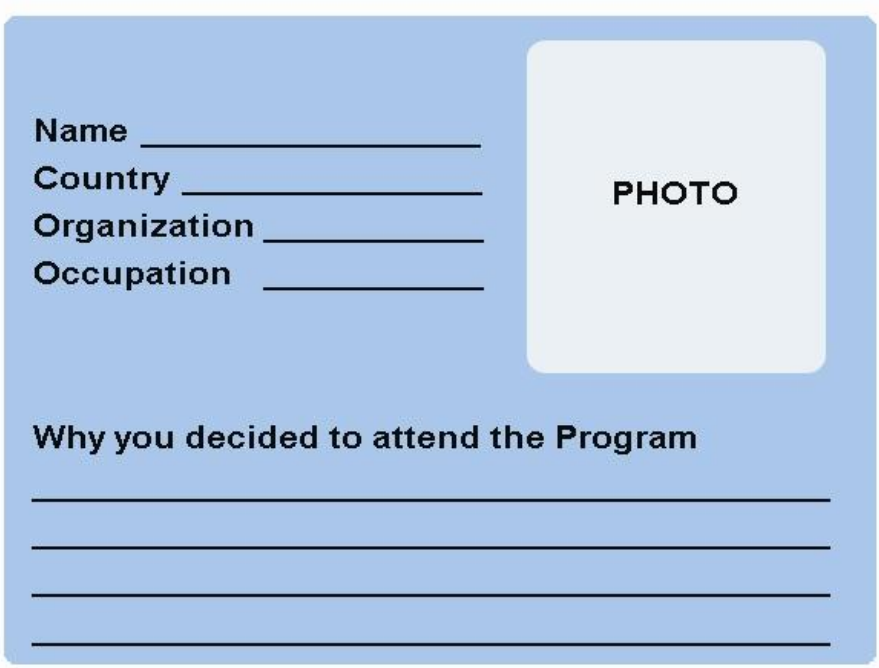
In **Part A**, you will interview a partner and he/she will interview you.

In **Part B**, you will be grouped with other individuals and you will introduce each other to the group.

In **Part C,** you will interact with other participants to establish information about them in an informal manner.

### 15 min Part A Work with a Partner

1. A volunteer will provide you with a photo of a participant or a facilitator attending the Program, and a **Participant Information Card**. (see below).
2. Locate the person whose photo you have.
3. Introduce yourself to this person and ask him/her for the information to complete the card.
4. Print the information clearly on the card. Keep the completed card.
5. When you have finished interviewing each other, return to the 'reception desk' where you were given the photo and proceed with Part B.




## 45 min Part B Large Group Work

1. Go to the conference room and sit in the section labelled with your group number.
2. Once in your group, introduce your partner to the group using the information on the card.
3. Then go to the "Wall of Fame" with your group and facilitator. Place your Participant Information Card and picture under your Country of origin section on the wall.

NOTE: If you do not wish to have your photo and information about yourself posted, please speak to a facilitator.

## 30 min Part C Group Introductions

1. The facilitator will present a number of personal values written on large sheets of paper and post them in different places around the room. These are:
    - Empathy
    - Respect
    - Equality
    - Love
2. Briefly reflect individually on the values posted, then go and stand by the one you most identify with.

3. Introduce yourself (name, country/organization) to the other participants gathered around the same value.

4. Together discuss among yourselves the reasons why you chose this particular value.

5. The facilitator will then ask one group member to introduce the rest of the participants assembled around the value and explain the reasons for your choices.

**Reflection**

The facilitator will discuss the relationship between the personal values and how they can guarantee the effectiveness of this training.

**End of Activity ■**

## Activity 2 Building Effective Group Dynamics

**30 min**

In a participatory learning process, participants must be prepared not only to take responsibility for their own learning but also for their interactions with other participants in the group.

Understanding how groups function is crucial to achieving good participation by group members.

Groups can be powerful and productive when they function well. The performance and output of the group is likely to be greater than the sum of its individual members.

This activity is divided into two parts.

In **Part A**, you will brainstorm on behaviours that affect group dynamics.

In **Part B,** you will examine some techniques for giving and receiving feedback.

1

## 15 min Part A Brainstorming

*Implementing a Participatory Approach:* Brainstorming (p.1-24)

The facilitator leads a brainstorming session to identify behaviours that either help or interfere with the effective functioning of a group.

As the participants provide ideas, the facilitator lists these in different columns on flipchart; i.e., behaviours that interfere with the effective functioning of the group are listed in RED in one column and those that help group process are listed in GREEN in the second column.

Based on the ideas that will be developed above, together with your facilitator you will develop guidelines for working together as a group.

Agree on a number of guidelines. Your facilitator will write them on flipchart and post them in the room for the remainder of the Program. It is important that all members of the group, including the facilitator, feel comfortable with the rules and commit to respecting them.

**Guidelines for our group:**

## 15 min Part B Large Group Work

*Implementing a Participatory Approach:* Giving and Receiving Feedback (p.1-25)

Appropriate and timely feedback by facilitators to participants, by participants to participants and by participants to facilitators is another essential element of a participatory learning process.

Feedback on ideas, performance and behaviour, when delivered and received through constructive dialogue, will enhance the learning experience of everyone involved.

1. Review the list of guidelines for giving and receiving feedback provided below.
2. Try to provide some examples of appropriate and inappropriate feedback to illustrate the strategies suggested by each guideline.
3. Write your examples in the space provided.

**End of Activity ■**

| Guidelines for Giving and Receiving Feedback | | |
|---|---|---|
| **For Giving Feedback** | **Appropriate** | **Inappropriate** |
| Give feedback when requested.<br>Or<br>Ask for permission to give feedback. | E.g., Would you like some feedback? | E.g., I think I need to give you some feedback. |
| Challenge ideas not people. Avoid stereotypes and gender-based criticism. | E.g., I don't share your ideas on the issue. | E.g., I don't agree with you.<br>It's so typical of a man to think this way |
| Provide examples of observable behaviour.<br>Do not pronounce judgments. | | |
| Be specific. Overloading someone with information becomes overwhelming and confusing. | | |
| Be aware of your non-verbal language: quite often, non-verbal actions speak louder than words. | | |
| **For Receiving Feedback** | **Appropriate** | **Inappropriate** |
| Listen attentively: try to hear the words and see the gestures. | E.g., What I understand is… | E.g., Sorry, you're wrong. I don't agree with you. |
| Make sure you understand: ask questions to clarify a point or ask for an example. | | |
| Providing an answer does not have to happen immediately: hear what the person is saying. | | |
| Be firm but not defensive: clearly and calmly identify when you have understood the point. | | |

1

## Activity 3 Verifying Needs and Resources

**15 min** **Page 1-14**

You will work individually to answer the following:

- what you personally want to get out of this course, your personal needs
- what you can contribute to this course, the resources that you can offer

You will identify the resources that you really want to tap into.

You are encouraged to make sure you talk to people who have the corresponding resources.

**End of Activity ■**

| Needs and offers | |
|---|---|
| **My needs:** | **What I can offer:** |
| | |

**End of Activity ■**

# Unit 2 Getting to Know the EAHRP

The aim of this unit is to have participants become familiar with the contents of the EAHRP, and with the concept of the "Learning Spiral", the design model used in developing the Program according to a participatory approach.

## Activity 1 Introducing the Learning Spiral

**20 min**

This activity is divided into two parts.

In **Part A**, you will compare two educational models.

In **Part B**, you will discuss why one of these models was selected as the development model for the EAHRP.

### 15 min Part A

Diagrams 1 and 2 on the following pages illustrate two models for the development of learning events. Your facilitator will discuss the models with you.

Questions to consider:

1. What is the most important difference between these two models?
2. Which of the two models are you most familiar with?

**The Curriculum Design Model**

The "Spiral Model", which is the design model used by Equitas and by the EAHRP in planning its human rights training, incorporates principles of effective adult education. This model suggests that:

1. Learning begins with the experience and knowledge of the participants. The educational approach is learner-centred and aims at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.
2. After the participants have shared their experience, they analyze that experience and look for patterns (i.e., what are the commonalties? what are the patterns?)
3. To complement the knowledge and experience of the participants, new information and theory from facilitators is added or new ideas are created collectively.

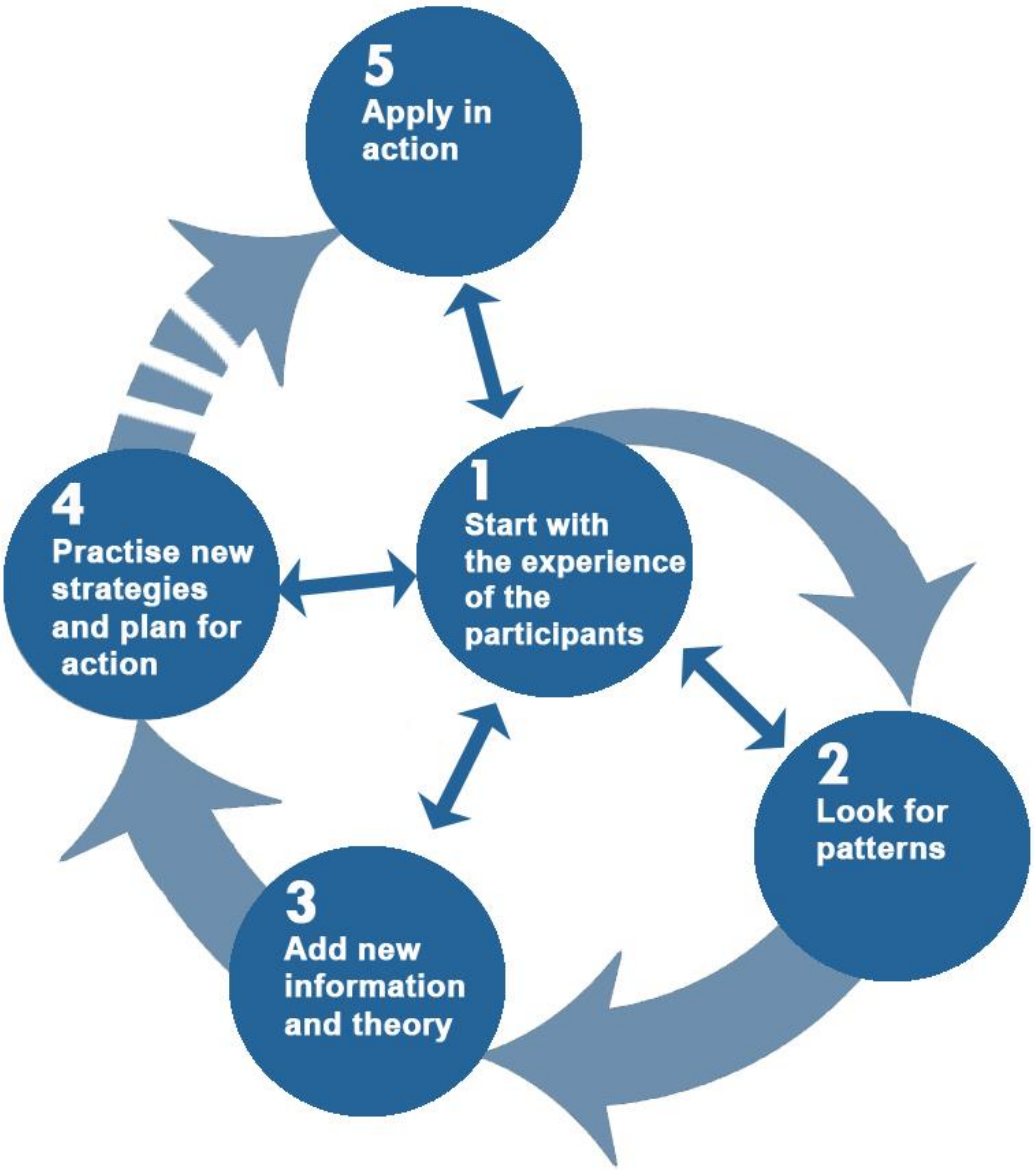
4. Participants need to practise what they have learned. They need to practise new skills, develop strategies and plan for action.
5. Afterwards participants apply in action in their daily lives or work what they have learned from their experiences and practising new skills.

In this approach reflection and evaluation are built into the training design and are systematically carried out throughout. They are not just done at the end.

Source: Arnold, R., et al. (1991). Educating for a Change. Doris Marshall Institute for Education and Action. Adapted with permission.

Diagram 1. The Expert Model

Diagram 2. The Learning Spiral




Source: Arnold, R., et al. (1991). Educating for a Change. Doris Marshall Institute for Education and Action. Adapted with permission.

**5 min**

### Part B

Facilitator explains why the "Learning Spiral" was chosen as the development model for the EAHRP.

**End of Activity ■**

## Activity 2 Understanding the overall EAHRP

**30 min**

This activity is divided into three parts.

In **Part A**, you will work with a partner to determine which phases of the learning spiral the individual Streams of the EAHRP fit into.

In **Part B**, you will describe how you will "apply in action" the skills and knowledge acquired during the Program.

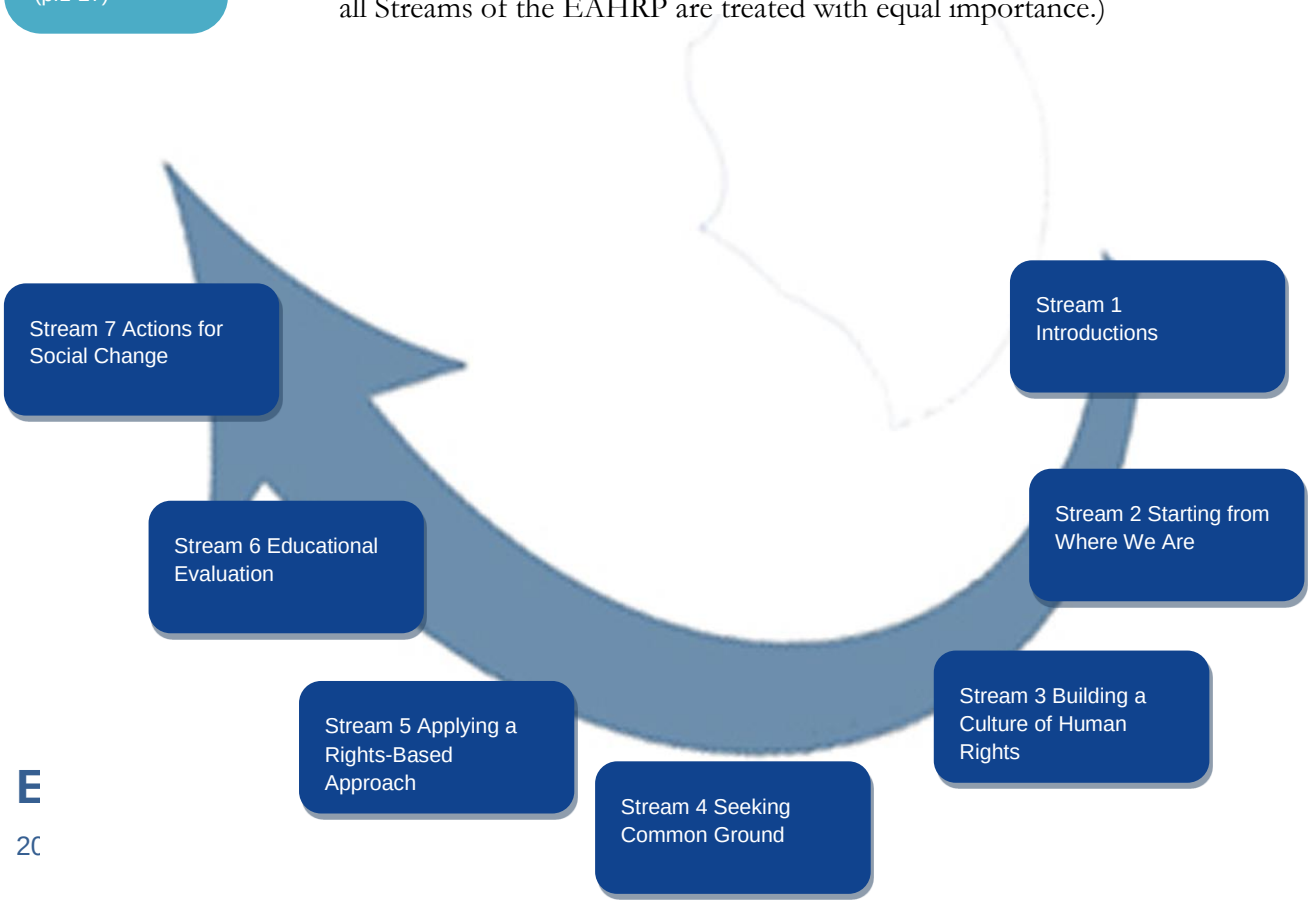
In **Part C**, the facilitator will lead a discussion on a participatory approach in education for human rights.

**10 min**

### Part A

***Implementing a Participatory Approach:*** Instructional Diagrams (p.1-27)

1. The facilitator will:
   - Explain how the EAHRP is organized according to the Learning Spiral
   - Present the Learning Path of the Program illustrated below. (Note that all Streams of the EAHRP are treated with equal importance.)



2. You and your partner will be assigned one Stream of the Program and you will prepare to explain to the group what phase of the "Learning Spiral" this Stream fits into. You will also explain your rationale in selecting the phase of the spiral. You will use the introduction and the learning objectives of the Stream to give you an idea of the contents. The facilitator will refer you to the appropriate pages in your manual for your Stream.

3. You and your partner will explain your Stream to the group. Refer to the "Needs and Resources" chart and try to connect your needs and resources to the Program Streams.

4. Your facilitator will provide feedback to the group. Listen attentively to the feedback provided because you will be required to provide feedback to each other throughout the Program.

### 10 min Part B

Think about how you might "apply in action" the skills and knowledge you will acquire during the three weeks, once you return to your home country or to your work. Share your thoughts with the group.

### 10 min Part C

Facilitator will explain that the core of the training program is a participatory approach and then leads a brainstorming session on the following:

- What does a participatory approach mean to our work?
- What are the key elements of this participatory approach?
- How is a participatory approach appropriate in educating communities?

The facilitator makes a short presentation highlighting the main ideas of the Participatory Approach on page 1-32 of the **Materials** section He/She then leads a discussion on the ideas presented.

Questions to consider after the presentation:

- What is the benefit of using a participatory approach with individuals, organizations/groups, and the broader community?
- In which way have you used some of the elements a participatory approach?
- What are some of the challenges you have encountered while using this approach?

- How have you been able to overcome these difficulties?

End of Activity ■

## Keys to Successful Learning

The key factors to successful learning outlined below are also central features of a Participatory Approach.

**1.-Doing**

- Learning by experiencing results in 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, facilitators learn from participants, and participants learn from facilitators

**4.-Responsibility for Learning**

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

End of Activity ■

# End of Stream Evaluation/Debriefing

**15 min**

Discuss as a group the benefits of the day's events

Questions to keep in mind:

- Have you applied any of the activities from this Stream before? What were the results?
- How can you encourage giving and receiving feedback in your work?
- How can these activities be adapted to your own work?

1

# Implementing a Participatory Approach: Strategies and Techniques

- Brainstorming
  page 1-28 (Part. Man. p. 1-24)
- Giving and Receiving Feedback
  page 1-29 (Part. Man. p. 1-25)
- Instructional Diagrams
  page 1-31 (Part. Man. P.1-27)

1

# Brainstorming

## Unit 1 Activity 2

Brainstorming is a technique used to generate a large number of ideas. It's a two-stage process. Stage one involves a creative, spontaneous flow of ideas without any intervention, judgment or evaluation of the ideas. Stage two involves more careful analysis to explore the ideas and evaluate their usability.

It is a highly effective tool for group problem solving. It can be used to identify problems, suggest causes for problems, and propose solutions. Brainstorming encourages a high degree of participation and it stimulates those involved to maximum creativity.

Guidelines for successful brainstorming session:

1. Have a moderator lead the brainstorming and one or two persons record the ideas.
2. Narrow or limit the issue or problem being addressed.
3. Encourage "quantity" of ideas. Out of quantity will come quality.
4. Each participant gives only ONE idea at a time.
5. Quickly and uncritically write down ideas on a board or flipchart.
6. Do not organize the words in any particular order.
7. Do not change words once they are written down.
8. Ideas can be presented through images, feelings, metaphors, events, or people.
9. Remember there are no wrong answers!

Source: Etington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

| Implementing the participatory approach… with Brainstorming | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| The open and spontaneous flow of ideas enables the group to get an overall picture of individual experiences. | The process of looking for patterns and organizing ideas allows for critical reflection about the experiences shared. | Once ideas are organized, the group is in a better position to use the collective knowledge. This information can inform further planning and action. |

# Giving and Receiving Feedback

## Unit 1 Activity 2

Feedback is a way of communicating information about behaviour, performance, and conduct. "If done well, feedback helps participants recognize potential problems and correct them. It can improve performance and interpersonal communications. Occasions to exchange feedback arise frequently in a learning group." Below are some examples of when feedback is an appropriate form of communication during a training event:

- When you ask small groups to report. "How did you do as a group?"
- When you ask for comments on how a training event is progressing. "How do you like the way we are spending our time in the classroom?"
- When participants speak to each other. "Sally, when you got up to write the comments on the flipchart paper during the discussion, it helped us to get focused."
- When you offer feedback to an individual after a specific behaviour. "Thank you Janice, for bringing us back to the focus of our discussion, we drifted a bit off topic. Or "Mark, it's important to ensure that others answer the question as well, could you please wait to offer a solution until Sammy finishes his thought?"

### Tips on Giving and Receiving 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.
- **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 ...?" credits 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.

Sources: Arnold, R., et al. (1991). Educating for a Change. Toronto: Between the Lines.

# Instructional Diagrams

## Unit 2 Activity 2

Diagrams are useful visual aids for thinking through and representing information. Diagrams are not assumed to be transparent learning resources with obvious meanings. Rather, they are potentially valuable resources that have to be used properly, with appropriate guidance or support.

When designing an instructional diagram we must determine:

- Who is the diagram for?
- What is the instructional purpose of the diagram?
- What is the situation in which the diagram will be used?

To be effective, a diagram must:

- Be well-suited to its purpose
- Be soundly constructed
- Incorporate general principles of effective diagram design
- Be appropriate for the intended users

Facilitator support to the learners includes:

- Preparing the learners for the diagram: What are they going to be shown and why?
- Guiding the learners through the interpretation: What do the learners need to do to build up appropriate meaning from the diagram?
- Helping to integrate the information in the diagram with the rest of the subject matter: What does the diagram contribute to the learners' overall understanding of the instructional topic?

An important goal in providing support is to give learners opportunities for high quality, mentally demanding interactions with the diagram and its content.

Source: Lowe, R. (1993). Successful Instructional Diagrams. London: Kogan Page Limited. Available from Cyberslang Instructional Diagrams, http://tecfa.unige.ch/staf/staf9698/mullerc/3/diagram/diagr.html.

1

| Implementing the participatory approach… with Instructional Diagrams | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Instructional diagrams are visual communication tools that may be more or less accessible or appropriate to participants, depending on their learning style and their experience. | Within a participatory approach, instructional diagrams cannot be used alone. They support a process of critical reflection on ideas and concepts the diagram aims to represent.. | This technique is generally used as part of a broader activity. Instructional diagrams provide visual support for learning and facilitate transfer application of learning into action. |

# Materials

- Effective Group Dynamics – The Life Cycle of Groups
  p. 1-30
- **Error! Reference source not found.**
  page Part. Man. p. 1-31

1

# Effective Group Dynamics – The Life Cycle of Groups

## Unit 1 Activity 2

Before a group of people can function well together in a training context, they have to pass through a series of stages (see below). The challenge for every good facilitator is to help their participants move through the various stages of group formation until they reach the final stage.

The Four Stages of Group Development

1. **Forming Stage**: the group is a collection of individuals, each with her/his own agenda and expertise and little or no shared experience. (i.e., at the beginning of a training session).
2. **Storming Stage**: individuals in a group become more familiar with one another, personal values and principles are challenged, roles and responsibilities are assumed and/or rejected, and the group's objectives and way of working together are defined.
3. **Norming Stage**: the group has settled down and developed a clear identity. Members have begun to understand their roles in relation to one another and establish a shared vision or goal. People know each other better; they have accepted the rules and probably developed little sub-groups.
4. **Performing Stage**: norms have been established and the group is ready to focus on output. It is in this phase that they work most effectively as a group. The confidence level of the group has reached the point where they are willing to take significant risks and try out new ideas on their own.

Source: IIED. (1997). PLA Notes. Issue 29, pp. 92-94. London.

# Participatory Approach

## Unit 2 Activity 2

**Underlying Beliefs**

**People learn more effectively when:**

- Their own capacity and knowledge are valued
- They are able to share and analyze their experiences in a safe and collective environment
- They are active participants in the learning process

**Some Assumption about a Training Event**

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

**Some Assumptions About Ourselves Educators**

- We know less than the participants in our training session, about their particular social context
- Who we are has been shaped by our particular knowledge, experience, perspectives
- We bring a knowledge of theory and practice of participatory education and will contribute it as appropriate

**Promoting a Participatory Approach**

The **participatory approach** is based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options.

How is this encouraged:

- Valuing the sharing of learners personal experiences of human rights
- Making this experience of the learners the center of the learning process

- Working in a group context and providing learners with the opportunity to get to know the cultural background of people in the group
- Embracing and not avoiding conflict in this group setting
- Creating a learning situation that:
  - Is democratic, open, and rational
  - provides access to all available information
  - Promotes critical reflection
  - encourages the exploration of alternative personal perspectives
- Challenging learners to consider whether their values and attitudes truly reflect the underlying principles of human rights: universality, indivisibility, interdependence, equality, human dignity, respect, non-discrimination and social progress
- Engaging learners in all aspects of the learning process
- Having educators that are trusting, empathetic, authentic, open to learning and believers of the approach and skilled in the methodology
- Encouraging social analysis leading to the development of concrete actions for social change that are in line with human rights values and standards

A participatory approach aims to have learners experience set the very values and attitudes of human rights that they are aiming towards in their society.

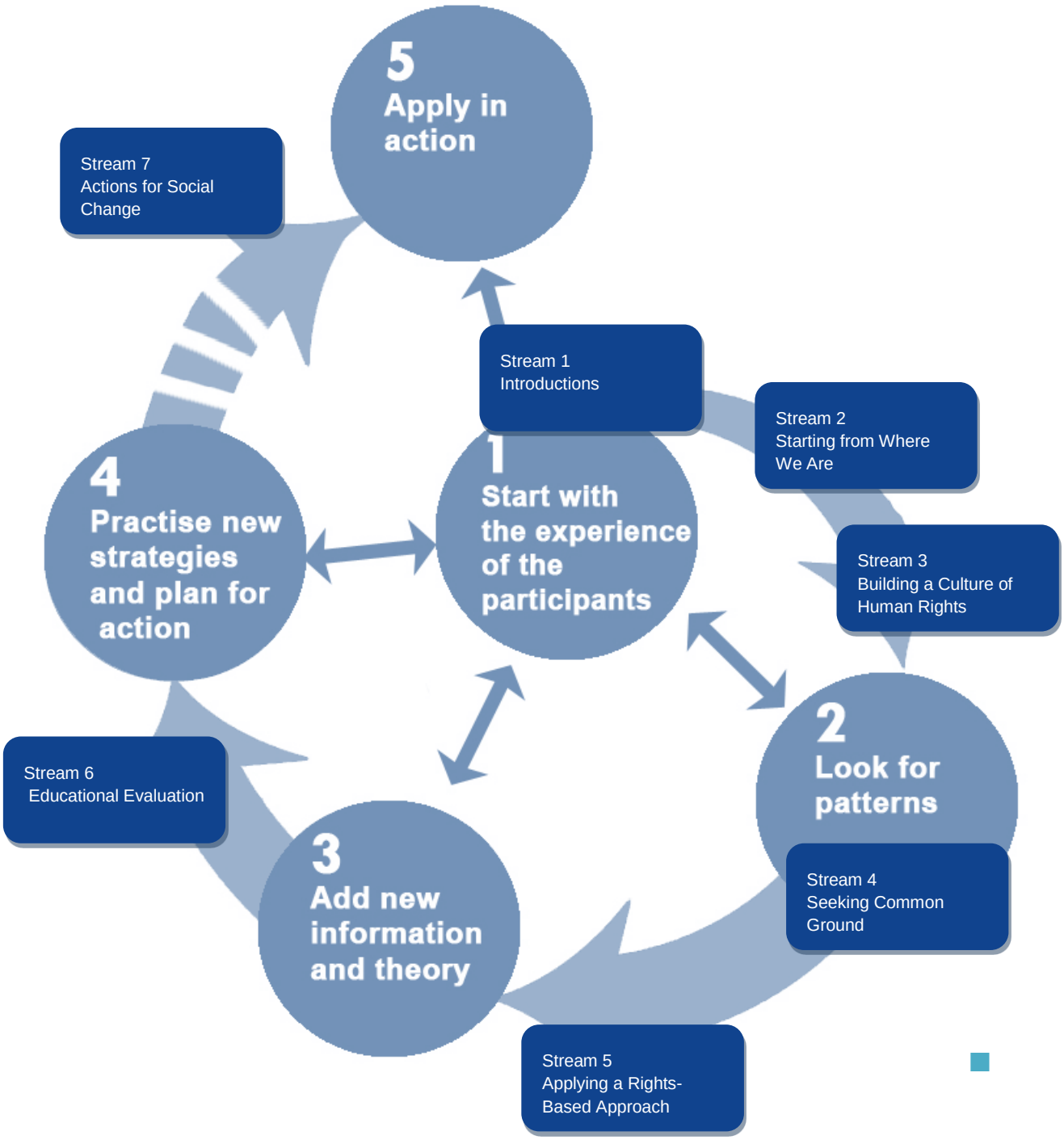
Source: This reference sheet is based on notes prepared by human rights educator Dave Donahue for presentation in a TOT delivered by Equitas. Mr. Donahue, a recipient of the Sarlo Award, is an Associate Professor of Education at Mills College in the United States. His main areas of interest are human rights education and reflective learning practices.

1

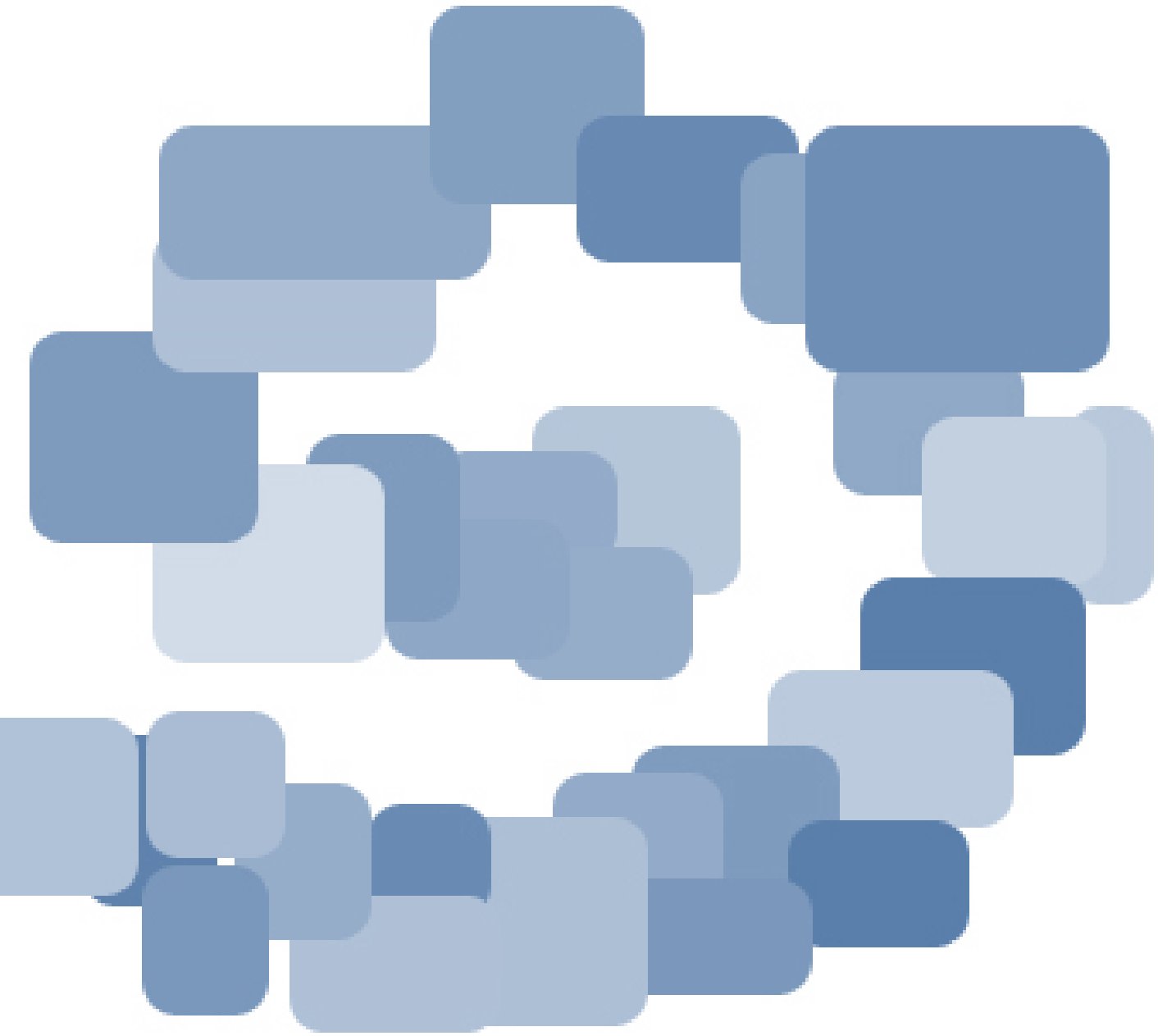
# The Learning Path of the EAHRP and the Phases of the Learning Spiral

## Unit 2 Activity 2

This diagram only appears in the Facilitator's Manual.



# Stream 2
# Starting from Where We Are



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# About Stream 2

**1 Day**

The purpose of the EAHRP is to develop our capacity to protect and promote human rights.

A critical step in developing this capacity is to better understand the human rights situation in our communities and what factors or actors influence it.

By sharing personal and community experiences on human rights we gain a better understanding of the various contexts in which human rights work takes place in our different societies and of how the human rights framework can serve as the unifying force in the struggle for social change.

# Objectives

By the end of Stream 2, participants should be able to:

- Discuss the human rights situation in the communities and countries represented by the members of their group
- Identify the local and global actors that favor or limit the protection and promotion of human rights in communities and countries



**Implementing a Participatory Approach: Strategies and Techniques**

Community Power Mapping

# Unit 1 Human Rights in Your Community, Your Organization and Your Work



## Activity 1 Mapping Your Human Rights Context

**1 hr 45 min**

This activity is divided into three parts.

In **Part A**, you will work individually and in small country groups to describe the human rights situation in your community and country.

In **Part B**, a reporter from each group will report back to the larger group.

In **Part C**, you will discuss how your human rights work has helped in addressing the human rights violations.

### 45 min Part A Work in a Group

1. Reflect individually on the human rights situation of your target community and country using the following questions as a guide.
   - What have been your community's main struggles/challenges?
   - Have these struggles/challenges been longstanding or emerging?
   - Are these struggles/challenges experienced differently by women, men, boys, girls, immigrants, disabled, minorities?
   - Who are the key actors involved? Which factors have contributed to these struggles/ challenges?
   - What has your organization been doing to address these struggles/challenges through its work?
2. Draw a map illustrating the key features of your community's human rights struggles/challenges including the actors or structures related to them.
3. You will join your country group and describe the human rights situation in your respective community. Reflect critically on the principal human rights problems and main contributing factors.
4. Select a reporter who will record your group's discussion using the Reporter's Page on page 2-9.

## The Reporter's Page

For Activity 1, Part A, fill in your group's descriptions of their countries following the examples below.

| | Our communities | | Our Organizations | Our Work |
|---|---|---|---|---|
| **Country** | **Main struggles or challenges** | **Main Contributing Factors** | **Issues Being Addressed** | **Contributions/ Constraints** |
| **Example:**<br>**Tanzania** | Emerging :<br>Killings of Albinos | Associated with witchcraft beliefs | Protection of the right to life of albinos. | Lodging of a constitutional case to challenge the irresponsiveness of the Police Force in curbing albino killings<br>Lethargy among the Police Force |
| | | | | |
| | | | | |
| | | | | |

## 40 min Part B Group Report Summary

Your group's reporter will present a summary of your discussion to the larger group. Highlight the following:

- Principal struggles in the country represented
- Contributing factors and actors involved
- The role of the different organizations in addressing these issues

Each group's report presentation should not be longer than 5 minutes.

## 20 min Part C Large Group Discussion

The facilitator will lead a large group discussion on how human rights awareness can address your communities' challenges.

Discussion questions:

- What are the notable similarities among the communities and countries represented? What are the differences?
- How have these challenges affected you, your work and your community?
- How can human rights awareness enhance addressing these challenges or struggles?
- What is the relationship between conflict and HRE? How can HRE help resolve or contribute to conflict? Refer page 2-11 and think about conflict and human rights education.

**End of Activity ■**

**More about…**

**Human Rights Education and Conflict**

"In the real world, (…) you can't just spell out human rights principles and hope people will adopt them. You have to relate them to local cultures and how they will help to bring about greater tolerance, equality, and integrity among people of different backgrounds with different interests." "Human rights and conflict resolution are connected (…). In the short term, violent and destructive conflict can lead to human rights violations. In the long term, a sustained denial of human rights can lead to conflict. It is a direct relationship."

Human rights education must not be approached in a vacuum, but with an understanding of and direct application to the local environment. Human rights education does not work in communities fraught with conflict unless it is part of a comprehensive approach*. (…). In fact, education that ignores conflict and the context in which it occurs can be counterproductive and lead to even greater conflict if people become aware of rights which are not realized. In this respect, human rights education can increase the potential for conflict.

To be successful, human rights education must be part of a total program. It must not only focus on building people's knowledge about their rights, but also on enhancing their capacity, confidence and skills to exercise their rights. Moreover, it must include skills in conflict resolution, problem-solving and tolerance promotion. HRE aims towards greater empowerment and participation from communities and builds the capacity of different actors within society to resolve conflicts. In doing so, it equips actors to create a climate where human rights violations are more effectively addressed, avoided and delegitimized.

"Through linking human rights education and [conflict resolution] (…) we can also work towards addressing structural causes of conflict and building relationships among parties. Experience with intra-state conflict in Africa indicates that both should be taken into account if we are to deal with conflict in an effective manner. It also is important (…) to develop local empowerment -- to help local communities realize what they can do themselves to solve their own problems and realize their rights."

*Note: An approach such as the systems approach presented in Unit 3, Activity 2 of this Stream can assist in developing more comprehensive initiatives that take into account relevant stakeholders and the broader context of the particular problem.

Source: Pitts, D. (2001). Human Rights Education in Diverse, Developing Nations: A Case in Point - South Africa. Available online: http://usinfo.state.gov/journals/itdhr/0302/ijde/pitts1.htm. Washington, DC: US State Department.

# Unit 2 Influences on the Human Rights Context

## Activity 1 Actors Influencing Human Rights in Communities

**1 hr 30 min**

In this activity, you will identify the actors favouring or limiting the promotion and protection of human rights and analyze the impacts of the global human rights context on the human rights situation of your society or community.

This activity is divided into three parts.

In **Part A**, you will work in a large group to identify key actors that have an influence on the human rights situation in your communities

In **Part B**, you will discuss how the actors and their relationships influence the promotion and protection of human rights in your communities.

In **Part C**, you will analyse the results and discuss how your HRE work can help influence the local and global human rights context.

### 30 min Part A Large Group Work

You will identify the key actors that have an influence on the human rights context of your communities. Write each actor on the circular cards provided.

***Implementing a Participatory Approach:*** Community Power Mapping (p.2-18)

You will place each of the actors on the community map drawn by your facilitator. Place each actor (i.e., the circular cards) within or next to the image representing the community depending on where they are situated. For example, local/municipal government would be located within the community, while national government would be located outside of the community.

### 30 min Part B Large Group Discussion

Together with your facilitator, you will discuss the relationship between different actors and consider how the global human rights context may have an influence on your local communities.

You will assess the strengths of the relationships between actors either as weak or strong and discuss how their relationships influence the promotion and protection of human rights within your communities.

## 30 min Part C Large Group Discussion

Together with your facilitator, you will analyse the role of individuals, organizations and communities in influencing local and global actors in the protection and promotion of human rights in your contexts.

Questions to consider:

- What are some of the key observations made by your group regarding the relationships?
- What can individuals, organisations and communities do to pressure the different global actors to effect positive change?
- How can education about human rights be a useful tool in transforming the local (and global) human rights context?

**End of Activity ■**

# End of Stream Evaluation/Debriefing

**15 min**

After completing the End of Stream Evaluation, discuss as a group the benefits of the day's events if time permits.

Questions to keep in mind:

- What surprised you about the analysis of the local and global human rights context?
- How relevant is this context analysis to your work?
- Were the strategies and techniques used effective in implementing the participatory approach? How can they be adopted into your work?
- How would you transfer your learning from this Stream into your work?

# Implementing a Participatory Approach: Strategies and Techniques




- Community Power Mapping page 2-18

# Community Power Mapping

## Unit 2 Activity 1



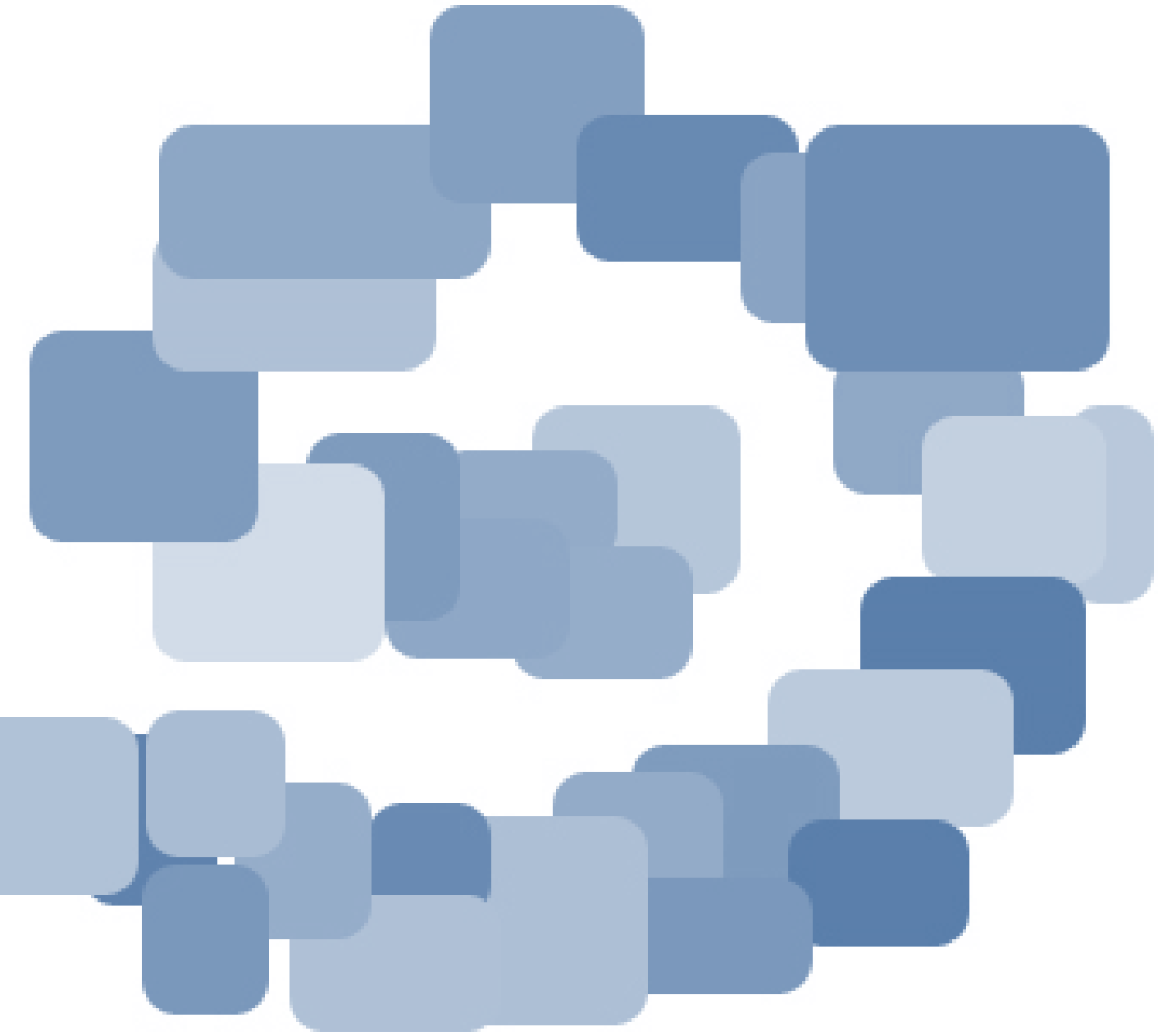
As problem solvers, we can look at any problem situation and understand it more clearly by identifying the forces at work and their relative influence on the situation. The technique of power mapping involves creating a visual diagram of these forces and then determining whether they have a positive or negative impact on the situation.

Power mapping is a useful concept and technique for analysis that allows the user to better understand the status of a current phenomenon (problem, difficulty, area of concern) by identifying the underlying driving forces.

Source: Eitington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

| Implementing the participatory approach… with Community Power Mapping | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Participants rely on their own experience to identify the forces at play in their society. | Participants critically examine whether the influence of different actors on their society is positive or negative. | Power mapping facilitates a deeper understanding of the actors that favour or limit a given position or action. This enables participants to better target their initiatives and be more effective. |

# Stream 3
# Building a Culture of Human Rights



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# About Stream 3

**1 ½ Days**

Education is central to the protection and promotion of human rights. An attitude of respect for the rights of others on the part of a majority of the population is the best guarantee that rights will be respected. The essence of the challenge in every region of the world is to nurture a culture of human rights through human rights education. One of the critical aspects in human rights education should be its ability to promote a culture that encourages dialogue and acknowledgement of diversity in communities.



The United Nations World Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education defines HRE as learning, education, training and information efforts aimed at building a universal culture of human rights. HRE involves not only learning about human rights and the mechanisms that protect them, but also the acquisition or reinforcement of skills needed to apply human rights in a practical way in daily life, the development of values, attitudes and behaviour which uphold human rights as well as taking action to defend and promote human rights.

Effective human rights education aims to create safe spaces for reflection on diversity by encouraging a shift from the popular view of representation of all minority groups to a more sustainable goal of eliminating barriers that lead to discrimination.

It is important to stress that human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community, which can lead to the desired social change. Moreover, any human rights training program or training session is quite often one of many human rights training programs or sessions that are being implemented to address similar human rights issues. Therefore, we must be aware of other human rights and human rights education work that is taking place so that we can better evaluate the contribution of our particular activities to the process of building a culture of human rights. In this Stream, participants will be introduced to a systems approach to examining human rights education efforts. This approach assists with situating a human rights education event within a broader context to increase the quality and effectiveness of HRE work.

A starting point for human rights education is the Universal Declaration of Human Rights (UDHR). The UDHR has symbolic, moral and practical significance as the constitution of the whole human rights movement, and its simplicity of language and vision are accessible to people of all ages and

conditions. As human rights educators, another extremely useful document is the UN Declaration on Human Rights Education and Training, which was adopted in December 2011 and lends increased legitimacy to human rights education and the pursuit of a culture of human rights.

While the need for education has long been recognized by human rights organizations, less attention has been paid to how this education should be carried out. Much more energy has been devoted to developing the content than the method. In human rights education, perhaps more than anywhere else, we must practice what we preach. A message of respect for others is often countered by educational methods that do not respect the learners. For this reason, the IHRTP uses a participatory approach to education, which incorporates principles of adult experiential learning and popular education philosophy. It should be emphasized that before applying the approach to our efforts to educate others, we must first apply it to ourselves. Our own organizations must reflect respect for the rights of others that we hope to engender in the wider society.

The former Secretary General of the United Nations, Mr. Kofi Annan, in his message on the occasion of Human Rights Day, December 10, 2000 reiterated the importance of human rights education:

> *"Why is human rights education so important? Because, as it says in the constitution of UNESCO, 'since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."*

# Objectives

By the end of Stream 3, participants should be able to:

- Explain human rights principles and concepts and their applicability in their own contexts
- Compare their personal notions of human rights with those of other members of their groups
- Explain the concept of diversity and its applicability in their own society
- Identify the necessary elements for nurturing a culture of human rights in their society
- Discuss the role of the Universal Declaration of Human Rights in human rights education
- Determine the role of human rights education in the process of social change



**Implementing a Participatory Approach: Strategies and Techniques**

Producing definitions

# Unit 1 Human Rights Concepts and Principles



## Activity 1 Thinking about Human Rights

**1 h 30 min**

This activity is divided in three parts.

In **Part A**, you will work individually to reflect on the things that you need to live well and with dignity.

In **Part B**, the facilitator will lead a discussion.

In **Part C**, you will reflect on the meaning of human rights.

In **Part D**, you will share your ideas with the group.

### 25 min Part A Work Individually

Take a few moments to respond individually to the question below.

- What do you need to live well and with dignity**?**

_____

_____

_____

Using the flipchart sheet provided by the facilitator, draw the outline of your body in the centre of the sheet. All around the image, write those things that you need to live well and with dignity.

Post your image on the wall and observe what others have done.

### 20 min Part B Large Group Discussion

The facilitator will lead a discussion based on the following questions.

- Why are the things you identified important to you?
- Which among the things you named do you feel are your birthrights?
- How are some of these things related?

**5 min**

## Part C Work Individually

Take a few moments to respond individually to the question below.

What do "human rights" mean to you? Give some examples. Write your ideas in the space below.

_____

_____

_____



**40 min**

## Part D Large Group Discussion

Share your ideas with the group. Consider some of these questions:

***Implementing a Participatory Approach:*** Producing Definitions (p.3-30)

- Do you think that human rights are universal? Why or why not?
- Which of the rights contained in the Universal Declaration of Human Rights (UDHR) seem most important to you? Do these rights match what you identified **you need** to live well and with dignity? Refer to the summary of the UDHR below.
- Do you feel that the group shares a common-understanding of human rights?

**End of Activity** ■

## Summary of the Articles of the UDHR

1. Right to equality
2. Freedom from discrimination
3. Right to life, liberty, personal security
4. Freedom from slavery
5. Freedom from torture and degrading treatment
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest, exile
10. Right to a fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home, and correspondence
13. Right to free movement in and out of any country
14. Right to asylum in other countries from persecution
15. Right to a nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in government and free elections
22. Right to social security
23. Right to desirable work and to join trade unions
24. Right to rest and leisure
25. Right to adequate living standards
26. Right to education
27. Right to participate in cultural life and community
28. Right to social order assuring human rights
29. Community duties essential to free and full development
30. Freedom from state and personal interference in the above rights



**End of Activity** ■

## Activity 2 Underlying Principles of Human Rights

**1 hr 15 min**

This activity is divided into two parts.

In **Part A**, you will work in a small group to reflect on some of the basic human rights principles which inform the Universal Declaration of Human Rights and then present the information to the larger group.

In **Part B**, you will address some questions as a large group.



### 50 min Part A Work in a Group

The facilitator will assign your group two of the human rights principles listed below.

Your group will give a 5-minute presentation on the principles you have been assigned.

Go over the descriptions of the principles provided on the next page and add your own ideas. Prepare to explain the terms to the larger group.

### 25 min Part B Large Group Discussion

The facilitator will lead a large group discussion on the interpretations and applications of the terms.

Reflect on the information provided in Part A and address the following questions:

- What do these principles mean in your context? (e.g., equality of men and women)
- How are they applied? (e.g., education policies that take into account the different needs of girls and boys)
- What are some barriers to their full application? (e.g., cultural or religious norms and practices)
- How do these human rights principles address individual values and needs and collective values and needs?

- How do these principles and values come into conflict?
- How are the principles of human rights addressed in your own work and the work of your organization?

**End of Activity** ■

## Underlying Principles of Human Rights

### Equality

The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: "All human beings are born free and equal in dignity and rights."

### Non-discrimination

Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors. Reference to some factors that contribute to discrimination contained in international human rights treaties include: race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. The criteria identified in the treaties, however, are only examples; it does not mean that discrimination is allowed on other grounds.

### Universality

The principle of universality affirms that human rights are inherent to all human beings everywhere in the world and must be protected. Governments and communities in all regions of the world should recognize and uphold human rights. The universality of rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people.

### Human dignity

Human dignity affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve equal respect.

### Indivisibility

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

### Interdependency

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.

### Inalienability

The rights that individuals have cannot be taken away, surrendered, or transferred.

### Responsibility

***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. As 'duty bearers' governments have the obligation to respect, protect and fulfill human rights.

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

***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. A private entity such as a corporation, a family, or a local government can also be 'duty bearers'.

Sources:

Flowers, N. (2000). The Human Rights Education Handbook: Effective Practices For Learning, Action, And Change. Minneapolis, MN: University of Minnesota.

Ravindran, D. J. (1998). Human Rights Praxis: A Resource Book for Study, Action and Reflection. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

# Activity 3 Non-Discrimination and Gender Equality

**1 hr 15 min**

The principle of non-discrimination is fundamental to the attainment of harmony and all human rights among the people, i.e., non-discrimination, is central to human rights attainment.

The aim of this activity is to have participants explore the principles of equality and non-discrimination by examining the experiences of persons who belong to marginalized communities in their society. This activity will also allow some reflection on the value of "respect for diversity" which basically means "recognizing and appreciating individual differences". By celebrating differences, we help build harmonious communities.

This activity is divided into two parts.

In **Part A**, you will participate in an activity called "One Step Forward".

In **Part B**, your facilitator will lead a large group discussion.



## 30 min Part A Dinamica

1. In this activity, you will indicate your response to different statements by taking a step forward or staying in place. Your facilitator will explain further.

## 45 min Part B Large Group Discussion

- Do you feel that you would have advanced more if your character had been different? Why?
- When and how did you first become aware of differences between people? Have you ever experienced situations in which you felt excluded because of who you are?
- What are some of the main issues highlighted in the activity? How do they compare with the actual situations in your society?
- What factors contributed to equality and non-discrimination in the situations presented? What are the barriers to equality and non-discrimination in your society?

- What are some examples of power relations we could imagine between the roles presented? How were these similar or different in each group?

*Questions on strategies for integrating a gender perspective in HRE work*

- What are some lessons we can learn about diversity from this activity? How do these lessons relate to non-discrimination? How can you, your organization or community ensure respect for diversity?

- What are the main types of discrimination against women and girls highlighted by the roles presented? What factors contributed to gender inequality and to discrimination against women/girls?

- Why is it important to integrate a gender perspective in your human rights education work?

- How can you include a gender perspective in your HRE work?

**End of Activity ■**

**More about…**

**Gender Analysis and Gender Perspective**

**What is Gender Analysis?**

Gender analysis centres on understanding the causes and consequences of gender discrimination and the unequal power relations between men and women in a specific context, whether rooted in prevailing social attitudes and customary practices or discriminatory laws and policies, among other factors.

Gender analysis also refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures.

Gender analysis is an essential element of socio-economic analysis. A comprehensive socio-economic analysis would take into account gender relations, as gender is a factor in all social and economic relations. An analysis of gender relations provides information on the different conditions that women and men face, and the different effects that policies and programs may have on them because of their situations. Such information can

inform and improve policies and programs, and is essential in ensuring that the different needs of both women and men are met.

At the local level, gender analysis makes visible the varied roles women, men, girls and boys play in the family, in the community, and in economic, legal and political structures. Four essential questions to ask in doing gender analysis are:

- Who does what?
- Who has what?
- Who decides? How?
- Who wins? Who loses?

**Integrating a Gender Perspective in my HRE work**

In Stream 1, we saw that adopting a **gender perspective** means looking at the impact of gender on people's opportunities, social roles and interactions. It implies looking at ways to change gender relations by questioning and responding to the underlying values and factors for unequal status and treatment. It is not enough to understand the relative position of men and women in society (**gender equality** or **inequality**) and to identify the underlying causes of this situation (through **gender analysis**). Human rights educators need to bring this type of analysis into the training context by adopting strategies and facilitating relationships that exemplify the kind of opportunities, access, social roles and interactions we wish to see in society. In other words, HRE should include a gender perspective.

Sources: UNFPA (2007) Gender Mainstreaming Strategy. Retrieved from:

OSAGI (2001) Gender Mainstreaming .Retrieved from:

# Unit 2 Defining a Culture of Human Rights



## Activity 1 What is a Culture of Human Rights?

**1 h**

Article I of the UN Declaration on Human Rights Education and Training states:

"Human rights education and training comprises all educational, training, information and learning activities aimed at promoting a universal culture of human rights."

While the term 'culture of human rights' has become embedded in discourse throughout the human rights community there is no firm agreement on its definition. The term, in fact, tends to evoke many different meanings in different people.

In this activity, you will engage in a discussion on your understanding of a 'culture of human rights'

This activity is divided into two parts.

In **Part A**, you will work with a partner to reflect on your understanding of a culture of human rights.

In **Part B**, you will share the information in a large group discussion.

### 25 min Part A Work with a Partner

Review and reflect on your understanding of the definition of a culture of human rights provided to you.

### 35 min Part B Large Group Discussion

1. The facilitator will review the pairs' views and identify the key ideas presented. Together you will formulate a group's definition of a 'Culture of Human Rights'

2. You will then discuss the following:

   - What deeds or actions demonstrate this culture of human rights?
   - What can sustain this culture of respect for human rights in your community?

- What does this culture of respect for human rights contribute to?

**End of Activity ■**

## Activity 2 Mapping a Culture of Human Rights

**1 h 10 min**



In Unit 1, Activity 2 of this Stream we examined a number of definitions of a 'Culture of Human Rights'. We also asked you to share your ideas and develop your own definition.

Despite the lack of a formal definition, there seems to be consensus that nurturing a 'Culture of Human Rights' involves a concerted and sustained effort by all sectors in society. Nurturing a '**global** Culture of Human Rights' requires a similar effort on a much broader scale.

Using the collaborative thinking tool called *concept mapping* participants will now construct a visual representation of a 'Global Culture of Human Rights,' i.e., a 'Global Culture of Human Rights Tree' with at least eight branches. Each working group will be responsible for creating branches of the tree.

This activity is divided into two parts.

In **Part A**, you will outline the role and responsibilities of the sectors of society assigned to your working group.

In **Part B**, you will begin mapping a `Culture of Human Rights' with your working group.

| Sectors of Society | |
|---|---|
| Family | Regional Organizations (A.U and EAC) |
| Government Ministries | Education Institutions (Schools, Universities, Colleges |
| Business | Civil Society (e.g., NGOs, CBOs, unions) |
| Media | International Organizations |

**45 min**

## Part A Large Group Work

*Implementing a Participatory Approach:* Concept Mapping (p.3-28)

Each of the working groups will be assigned sectors of society listed below and will be provided with a corresponding number of tree branches. Each group is also asked to consider the following:

- What power does each actor have to promote or limit human rights?
- What is the specific contribution of women, children and youth in the sector assigned to them in promoting or limiting human rights?

Each group will:

- Create, on the tree branch provided to them, a concept map that outlines the role and responsibilities of the particular sector in building a global human rights culture (groups are free to add extensions to the branch as they see necessary)
- When considering the specific contributions of women, children and youth in the sector assigned to your group, highlight these in a special way on the branch so that they are easily distinguishable
- Include on the concept map the names of the countries of origin of all the group members
- Write a short paragraph explaining their concept map

**25 min**

## Part B Presentation

Later in the program each group will add their branch to the tree trunk to create the 'Culture of Human Rights Tree'. Each group will also be required to submit at this time their written explanation of their concept map, clearly identifying their group number and assigned sector.

Part B will take 25 minutes.

**End of Activity ■**

# Unit 3 Our Understanding of Human Rights Education



## Activity 1 Thinking about Human Rights Education

**40 min**

This activity is divided into two parts.

In **Part A**, you will participate in a "Dinamica" exercise.

In **Part B**, you will reflect on your understanding of HRE. You will share yours ideas with the larger group and review other definitions of HRE.

### 15 min Part A Dinamica

*Implementing a Participatory Approach:* Dinamicas (p.3-32)

In this activity you will indicate your response to different questions by standing in a certain part of the room. Your facilitator will explain this activity further.

### 25 min Part B Work Individually

Take a few moments to respond individually to the questions below.

What do you understand by 'human rights education'? Write your ideas in the space below.

_____

_____

_____

Share your ideas with the group and the reasons for your opinion.

The facilitator records your responses on flipchart. Now as a group review them and identify common ideas that you share about HRE. Then together with your facilitator review the various definitions on the next page.

**End of Activity ■**

## More about…The UN Declaration on Human Rights Education and Training

In 2007, the Human Rights Council requested the Council's Advisory Committee to prepare a draft declaration on human rights education and training. To this end the Council also requested the Advisory Committee to seek the views and inputs of Member States, relevant international and regional organizations, the Office of the United Nations High Commissioner for Human Rights, national human rights institutions as well as civil society organizations, including non-governmental organizations, on the possible elements of the content of the declaration. Following the Human Rights Council's adoption of the UN Declaration on Human Rights Education and Training in March 2011, the UN General Assembly adopted the Declaration on 19 December 2011.

The Declaration on Human Rights Education and Training includes **guiding principles** and **recommendations for implementation of human rights education at national and international levels**.

**I. Guiding Principles**

Human rights education and training:

- Is essential for the promotion of universal respect for and observance of all human rights for all. (article 1)
- Comprises all forms of educational, training, information, awareness-raising, and learning activities, which aim at promoting a universal culture of human rights. (article 2)
- Is a life-long process that concerns all parts of society, at all ages and takes into account all forms of education, training and learning whether in a public, private, formal, non-formal or informal setting. (article 3)
- Should be based on the principles of equality, particularly between girls and boys, women and men as well as the other principles of the UDHR and relevant treaties and instruments. (articles 4 and 5)
- Should be accessible and available to all persons and take into account particular barriers and challenges faced by persons in vulnerable and disadvantaged situations. (article 5)
- Should embrace and draw inspiration from the diversity of civilizations, religions, cultures and tradition of different countries. (article 5)
- Should make use of new information and communications technologies to promote all human rights and fundamental freedoms. (article 6)

**More about… The UN Declaration**

**II. Recommendations for Implementation at the Country Level**

State and where applicable relevant government authorities:

►►►

- Have primary responsibility to promote and ensure human rights education and training and to create a safe and enabling environment for the engagement of civil society organizations, the private sector and other relevant stakeholders, in which the rights and freedoms of all are fully protected (article 7)
- Should take steps to maximize available resources from all sources for human rights education and training (article 7)
- Should ensure adequate training in human rights, international humanitarian law, and international criminal law for State officials, civil servants, judges, law enforcement officials, military personnel, teachers, and other educators and private personnel acting on behalf of the State. (article 7)
- Should develop, or promote the development of strategies, policies, action plans, and programmes to integrate human rights education and training into school curricula, in cooperation with all relevant national stakeholders (article 8)
- Should promote the establishment of national human rights institutions, recognizing their important role in coordinating and promoting human rights education and training (article 9)

**III. Recommendations for Implementation at the International Level**

- The UN along with international and regional organizations should provide human rights education and training for civilian, military and police personnel serving under their mandates. (article 11)
- International cooperation and complimentary and coordinated efforts at all levels can contribute to implementation of more effective human rights education and training. (article 12)
- Voluntary funding for projects and initiatives regarding human rights education and training should be encouraged. (article 12)
- International and regional human rights mechanisms, within their respective mandates, should integrate human rights education and training in their work. (article 13)

**More about… The UN Declaration**

States are encouraged to include, where appropriate, information on the measures that they have adopted in the field of human rights education and training in their reports to relevant human rights mechanisms. And should take appropriate measures to ensure effective implementation and follow up to the Declaration. (article 14).

**Source:**
http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm

# Activity 2 The Role of Human Rights Education in the Process of Social Change

**2 h 10 min**

The aim of this session is to provide an overview of the role of HRE in social change at individual, organizational and community levels.

The session is divided into three parts.

In **Part A**, you will identify changes resulting from HRE.

In **Part B**, you will attend a plenary presentation on social change and HRE.

In **Part C**, you will debrief the activity and presentation.



## 30 min Part A Large Work Group

You will review your community maps and identify the possible changes that can be realized through HRE at individual, organizational and community levels in preparation for the plenary presentation.

## 1 h 20 min Part B Plenary Presentation

The whole group is convened in the plenary room for the presentation.

The resource person will:

- Provide an overview of what social change means
- Share her/his practical experience on how HRE can contribute to its achievement
- Examine what major challenges lie in the way of human rights educators in the region in applying HRE to promote social change and what can be done to mitigate them

**Question and Answer Period**

## 20 min Part C Plenary Debriefing

You will review the key ideas about human rights education you have drawn from the activity and the presentation in addressing the struggles in your community.

# End of Stream Evaluation/Debriefing

**30 min**

After completing the End of Stream Evaluation, debrief the learning from this Stream. Questions to keep in mind:

- How are the principles and values of human rights addressed in your own work and the work of your organization?
- How would you discuss the topic of a culture of human rights among your colleagues? What impact do you think it would have on the work of your organization?
- What impact does our gender have on our capacity, as human rights educators, to address "gender equality" in our work?

**Evaluate Stream 3:**

- What issues discussed do you feel are most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different human rights education methods and techniques used? Were they effective? How can these activities be adapted to your own HRE needs?

**Group Dynamics:**

- Do you feel that your group is working effectively together?
- Do you have any suggestions for your facilitator concerning the group or your learning?

# Implementing a Participatory Approach: Strategies and Techniques




- Producing definitions page 3-30
- Concept mapping page 3-31
- Dinamicas page 3-32

# Producing Definitions

## Unit 1 Activity 1

At one or more points in a training session, terms must be defined […] Although the trainer (human rights educator) can readily provide a definition, it is often more thought provoking for participants if they, individually and/or in small groups, create definitions based on their own understanding.

Of course, different individuals and different groups will produce different definitions. Part of the learning for participants is that they cannot take complex terms for granted.

Sometimes a particular term may not be acceptable to participants. For example, to describe someone who has suffered a number of human rights violations as a "victim" may be viewed by some human rights workers as disempowering. Therefore, you may ask the group to provide more acceptable terms.

Source: Etington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

| Implementing the participatory approach… with Definitions | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| As participants share their personal understanding of a concept, which derives from each person's experience, a group moves toward a common understanding of the concept. | To arrive at a definition, suggestions emerge and words are chosen through a process of dialogue and critical analysis. | Within a participatory approach, definitions are generally used as part of activities or broader processes. Arriving at agreed-upon definitions contributes to clarity, focus and effectiveness in actions. |

# Concept Mapping

## Unit 2 Activity 2

Concept mapping is a structured process that involves one or more people sharing their ideas on a topic and creating a picture of these ideas and the connections between them.

Concept mapping helps people to think more effectively as a group without losing their individuality. It helps groups manage complexity without trivializing or losing detail.

"Concept mapping", "mental mapping", "mind mapping", or "concept webbing" are all terms that have been used to describe this technique which results in the creation of a picture of someone's ideas.



Six steps in the concept mapping process:

1. **Plan the Task**: Determine the focus, the participants and the schedule.
2. **Generate Ideas**: Participants develop a large set of statements (i.e., words, symbols, images) that address the focus.
3. **Select, Rate, and Organize Ideas**: First, participants make a selection of the statements based on a relevant scale, which they determine. Second, participants organize the statements in preparation for mapping.
4. **Create Map**: Participants display the statements in map form.
5. **Interpret Map**: Participants develop a written explanation of their map.
6. **Use Map**: Participants use the map to help address the original focus.

Source: Trochim, W. (2000). Concept Mapping. Adapted from: http://trochim.human.cornell.edu/kb/conmap.html.

| Implementing the participatory approach… with Concept Mapping | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Key ideas and concepts identified by participants as well as the potential relationships between them are based on their lived experience. Creating a collective representation of their experiences enables them to see the value of collaborative thinking. | The process of selecting, rating and organizing ideas allows for critical reflection about the experiences shared. Mapping these ideas adds yet another layer of reflection and analysis. | Once ideas are organized and the concept is mapped, the group is in a better position to use the collective knowledge. This information can inform further planning and action. |

# Dinamicas

## Unit 3 Activity 1

"Dinamica" is  a term used by Latin American popular educators for the type of training activity that generally involves moving around, expressing ourselves in different ways (often non-verbal) and taking initiative for solving problems. These sorts of activities generally increase the energy level of the group and put participants in a more creative frame of mind (by obliging them to think or react in a way in which they are not accustomed); dinamicas also serve to break down barriers among group members and prepare them to work together. As a result "dinamicas" are often used as introductions or starters for other activities. They should generally be followed by a reflection or debriefing in which the participants analyze the activity.



| Implementing the participatory approach… with Dinamicas | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Dinamicas are meant to challenge participants' previous knowledge and experience by engaging them in what often are familiar situations but for different ends this creating a new shared experience. Reflection is then based on this shared experience. | Participants reflect on the experience they shared through the Dinamica – or previous to it – and critically analyze how they reacted to the experience, what conclusions they can draw from it, and what it means for their own work. | In a Dinamica participants are active and engaged. By simulating an action and/or reflecting on how an action is applicable to their own work, Dinamicas can motivate participants to act and engage in actions that are more effective. |

# Materials


- Definitions of Human Rights
  3-34
- Definitions of a Culture of Human Rights
  page 3-36
- Definitions of Human Rights Education
  page 3-38
- Role cards
  page 3-41
- Statements
  page 3-43

# Definitions of Human Rights

## Unit 1 Activity 1



1. "Human rights are the rights and freedoms … that everybody had from the moment of birth, simply because they are human beings. They are not privileges, which need to be won, and they apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the government (although they can be limited and sometimes suspended during states of emergency).

It is very important to remember that these rights belong to everyone. This means that people have a responsibility to respect other people's human rights. Also, these rights do not replace the laws we already have, and so people must respect these laws as well. For example, the fact that I have a right to follow my own customs does not mean that I can do whatever I want. I must make sure in following my customs that I do not infringe anyone else's rights."

Source: Building a Culture of Human Rights Workshop Manual, South African Human Rights Commission British Council and Humanitas Educational.

2. "Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or others opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with the fundamental freedoms and human dignity."

Source: Human Rights: A Basic Handbook for UN Staff, OHCHR, UN Staff College Project 1999 p. 3.

3. "The concept of human rights springs from modern human thought about the nature of justice; it does not spring from an anthropologically based consensus about the values, needs, or desires of human beings. As Jack Donnelly puts it, the concept of human rights is best interpreted by constructivist theory:

Human rights aim to establish and guarantee the conditions necessary for the development of the human person envisioned in …[one particular] underlying moral theory of human nature, thereby bringing into being that type of person…. The evolution of particular conceptions or lists of human rights is seen in the constructivist theory as the result of the reciprocal interactions of moral conceptions and material conditions of life, medicated through social institutions such as rights.

Human rights tend to be particularly characteristic of liberal and/or social democratic societies […].

Human rights adhere to the human being by virtue of being human, and for no other reason[…].

Human rights, then, are a particular expression of human dignity. In most societies, dignity does not imply human rights. There is very little cultural – let alone universal – foundation for the concept, as opposed to the content, of human rights. The society that actively protects rights both in law and in practice is a radical departure for most known human societies […]."

Source: Rhoda Howard, Dignity, Community and Human Rights In Abdullahi An-Na'in (ed.), Human Rights in Cross-Cultural Perspectives 81 (1992).

# Definitions of a Culture of Human Rights

## Unit 2 Activity 1



1. "Thus, a major objective of the world campaign is to build up a universal culture of human rights, one that clearly recognizes that human rights are inherent to the human person without any distinction as to race, colour, sex, language, religion, political or other opinion, natural or social origin, property, birth or other status (page 23)."

   Source: UN. (1989). World Public Information Campaign on Human Rights (UN document E/CN.4/1989/21).

2. "A culture of human rights is active practice and implementation of a shared core set of values regarding a way of life developed over a period of time which is inspired by the HR standards and norms that are translated into practice. In everything we have to look towards dynamism – about new tendencies in the culture of human rights – critical analysis and self-criticism are very important."

   Source: Mario Gomez, Professor of Law, University of Colombo, Sri Lanka.

3. "A culture of human rights is one in which people are not thought of as belonging to anyone, or any entity, other than themselves. This is usually taken to apply to family structures.... [P]eople in such a culture aren't seen as belonging to the state either, or to the ideology to which the state adheres, or even dedicates itself.... In a culture of human rights no one should be used as a means to someone else's, or to the state's ends, without their voluntary informed consent..."

   Source: Bernie Weintraub, Facing History and Ourselves (USA). Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights. Available from http://www.hrea.org.

4. " 'culture of human rights' seeks to cultivate a high level of consciousness and compassion for the inalienable rights of all beings. Such growing consciousness within communities around the world will form a universal lens through which we are able to inform our legal, political and moral decisions."

   Source: Donna Habsha, University of Windsor (Canada). Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights Available from http://www.hrea.org.

5. "[A] human rights culture is where we are free from fear and want. These freedoms [are] encoded by very specific and very detailed norms and standards translated into law on the international and national levels.... A human rights culture, as defined by a multitude of norms and standards, is a way of life, politically, morally and legally, a way of life guided by the human rights framework."

Source: Shulamith Koenig, People's Movement for Human Rights Education (PDHRE) Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights. http://www.hrea.org.

6. "A universal culture of human rights" requires that people everywhere must learn this "common language of humanity" and realize it in their daily lives. Eleanor Roosevelt's appeal for education about the Universal Declaration of Human Rights (UDHR) is no less urgent decades later:

   "Where, after all, do universal rights begin? In small places, close to home... Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

   But to uphold their rights, such concerned citizens need first to know them. "Progress in the larger world," must start with human rights education in just those "small places, close to home."

   Source: Flowers, N. (Ed.) (2002), Human Rights Resource Centre, Topic Book 4: Human Rights Education Handbook: University of Minnesota Available from: http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html.

7. "...[T]oday, public outrage over [violations or] injustices, is so apparent that no government would dare say that it is opposed to human rights, paving the way to develop what has become known as a "human rights culture".

   Such a culture is what I call a 'lived awareness' of the human rights principles, particularly, the Universal Declaration, but also its progeny."

   UDHR consists of four crucial notions:

   - Human dignity – Art. 1
   - Negative rights – Arts. 2-21: responsibility of Governments not to interfere with fundamental civil liberties; civil and political rights in particular.
   - Positive rights – Primarily Arts. 22-27: responsibility of Governments to intervene with and secure basic rights through promotion and protective measures.
   - Solidarity rights – Arts 28-30: Addressing rights to development, self-determination, social justice, peace etc."

   Source: J. Wronka. (1995). Creating a Human Rights Culture Implications for Peace, Peace and Conflict Studies, V 2 N 1 June 1995.

# Definitions of Human Rights Education

## Unit 3 Activity 1

### 1. Definition of HRE

Simply stated, human rights education (HRE) is all learning that builds human rights knowledge, skills, attitudes and behaviours. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.



The United Nations plan of action for the second phase (2010-2014) of the World Programme for Human Rights Education provides a more extensive definition of HRE that includes the different elements and provisions on HRE agreed upon by the international community. Human rights education is defined as learning, education, training and information efforts aimed at building a universal culture of human rights. It involves not only learning about human rights and the mechanisms that protect them, but also the acquisition or reinforcement of skills needed to apply human rights in a practical way in daily life, the development of values, attitudes and behaviour which uphold human rights as well as taking action to defend and promote human rights.

Human rights education aims towards developing an understanding of everyone's common responsibility to make human rights a reality in each community and in the society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development, and the enhancement of participation in decision-making processes within a democratic system.

Human rights education aims to develop the capacity of government officials and institutions to meet their obligation to respect, protect and fulfil the human rights of those under their jurisdiction. Human rights education also aims to empower individuals, i.e., women and men, girls and boys, and their communities to critically analyse their human rights problems and seek out solutions that are consistent with human rights values and standards. Through HRE, therefore, government institutions and individuals are able to become actors of social change aimed towards the effective realization of human rights. The change envisioned would involve, among other things, changes in social structures, attitudes, beliefs, views, values, freedoms and rights, the quality of education, and effective governance. Equality between women and men or gender equality, is also a critical component of social change that HRE must strive to achieve.

Source: Equitas – International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights. 2011. Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators. Geneva: OHCHR, pp. 9-10.

## Introduction

"The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace" (Vienna Declaration and Programme of Action, Para. 78).

## Context and definition of human rights education

The international community has increasingly expressed a consensus that human rights education constitutes a fundamental contribution to the realization of human rights. Human rights education aims at developing an understanding of everybody's common responsibility to make human rights a reality in each community and in the society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, to the promotion of equality and sustainable development and the enhancement of people's participation in decision-making processes within democratic system, as stated in resolution 2004/71 of the Commission on Human Rights.



Provisions on human rights education have been incorporated in many international instruments, including the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), the Convention on the Rights of the Child (art. 29), the Convention on the Elimination of All Forms of Discrimination Against Women (art. 10), the International Convention on the Elimination of All Forms of Racial Discrimination (art. 7) and the Vienna Declaration and Programme of Action (Part I, par. 33-34 and Part II, par. 78 - 82), as well as the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in Durban, South Africa, in 2001 (Declaration, par. 95-97 and Programme of Action, par. 129-139)and the Declaration on Human Rights Education and Training.

In accordance with these instruments, which provide elements of a definition of human rights education as agreed by the international community, human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the human personality and the sense of its dignity;
- The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- The building and maintenance of peace; and
- The promotion of people-centred sustainable development and social justice.

Source: United Nations General Assembly. (2004). Draft Plan of Action for the First Phase (2005-2007) of the Proposed World Programme for Human Rights Education. Available online: http://www.unescobkk.org/fileadmin/user_upload/appeal/human_rights/plan_of_action.pdf.

# Role Cards

## Unit 1 Activity 2

| | |
|---|---|
| Local municipal councillor | Village chairperson |
| Subsistence farmer with 14 family dependents | School teacher in a rural area (woman) |
| District police officer (man, 52) | Environmental activist, aged 24, victim of death threats (man) |
| Primary school boy, aged 12 | Widow, aged 31, with 5 children living in a rural village |
| Girl age 16, working as a sex worker | Internally displaced woman, aged 30, widow with 3 children, unemployed |
| Teenager with a disability, living in a slum (girl) | Provincial prosecutor |

| | |
|---|---|
| Unemployed boy, aged 17 | UNDP Country Representative (man) |
| Political party leader (man) | Indigenous woman |
| Clothing factory worker (woman) | Local Journalist, female, aged 26 |
| Director of a National TV Channel, (man aged 47) | Policeman who frequently pays for sex, aged 34, father of 4 kids |
| One of top 5 richest businessmen in the country, aged 37 | National Ombudsman |
| Prisoner (man aged 23) | School teacher in an urban area (man) |

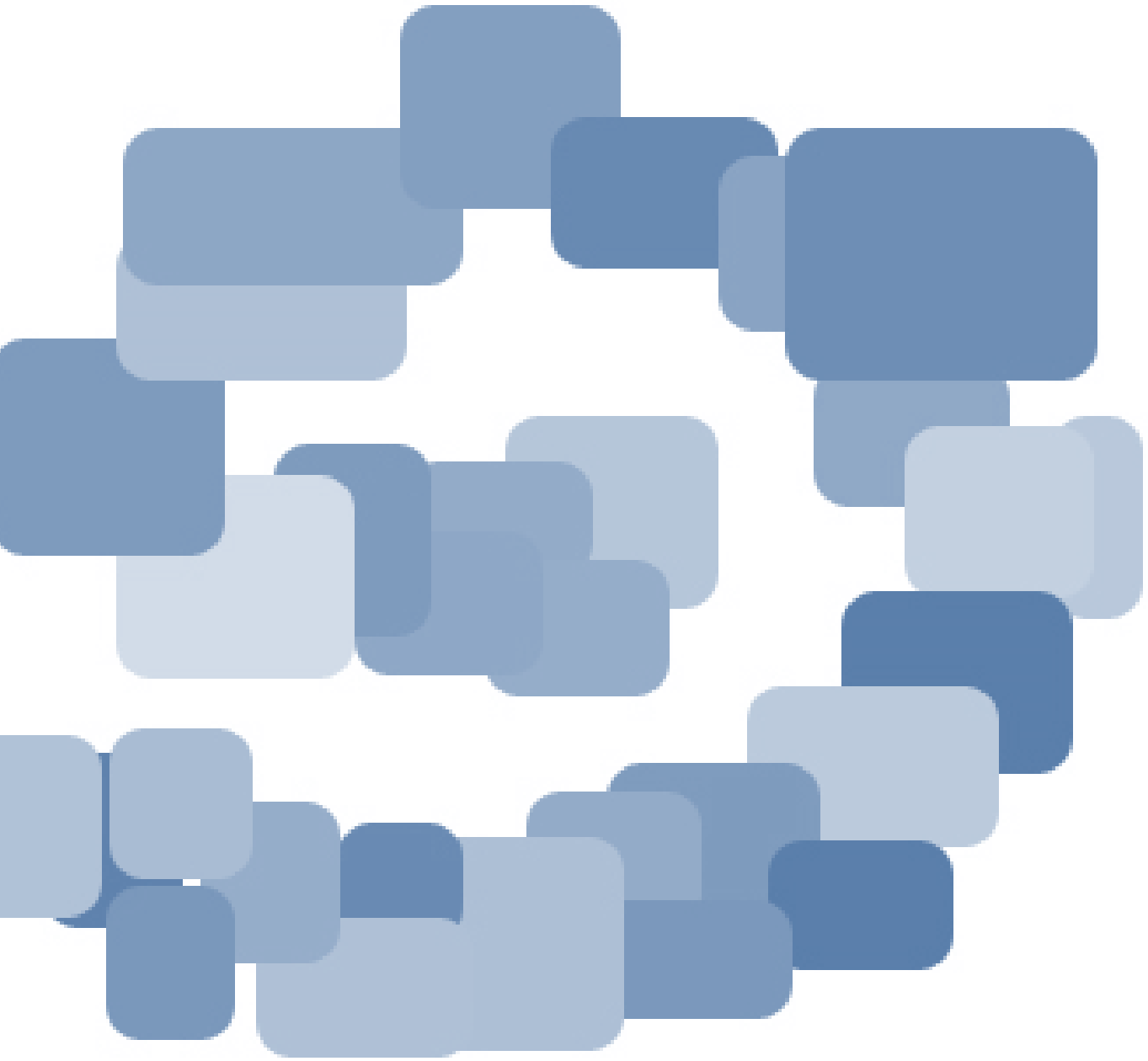
# Statements

## Unit 1 Activity 2

1. I get to meet visiting government officials.
2. I can read newspapers regularly.
3. I have access to and time to listen to the radio.
4. I have access to micro credit.
5. I can speak in extended family meetings.
6. I have access to confidential counselling services.
7. I can negotiate condoms use with my partner.
8. I expect to go to secondary school.
9. I enjoy a healthy environment in my community.
10. I won't face discrimination or stigma when using public services.
11. I will be consulted on issues affecting health services in our community.
12. I can pay for treatment at a private hospital if necessary.
13. I eat at least two full meals a day.
14. My home and family are not vulnerable to natural disasters.
15. I sometimes attend workshops and seminars on development issues in my country.
16. I am not in danger of being sexually harassed or abused.
17. I could own a small business.
18. I can question the expenditure of public funds.
19. I get paid at least the official minimum wage.
20. I have access to or can afford the legal counsel of a lawyer.
21. I have access to public financial information from the provincial government.

3

# Stream 4
# Seeking Common Ground



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# About Stream 4

**1 ½ Day**

Each of us must recognize that our understanding of human rights is based on a personal value system, which reflects the culture and region from which we come, as well as our experience in the many different circles of identity, such as gender, class, religion, and family status, to which we belong.

If we are not aware of our own assumptions, we may presume that we can speak on behalf of everyone and by doing so infringe on the very people whose rights we wish to defend. If we are unaware of how diversity affects human interactions, we may fail both to appreciate its potential richness and anticipate its inherent problems.

Only by acknowledging our differences can we find common ground on which to work together for human rights. And only when we perceive human dignity as the foundation of all human rights can we fully understand their universality and interdependence.

# Objectives

By the end of Stream 4, participants should be able to:

- Describe how personal values and deeply held assumptions about "right and wrong" influence the actions and reactions of individuals
- Explain the concept of universality of human rights
- Identify effective human rights education strategies for addressing universality of human rights in their work



**Implementing a Participatory Approach: Strategies and Techniques**

- Group Communication in a "Fishbowl"

# Unit 1 Examining Values and Beliefs of Human Rights

The activities in this unit provide us with the opportunity to acknowledge the diversity within ourselves and others. It provides us an opportunity to explore how to deal productively with diversity by examining invisible as well as obvious cultural differences and some of the ways diversity affects human interactions. Further, participants explore how their identity can affect or inform their perspectives or actions in different situations.



## Activity 1 Constructing Webs of Connection

**1 hr**

This activity is divided into 2 parts.

In **Part A,** you will work individually to determine groups with which you personally identify.

In **Part B**, you will compare this information in a small group and repeat this process with the whole group.

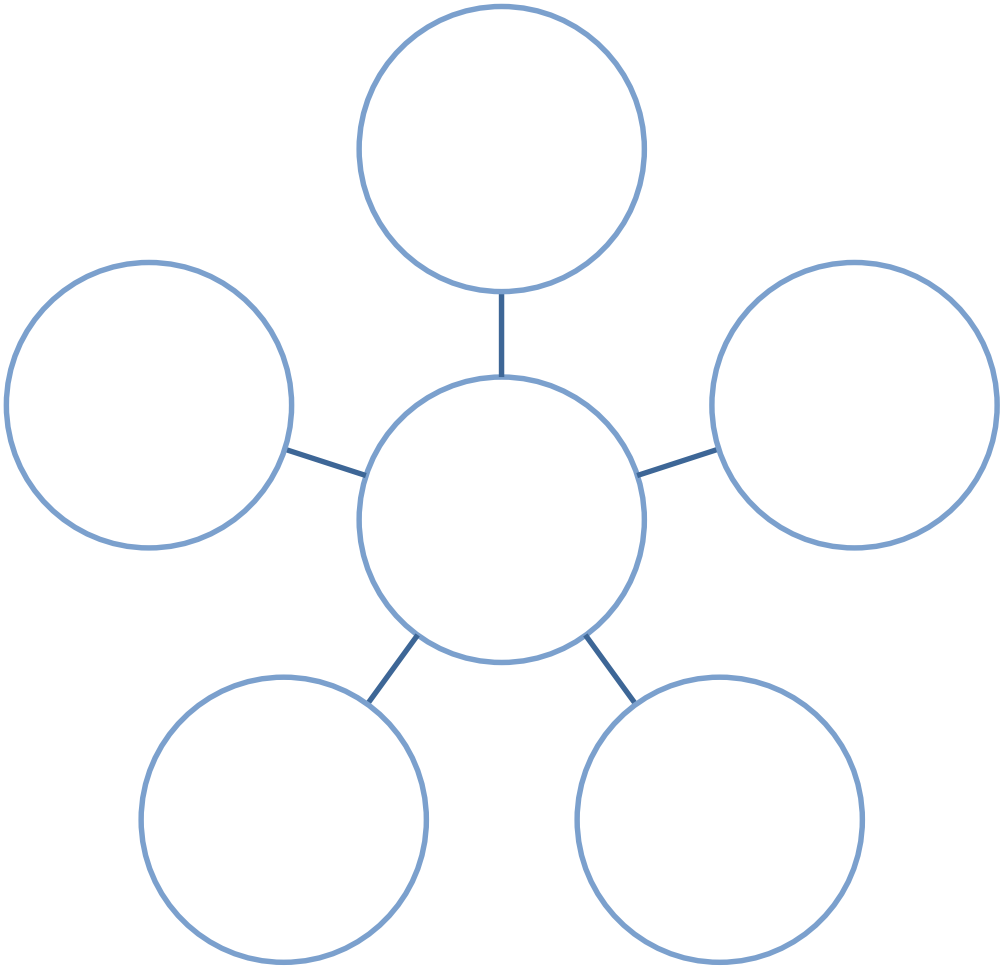
### 10 min Part A Work Individually (Personal Web of Connections)

Construct your "Personal Web of Connections" using the diagram provided on the next page.

Begin by writing your name in the centre circle.

In the small circles, write the names of 5 groups with which you personally identify. Refer to the list provided below the web diagram to help you. You may add extra circles if you wish.

## Personal Web of Connections





| Some types of groups might be: | | |
|---|---|---|
| religion | hobbies | belief/ideology |
| ethnicity | community service | profession/occupation |
| workplace | family role | race |
| gender | financial status | physical appearance |
| social status/class | geographic location | sexual orientation |
| friendship | education | particular experience |
| age | political affiliation | state of health |

Source: Style, E.J. (1995). In Our Own Hands: Diversity Literacy. The New Jersey Project Journal, Fall 1995. Adapted with permission.

## 50 min Part B Large Group Discussion

Together with your facilitator, you will take turns describing to the group your web diagram.

Now explore what you have discovered about your similarities and differences by constructing a Web Diagram for the whole group.

Consider the following:

- Was there a time when you were very proud to be a member of a certain group (circle)?
- Was there a time when you felt marginalized or discriminated against because you belonged to a certain group (circle)?
- Which were the most commonly shared circles in your group of four?
- Are there other participants who also belong to any of these major groups?
- Were there any circles with only two names?
- Would you like to mention a category to which you alone belong?
- What is one thing you wish people would never say about one of your groups?
- Can you think of factors within yourself or your society that might lead you to discriminate against others? To what extent are these factors within your control? To what extent are they embedded in society?
- What would you have to do to change society and/or yourself to change discriminatory behaviour, e.g., behaviour towards people living with HIV/AIDS?
- Do you and members of your group share a similar circle? If so, write your name in the other group member's or members' matching circle.

Ensure that you share a similar understanding of the meaning of the group you have in common.

You may also want to alter the name of a group that you have in common so that the names are the same. Sharing your feelings about a group or groups you do not relate to may help to clarify any assumptions that you may have or had about them.

# Activity 2 Analyzing the Web

**45 min**

## Large Group Discussion

Reflecting on the experience of the activity, consider the web your group has created by addressing some of the questions below.

- What do you think about the results of the activity?
- Why do we identify with certain groups and not with others? Do we tend to identify with groups that are not in a marginal position?
- Was gender one of the circles of identity of participants? Why or why not?
- Can you cite examples from personal experience where a failure to recognize and appreciate diversity has prevented well-intentioned people from working together?

**More about…**

**Personal Identities and Our Experience of Human Rights**

"One identity does not rule out other identities. In a study of personal and professional identities of British teachers from black and ethnic minority communities, one individual recounts her experiences and identity as a Muslim, particularly as a black Muslim woman. At other times she refers to the experience of growing up bilingual in Britain. At different times she stresses her role as a mother. At others she discusses what it means to her to have a management role in the education service. Although sometimes these roles and identities appear conflicting and contradictory, they are not exclusive of each other. It is not a question of either/or but of both/and.

Individuals need to be confident about their own identities before they can support others. This requires the development of certain values, skills, and attitudes, including, in particular, listening skills and empathy. As we recognize that individuals may develop multiple identities, and that the ability to make choices about identities is one of the purposes of education, so we also recognize that multiple identities are the norm rather than the exception. Only those who are self-confident in their own identity can celebrate all the groups they can associate themselves to.

There are close links between identities and the experience of human rights and citizenship. [We] are unlikely to be able to work effectively towards human rights and social justice in schools without basic knowledge of human rights principles. Such knowledge provides [us] with a starting point for teaching about justice and equality without undermining the identities of [our] students." Moreover, HRE promotes values that encourage respect for diversity and inclusiveness of all people, regardless of their personal identities.

# Unit 2 Human Dignity

The activities and discussions in this unit will help to clarify personal and cultural values and examine them in relation to the theme of human dignity.

## Activity 1 Personally Held Beliefs and Discrimination

**40 min**

This activity is divided into two parts.

In **Part A**, you will respond to statements related to your personal attitudes towards equality issues.

In **Part B**, you will discuss your answers with the group.



### 5 min Part A Work Individually

Fill in the table on the following page according to the instructions provided. Remember to record your first reaction and not spend time reflecting on your responses.

### 35 min Part B Large Group Discussion

Your facilitator will review each statement with the group. Reflect on what your responses reveal about your own understanding concept of human rights and equality issues.

## Statements Regarding Personal Attitudes towards Gender Equality Issues

The statements below reflect some typical views held by individuals regarding equality between men and women. Read each statement and check off whether you agree or disagree. Use the "Comments" column to briefly explain your answer. Please base your responses on your immediate feeling as you read each statement. This is the best way to determine your personal feelings.

| Statements | Comfortable | Uncomfortable | Reasons |
|---|---|---|---|
| a. Only women are discriminated against because of their sex. | | | |
| b. Women in the military should be able to engage in armed combat alongside men as front-line soldiers. | | | |
| c. Flirtation in the workplace isn't sexual harassment. It's human nature. | | | |
| d. Female politicians do not receive the same media attention as male politicians. | | | |
| e. Women are just as capable as men at conducting business. | | | |
| f. The roles of women and men are rooted in decades of cultural evolution and it is not the role of people from outside a given culture to try to change this relationship. | | | |
| g. In countries where it is legal for men to have more than one wife, it should also be legal for women to have more than one husband. | | | |
| h. The pursuit of gender equality is as much a responsibility of men as it is of women. | | | |
| i. Women with disabilities face similar challenges as men with disabilities in getting jobs. | | | |
| j. In most cases, men are the main income earners of their families; they therefore should be given priority access to jobs when the economy is in crisis. | | | |
| k. Responsible governments should provide teenage girls with explicit safe sex education to protect them from unwanted pregnancies and sexually transmitted diseases. | | | |

**End of Activity** ■

# Activity 2 The Fatal River Story

**55 min**

This activity is divided into four parts.

In Part A, you will read The Fatal River Story and individually answer some questions.

In Part B, you will work with a partner and repeat the activity.

Finally, in Part C you will address the discussion questions as a group.



## 10 min Part A Work Individually (Your Personal Assessment of the Characters)

Read The Fatal River Story found on p. 4-18.

Determine:

- Who are the most and least honourable characters and why?
- Who are the most and least powerful characters why?

Indicate your answers by filling in "Section 1 – Personal Assessment" of the chart Assessment of the Characters in The Fatal River Story on p.4-20.

## 20 min Part B Work in a Group

Form a group of four participants.

Repeat the process of trying to reach consensus and record your answers in "Section 2 – Consensus of Four" part of the chart on p.4-21. Remember that only what all four of you agree upon can be recorded as consensus.

## 25 min Part C Large Group Discussion

1. Discuss the experience of reaching consensus. Some questions are provided below to help you.
   - Did anyone find that they changed their minds as a result of discussion? Why?
   - Were any groups of four unable to reach consensus? What factors prevented consensus?
   - What were the principal shared values that shaped consensus?

- What were the principal differences of opinion that made consensus difficult or impossible?

2. Discuss the gender dimension of the story.

   - Would you change your opinion about who is honourable or powerful in the story if Leit were a man and Han and Roni were women? If yes, why?

   - Do terms like justice, honesty, power, or honour have different meanings when applied to men or women? Refer to the box Power Structures and Gender Relations on p.4-22.

3. Discuss how the differing assessments or value judgments that resulted from the discussions of the characters in "The Fatal River Story" and the issue of universality are closely connected.

   - Can concepts like human dignity and integrity serve to resolve conflicting value judgments?

   - Can human rights be truly universal when such differing values exist?

## Case Study — The Fatal River Story

Once upon a time, a young woman named Leit and a young man named Han lived on either side of a great river that ran wide and swift and deep. They met when their villages came together for fairs and festivals, and soon they fell deeply in love and promised themselves to each other in marriage.

One night Leit received a message from Han's family "Come at once. Han is gravely ill and may not live. He is asking for you." However, that same night a terrible storm washed away the bridge that connected the two villages so that Leit could not cross.

Greatly upset, Leit went to ask Roni, who owned the only power boat in her village, to carry her across the river. He agreed but only on one condition: she must go to bed with him. She angrily refused.

Leit went to her friend Anik to explain her dilemma, but Anik did not want to be involved in her dilemma and would not offer her advice.

Desperate to reach Han, Leit felt her only choice was to accept Roni's terms. She fulfilled her part of the bargain with Roni, who then delivered her safely on the opposite shore that very night.

When Leit finally reached Han, she found his condition had greatly improved, and in a few days she was able to tell him about the hardships she experienced to reach him. When Han heard what Leit had done, he cast her aside, declaring he would never marry such a woman.

Heartbroken Leit returned to her village. She turned to her older brother Raon with the story, and in anger he gathered a group of her male cousins. They laid a trap for Han and beat him severely.

When she heard about the beating, Leit laughed.

Source: Adapted from versions of the story developed by: The American Arbitration Association and the Canadian Institute for Conflict Resolution).

## Assessment of the Characters in the "Fatal River Story"

| SECTION 1 — Personal Assessment | | |
|---|---|---|
| **Who in your opinion is:** | **Character's Name** | **Reason(s)** |
| The most honourable character in this story? Why? | | |
| The least honourable character in this story? Why? | | |
| The most powerful character in this story? Why? | | |
| The least powerful character in this story? Why? | | |

| SECTION 2 — Consensus of Two | | | |
|---|---|---|---|
| **Questions** | **Agree?** | **Character's Name** | **Reason(s)** |
| Do you and your partner agree on who is the most honourable character? If yes, name the character and give the reasons for your choice. If not, please explain why. | Yes ☐<br>No ☐ | | |
| Do you and your partner agree on who is the least honourable character? If yes, name the character and give the reasons for your choice. If not, please explain why. | Yes ☐<br>No ☐ | | |
| Do you and your partner agree on who is the most powerful character? If yes, name the character and give the reasons for your choice. If not, please explain why. | Yes ☐<br>No ☐ | | |
| Do you and your partner agree on who is the least powerful character? If yes, name the character and give the reasons for your choice. If not, please explain why. | Yes ☐<br>No ☐ | | |

**More about…**

**Power Structures and Gender**

"Patriarchal social structures and institutions are sustained and strengthened by value-systems and cultural norms maintaining the notion of women's inferiority. Every culture has its examples of customs which reflect the lower value placed on women.

In many ways, patriarchal norms make women powerless convincing them of their own inferiority to men; by demanding that they conform to certain stereotyped 'appropriate' roles and behaviour. These different forms of control often strengthen each other, resulting in the exclusion and marginalization of women from social, economic and political processes. Women's subordination is reflected both in women's socio-economic condition (like their levels of health, income and education), as well as in their position, or degree of autonomy and control over their own lives".

"Recent years have seen notable progress on issues of gender and human rights in standard-setting […]. Some international and regional human rights bodies now go beyond just including 'women' in a list of 'vulnerable' groups, and have begun to incorporate women's experiences and perspectives into recommendations for structural changes needed to bring about full enjoyment of human rights by women and girls. In addition, recent years have seen the human rights of lesbian, gay, bisexual, transgender, and intersex people being taken up beyond the first human rights bodies that addressed them, and developments have taken place in standard-setting.

Despite this progress, many challenges remain. Violence against women continues at a staggering rate. Gender-based discrimination persists in the workplace, housing, education, disaster relief, health care, and countless other areas. Access to justice continues to be hindered by a range of obstacles. Religion, tradition, and culture continue to be used as a shield for violating women's rights. Same-sex conduct is still criminalized in scores of countries, and it carries the death penalty in seven states. The traditional human rights law paradigm, with its focus on the state, may be obsolete in dealing with human rights abuses by such diverse non-state actors as powerful militias and global corporations. [There are] opportunities and challenges to come for international human rights advocacy and gender issues." (Farrior, 2009)

Source: Stephanie Farrior. (2009). Journal of Human Rights Practice. Human Rights Advocacy on Gender Issues: Challenges and Opportunities, Oxford University Press. Vol 1 | Number 1 | March 2009 | pp. 83–100

## Activity 3 Briefing for the Presentation — "Exploring the Universality of Human Rights"

**45 min**

An "all or nothing" view has dominated the debate on universality of human rights.

The position in favor of universality disregards culture and uses "universalist" concepts from existing international standards, or norms and values that are shared globally.

The other position adheres to the idea that specific cultural practices guide moral behaviour and objects to universality because it does not take into account different cultures and political systems.

A middle ground is proposed by Abdullahi An-Na'im, known for his studies on this issue. He proposes the use of effective strategies to accommodate diversity in the realization of human rights. He maintains that the universality of human rights should be seen as the product of a process rather than as an established "given" concept.

Sources: Falk, R. in Ravindran, D.J. Human Rights Praxis: A Resource Book for Study, Action and Reflection. Asian Forum for Human Rights and Development, Bangkok, Thailand, 1998.

Introduction: "Area Expressions" and the Universality of Human Rights: Mediating a Contingent Relationship, in David P. Forsythe and Patrice C. MacMahon, editors Human Rights and Diversity: Area Studies Revisited, University of Nebraska Press: Lincoln, 2003, pp. 1-21. Available online: http://people.law.emory.edu/~abduh46/pdfiles/area.pdf.

To prepare for the upcoming presentation, it is important to reflect on our understanding of some key concepts underlying this issue.

This activity is divided into 2 parts.

In **Part A**, You will reflect on your understanding of culture, identity, diversity, and universality.

In **Part B**, you will discuss your ideas and opinions as a group.

**15 min** **Part A Work Individually**

Take a few minutes to write down your understanding of the following concepts:

| Concepts: |
| --- |
| 1. Culture |
| 2. Identity |
| 3. Diversity |
| 4. Universality |

**30 min**

## Part B Fish Bowl Discussion

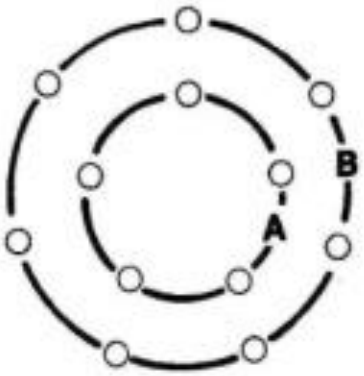
You will discuss your ideas and opinions as a group using the "fishbowl" technique for group communication.

***Implementing a Participatory Approach:*** Fishbowl (p.4-32)

- Five to six participants will arrange their seats in an inner circle (Group A).
- How does diversity affect your understanding of human rights?

What space exists for the expression of cultural differences within your community, country and region?






- The remaining participants will arrange their seats in an outer circle **(Group B).**
- For 15 minutes, **Group A** will discuss the topic. During this time**, Group B** will listen and take notes on both the content and process of the discussion.
- For 15 minutes, **Group B** will comment on **Group A**'s discussion and will have an opportunity to add additional remarks regarding the topic.

Your facilitator will synthesize the points brought up in both discussions.

## Activity 4 Plenary Presentation "Exploring the Universality of Human Rights"

**1 hr 30 min**

This presentation will explore the universality of human rights:

A resource person will provide a brief overview of the principal issues surrounding the notion of universality and will also address the following questions:

- Does universality mean that all human beings are entitled to the exact same rights in precisely the same manner?
- Are different "area expressions" of human rights inconsistent with the universality of human rights?

The resource person will address the issue and some of the questions listed above from the perspective of a human rights educator.

**Question and Answer Period**

## Activity 5 Debriefing the Presentation — "Exploring the Universality of Human Rights"

**15 min**

### 15 min Part A Large Group Discussion

Some questions for discussions are provided below. Refer to the Universality of Human Rights – Key Ideas and Terms on the following pages.

- How can rights be enjoyed differently by men and women, and remain universal?
- Can you provide examples that illustrate how human rights educators can promote respect for human rights without compromising respect for cultural diversity?
- How can you use these activities in your work, at home, or in your community? relevant is this reflection on the universality of human rights to your work?

**More about…**

**Universality of Human Rights – Key Ideas and Terms**

**Comment on the universalist-relativist debate**

One of the intense debates in the human rights movement involves the 'universal or relative' character of rights. The contest between the universal-relative is an old one.

The partisans of universality claim that international human rights like equal protection or physical security or freedom of speech, religion and association are and must be the same everywhere. This applies at least as to the substance of the rights. Even universalists must concede that many basic rights (such as the right to fair criminal trial) allow for culturally influenced forms of implementation or realization (i.e., not all states are required to use the jury in its Anglo-American form).

Some advocates of cultural relativism claim that rights and rules about morality are encoded in a cultural context and as a result depend on this cultural context. The term 'culture' is often used in a broad sense that may go beyond indigenous traditions and customary practices to include political and religious ideologies and institutional structures. Therefore the notions of right (and wrong) and moral rules necessarily differ throughout the world because the cultures in which these notions exist also differ.

But the strong relativist position goes beyond arguing that there is an impressive diversity. It attaches an important consequence to this diversity, that is, that no idea of right can be found or agreed upon across cultures and therefore that no one culture (whether or not with the pretext of enforcing international human rights) is justified in attempting to impose on others what must be understood as its own ideas. In this strong form, cultural relativism necessarily contradicts a basic premise of the human rights movement.

(Steiner, H., & Alston, P. (1996). International Human Rights in Context, p.192-193)

**On the universality of human rights**

The field of human rights is a normative field of study seeking to define and apply standards of justice to human affairs. Both as the subject of research and education, and as an arena for political debate and social action, human rights are thus determined by values. By values we mean concepts of what is good and worth striving for. The fundamental values that inform human rights, we claim, are universal. They are concepts of good that can be found in one form or another in most ethical and religious traditions. They are, as well, an integrated holistic system of ethical standards for all human relations, interrelated normative concepts that inform most notions of a good society, and an inspiration for much of the best reconstructionist education.

(from Betty Reardon's "Teaching for Human Dignity", p. 5)

►►►

**►►► More about… Universality of Human Rights**

**On the relation of human rights to human dignity**

Human dignity and integrity are the symbiotic concepts at the centre of the ethical system comprising the social values that are the essence of human rights. Within this approach, dignity is defined as the fundamental innate worth of the human person. A good society honours the dignity of all persons and expects all its members to respect the dignity of others. Integrity refers to the wholeness of the physical, mental, aesthetic, and spiritual facets of the person. The good society provides for the expression and development of the multiple facets of the person and holds them to be inviolable. Good societies are built on the active recognition of individual and group rights and the fulfillment of individual and social responsibility.

(from Betty Reardon's "Teaching for Human Dignity," p. 5)

**On cultural relativism**

The appreciation of our own ethnocentricity should lead us to respect the ethnocentricity of others. Enlightened ethnocentricity would therefore concede the right of others to be "different," whether as members of another society or as individuals within the same society. This perspective would uphold the equal human value and dignity of members of other societies and of dissidents within society. In sociological terms this orientation is commonly known as cultural relativism, that is to say, the acknowledgment of equal validity of diverse patterns of life. It stresses "the dignity inherent in every body of custom, and the need for tolerance of conventions though they may differ from one's own."

(from Abdullahi Ahmed An-Na'im's "Toward a Cross Cultural Approach to Defining International Standards of Human Rights")

**On a holistic approach to human rights**

A holistic approach [to human rights] is consistent with the principles of ecological or whole system thinking that are emerging as the paradigm most appropriate to the formation of planetary citizens. As applied to human rights education, holism interprets all rights and entitlements as interrelated and interdependent components of one central, generative principle: human dignity.

Indeed, recent feminist scholarship argues for a holistic approach to human rights that maintains that all human rights are integral one to the other, and cannot be separated or prioritized, as had been the practice in the industrialized nations of East and West.

►►►

**►►► More about… Universality of Human Rights**

This argument was validated by the conclusions of the United Nations Human Rights Conference of 1993 that declared human rights to be universal and indivisible. Economic rights do not have priority over political rights nor political over economic rights as it has been argued by East and West respectively throughout the Cold War. Feminist scholars such as Riane Eisler and Charlotte Bunch argue that the standards of the public and private spheres should be informed by a fundamental respect for the dignity of all human beings. The feminist argument asserts that the separation between private and public morality, as well as between the ethics applied to one's own group and those used in dealing with others, are a major cause of the violation of rights of ethnic minorities, women, and adversaries. Such an argument provides further rationale for a comprehensive conceptual approach devised to illuminate principles of human dignity.

(from Betty Reardon's Teaching for Human Dignity, p. 2)

# End of Stream Evaluation/Debriefing

**30 min**

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work:

- How can being aware of our personal values systems and identity help us be more effective human rights educators?
- What are effective ways to address potential conflicts between personal values systems and identity and the universality of human rights in your human rights education work?
- As a human rights educator, how can you address conflicting perspectives regarding gender in your human rights education work?
- What issues discussed do you feel are the most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different human rights education strategies and techniques used to implement the participatory approach? Were they effective?
- How can they be adapted to your own human rights education needs?

# Implementing a Participatory Approach: Strategies and Techniques


- Group Communication in a "Fishbowl"
  page 4-32

# Group Communication in a "Fishbowl"

## Unit 2 Activity 3

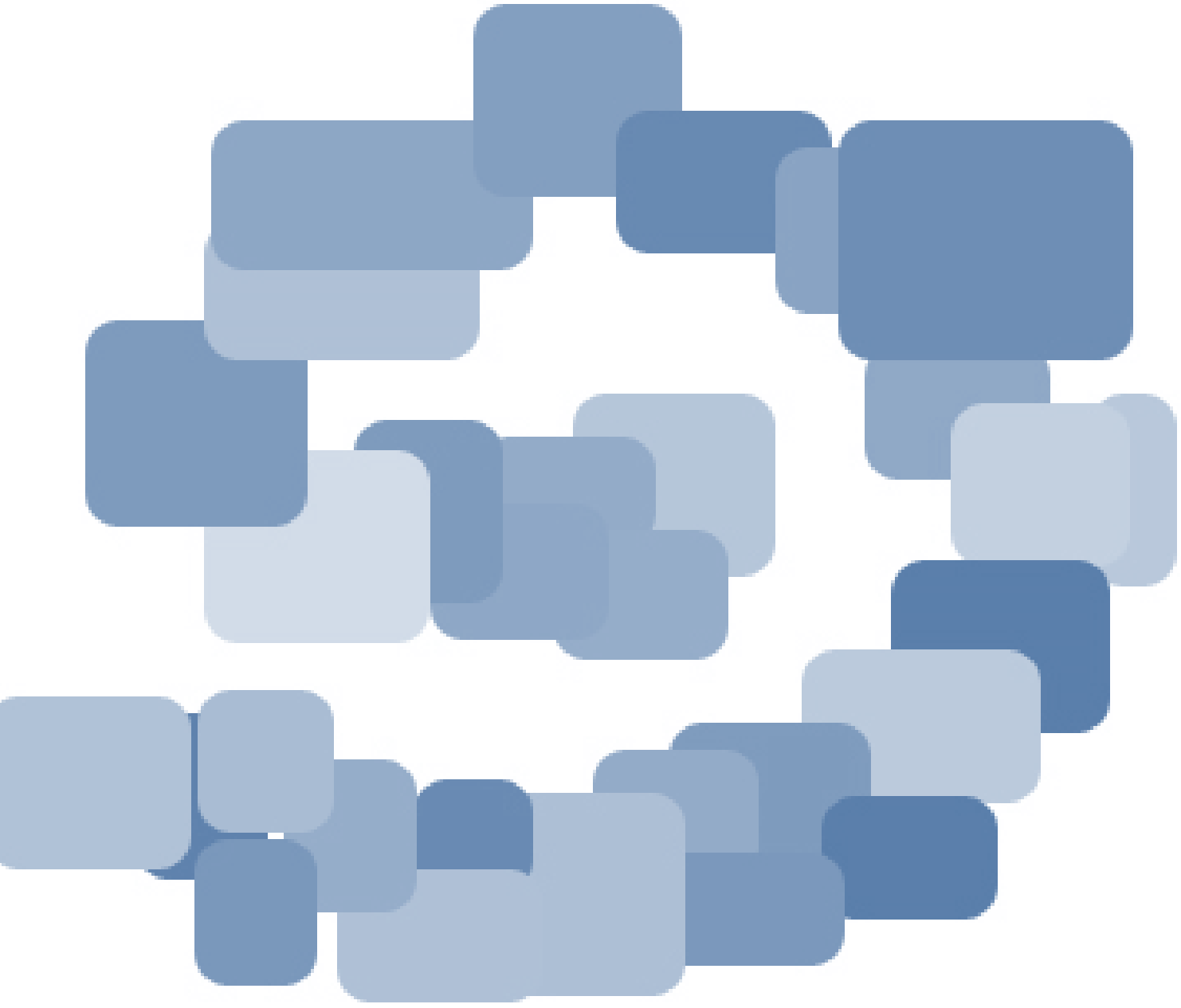
The "Fishbowl" is a training technique that allows one group of participants on the "outside" to observe the discussions or activities of another group that is on the "inside". Participants are divided into 2 groups, a smaller group and a larger group. The groups are then arranged into concentric circles. The small group in the inner circle, will perform an observable task, e.g., do a role-play or have a discussion. As the name "Fishbowl" suggests, participants in the outer circle, can observe what is happening in the inner circle, and discuss what they see. Participants, then change places.

While a shortened version of this technique is presented here, the process can continue with groups trading places for one or two rounds in order to encourage a greater exchange of information and experiences. This technique has many uses: to resolve problems, to generate divergent views, for improving inter-group communication and relations, as well as evaluating a training event. Remember to keep the groups small to give everybody a chance to contribute. If the total group is large, you may choose to run two to four "fishbowls" simultaneously.

Source: Eitington, J.E. (1996). The Winning Trainer, 3rd ed. Houston: Texas. Gulf Publishing Company.

| Implementing the participatory approach… with a fish bowl | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Participants in the inner circle express their position or opinion on a given issue, drawing on their lived experience of the issue. | Participants in the outer circle listen and critically reflect on what they hear and observe from participants in the inner circle. | The format for the exchange of information, experiences and views of all participants enables the development of effective solutions and strategies to address the issue in question. |

# Stream 5
# Applying a Human Rights-Based Approach



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# About Stream 5

**2 Days**

In Stream 5 we will explore how integrating human rights principles and values into actions (i.e., adopting a human rights-based approach) undertaken by governments, civil society and communities can help ensure these actions lead to positive social change and make a culture of human rights a reality in our societies.

Stream 5 also provides participants with an introduction to international human rights standards and mechanisms, and to the potential relevance of these to their human rights work. The value of such standards rests on their recognition and acceptance by a large number of States and can be seen as representing principles that are broadly accepted within the international community.

Participants will explore the United Nations (UN) human rights system and analyze a number of international and regional standard setting instruments and mechanisms. These include:

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- The African Charter

The Stream is a combination of presentations, a case study and small group learning. Through these activities, participants will actively explore if and how international human rights can be made meaningful in the day-to-day human rights work of their organizations. Stream 5 is also meant to provide some insight on appropriate techniques to train others in the content and implementation of international regional human rights standards presented.

# Objectives

By the end of Stream 5, participants should be able to:

- provide examples of how the UN human rights system can be used to protect and promote human rights
- explain the main features of the following human rights instruments:

  - International Covenant on Civil and Political Rights (ICCPR)

  - International Covenant on Economic Social and Cultural Rights (ICESCR)

  - African Charter of Human and Peoples Rights (ACHPR)

- Apply human rights principles articulated in international instruments to particular situations (i.e., using a rights-based approach)



**Implementing a Participatory Approach: Strategies and Techniques**

- Buzz Groups
- Effective Presentations
- Case Study

# Unit 1 Actions for Change

The aim of this unit is to explore how the integration of human rights principles and values can help ensure that actions undertaken by governments, civil society, and communities lead to positive social change.

## Activity 1 The Systems Approach

**30 min**

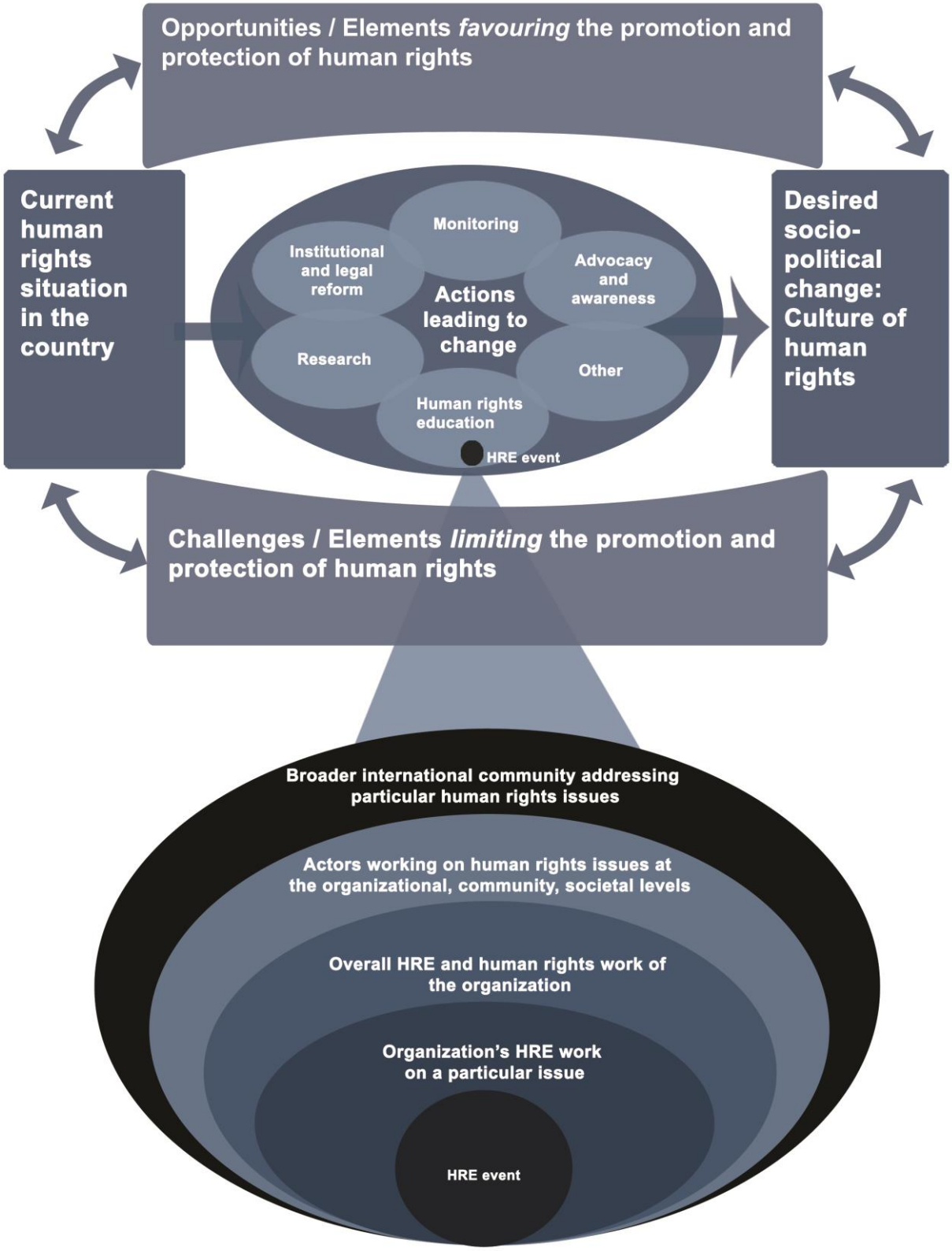
The aim of this activity is to examine human rights work and in particular HRE through a systems approach.

The facilitator will begin by making a brief presentation on a systems approach to human rights work using the systems approach diagram on the next page. (15 min)

***Implementing a Participatory Approach***
Buzz Groups
(p.5-24)

You will then work in buzz groups to identify some of the benefits of using a systems approach in planning your HRE work and share your ideas with the larger group. (15 min)

## The Systems Approach




**End of Activity**

## Activity 2 Briefing for the Plenary Presentation — "Integrating Human Rights into Actions for Social Change"

**1 hr**

To prepare for the upcoming presentation it is important to reflect on our understanding of a rights-based approach and the implications for our work.

This activity is divided in two parts.

In **Part A**, you will familiarize yourself with a rights-based approach.

In **Part B**, you will look at an example of how to apply this approach to the issue of poverty.

### 30 min Part A Discussion

The facilitator will lead a discussion on the meaning of a rights-based approach.

Concepts that will be addressed include:

- The difference between a right and a need
- Elements of a rights-based approach

### 30 min Part B Example of a Rights-Based Approach

The facilitator will present an example of implementing a rights-based approach to the issue of poverty alleviation.

You will then review the description of the presentation provided in Activity 3.

## A Human Rights-Based Approach (HRBA)

Use the text below for Activity 2, Part A.

**Rights vs. Needs**

A right is different from a need. A need is an aspiration. A need can be legitimate; however, it is not necessarily associated with a government obligation. A right entails a government obligation and can be legitimately claimed. Rights are associated with "being". Needs are associated with "having".

| Needs-based approach (Development for people) | Human rights-based approach (Development by people) |
|---|---|
| • Both input and results are important.<br>• The goal is to satisfy needs.<br>• The key power relation is between assistance-providers and recipients of assistance.<br>• Recognizes that needs can be legitimate but that they do not necessarily imply duties or obligations on the part of government.<br>• Needs are not necessarily universal.<br>• Needs can be ranked in hierarchical order.<br>• Individuals are seen as objects of development interventions.<br>• Focuses on immediate causes of problems. | • Both process and results are important.<br>• The goal is to realize rights through empowerment, ownership and participation.<br>• The key power relation is between rights-holders and duty-bearers.<br>• Recognizes individual and group rights as claims toward legal and moral duty-bearers. Rights always imply duties and obligations.<br>• Rights are universal.<br>• All rights are inalienable, indivisible, and interdependent.<br>• Individuals and groups are rights-holders empowered to claim their rights.<br>• Focuses on structural causes and their manifestations. |

**Key Elements of HRBA**

A **human rights-based approach** is a conceptual framework that sets the achievement of the full range of human rights as an objective of social actions. It is normatively based on international human rights standards and operationally directed towards respecting, protecting and fulfilling human rights. The overall responsibility for respecting, protecting and fulfilling human rights rests with the state. This responsibility includes all the organs of the State such as parliaments, ministries, local authorities, judges and justice authorities, police and teachers. All of these are legal **duty-bearers** and the people within its territory are **rights-holders.**

Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights–holders is a moral duty-bearer – the greater the power, the larger the obligation to fulfill and especially to respect and protect the human rights of others. In this sense private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in

principle every individual are moral duty-bearers. You should remember that the State as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. – to ensure that they respect human rights.

A human rights-based approach:

- Is founded on the conviction that every human being, by virtue of being human, is a holder of rights
- Assumes that all human beings should have equal opportunity to realize their full developmental potential
- Involves a process of empowering those who do not enjoy their rights to claim their rights. It does not involve charity or simple economic development
- Supports the concept that all people, regardless of age, gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity
- Identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations)
- Integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development programs, social programs and other programs
- Ensures that programs address all aspects of life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.

| | Elements of HRBA | Questions to address |
|---|---|---|
| P | **Participation**<br>HRBA creates channels for the participation of a broad spectrum of stakeholders, including, poor and disadvantaged people, minorities, indigenous peoples, women, children and youth. HRBA promotes active, meaningful and continuous voluntary participation; it stresses that developing capacities for participation is an important result in itself. | • Who should participate?<br>• How should they participate?<br>• In what decisions? |
| A | **Accountability**<br>HRBA in programming demands that duty-bearers be identified and held accountable for the violation or neglect of human rights. In this sense, one of the fundamental contributions of HRBA is the emphasis it places on challenging the power imbalance between duty-bearers and rights-holders | • Who is accountable? And to whom? How?<br>• Who are the rights-holders and duty-bearers? |
| N | **Non-discrimination**<br>HRBA gives particular attention to non-discrimination, equality, equity and marginalized groups (which may include women, minorities, indigenous peoples, prisoners and the poor). HRBA requires that the question of who is marginalized be answered locally. From this perspective, people are not seen as beneficiaries but as rights-holders. | • Who are the marginalized and vulnerable?<br>• Who should be included?<br>• How should they be included? |
| E | **Empowerment**<br>HRBA aims to give rights-holders the capacity and the power to claim their human rights and hold duty-bearers accountable. (UNDP 2005) | • Who should become empowered? How? |
| L | **Direct links to human rights**<br>The goal of HRBA work is to use human rights standards as the foundation for all development work in all sectors and in all phases of programming, from planning to implementation, with the goal of promoting human rights and human dignity for all. | • What human rights are involved?<br>• What are the applicable human rights standards, instruments and mechanisms (national, regional, international)? |

An easy way to recall these key elements of a human rights-based approach is the acronym

**PANEL.**

| | |
|---|---|
| **P** | articipation |
| **A** | ccountability |
| **N** | on-discrimination and equality |
| **E** | mpowerment and |
| **L** | inkages to the legal human rights framework rights |

Source:

Adapted from Equitas- Facilitator's manual - International Human Rights Training Program (2013) pp.5-17 to 7-18 and Integrating HRBA and Equitable Partnerships into Development Programming: Operationalizing the Istanbul Principles *A Practical Guide to Help Facilitators Run Participatory Workshops and a Resource Manual for Participants* (2014) pp. 81-82.

For more on HRBA see http://www.ohchr.org/Documents/Publications/FAQen.pdf

**End of Activity ■**



## Activity 3 Plenary Presentation — "Integrating Human Rights into Actions for Social Change"

**1 hr 30 min**

The aim of this presentation is to explore how integrating human rights values and principles into the actions of governments, civil society and communities can help ensure positive social change.

Some questions the resource person will address are listed below. Relevant examples from different regions of the world will be provided.

- What does adopting a human rights-based approach to actions for social change involve? (e.g., national development policies and programs, delivery of services, community mobilization)
- What are the benefits and challenges of using a rights-based approach?
- What are some proven strategies for addressing these challenges?
- What is the role human rights education in advancing social change in line with human rights values and principles?

**End of Activity ■**

# Unit 2 International and Regional Legal Sources of Human Rights Protection

The aim of this unit is to provide an overview of the UN and Regional human rights system and of three main human rights protection instruments, i.e., ICCPR, ICESCR, African Charter (ACHPR).

## Activity 1 Briefing the Presentation – Engaging the UN and the AU Human Rights Systems

**30 min**

To prepare for the upcoming presentation, reflect on your understanding on the UN and AU systems. The facilitator will lead a discussion using the following questions as a guide:

- How do these systems affect you, your community and your country
- How can these systems be useful in your human rights work?
- Read the description of the presentation provided below and the relevant documents in the **Materials** Section.

End of Activity ■

## Activity 2 Engaging the United Nations and African Union Human Rights Systems

**1 hr 30 min**

This presentation will provide a general overview of the UN and AU Human Rights Systems and how organisations can engage them in their work.

To prepare you for this presentation, you should have read the texts indicated by the facilitator in the resource manual.

The resource person will provide an overview of:

- The special mechanisms, i.e., independent experts, treaty bodies, and special rapporteurs, and their roles within the UN human rights system
- The Universal Periodic Review and Africa Peer Review Mechanism

- The role of NGOs in the work of the Human Rights Council and ACHPR
- Discuss their organisation engagement with the systems

**Question and Answer Period.**

**End of Activity ■**

## Activity 3 Debriefing of the Presentation

**🕒 15 min**

Briefly discuss the presentations you listened to on the "The UN and AU Human Rights Systems."

Then discuss the suggested questions below:

- What did you learn from the presentation?
- What are some of the successes and challenges in using these systems?
- How can your community engage these processes?

**End of Activity ■**

## Activity 4 Examining the Human Rights Instruments

**🕒 I hr 45 min**

The aim of this activity is to enable you to gain a familiarity with the three human rights instruments listed below, by having you study the instruments and then sharing your learning.

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- The African Charter on Human and Peoples Rights ( ACHPR)

## Work in Your Designated Group

Participants will work in their designated groups to prepare a presentation on **one (1)** of the instruments, according to the guidelines provided below.

## Guidelines for Preparing Your Presentation

***Implementing a Participatory Approach:*** Effective Presentations (p. 5-27)

Prepare a 10-minute presentation on the instrument assigned to your group. Use:

- the text of the instrument
- the relevant "Info Pack" in the resource manual section
- the experience of the members of the group

1. Review the suggested format for presentation in the table **"Main Features of International and Regional Human Rights Instruments"** on the next page.
2. Decide on how your group will proceed to prepare the presentation. Use the information provided in "Implementing a Participatory Approach: Effective Presentations" at the end of this Stream to help you. You may want to divide into sub-groups and work on different aspects of the presentation or you may choose to work as a whole group.
3. Summarize the results of your discussion on a flipchart version of the table. Choose one spokesperson to deliver the presentation in plenary.

| Main features of International and Regional Human Rights Instruments | | |
|---|---|---|
| **Name of Instrument:** | **Date of Entry into Force:** | **Number of States Parties:** |
| 1) Rights protected | | |
| 2) Obligations imposed on the State | | |
| 3) Limitations | | |
| 4) Duties/Responsibilities imposed on the public | | |
| 5) Mechanisms for monitoring compliance | | |
| 6) Optional protocol(s) and purpose | | |
| 7) Other special characteristics | | |

**End of Activity** ■

## Activity 5 Plenary Presentations – "Three Human Rights Instruments"

**1 hr 30 min**

All the groups will convene in the plenary room, and each group will in turn deliver their 10-minute presentation.

After the presentations, resource persons will comment on the analysis by the groups. Each resource person will discuss the following:

- Interpretation of the instruments in national legislations and constitution.

**End of Activity ■**

# Unit 3 Working with International and Regional Human Rights Instruments

## Activity 1 Working on a Human Rights Case Study

**3 hr**

You will now have the opportunity to practice using the three instruments and mechanisms by working on a two-part case study. Each part focuses on different human rights issues. These are:

- Land rights
- Minority rights

Both parts are about the same group of evicted persons. There is a general overview of the situation, followed by the two parts. Although each part may lend itself to using particular instruments, you should consider the relevance of all instruments.

Refer to Case Study: The Bahawi Minority in the Materials section of this Stream for the guidelines on how to proceed.

**End of Activity ■**

## Activity 2 Reflections on Using Case Studies in Human Rights Education

**15 min**

With your facilitator, discuss the questions below. Refer to the case studies you worked on in Activity 1 and **Participatory Training Technique: Case Study** at the end of this stream.

1. What do you think makes a good case study? What would you add to the list provided in **Participatory Training Technique: Case Study (**authentic, concrete, narrative, and open-ended)?

2. What should you do to ensure that your case study is a high quality and effective learning tool?

**End of Activity ■**

# End of Stream Evaluation/Debriefing

**15 min**

After completing the End of Stream Evaluation, discuss as a group the benefits of the Stream's events if time permits.

Questions to keep in mind:

- What issues discussed do you feel are most relevant for the work of your organization?
- What were the different human rights education methods and techniques used? Were they effective?
- How have you used case studies in the past to address human rights issues? How would the case study in this Stream be adapted to address human rights issues specific to your context?

**End of Activity ■**

# Implementing a Participatory Approach: Strategies and Techniques


- Buzz Groups
  page 5-26
- Effective Presentations
  page 5-27
- Case Study
  page 5-29

# Buzz Groups

## Unit 1 Activity 1

**Buzz groups** are subgroups of 2 or 3 participants that are used to generate fresh ideas on a topic or a problem. Buzz groups have a time limit – of about five minutes – to discuss a particular issue or question raised by the facilitator. This is done without any previous preparation or reflection about the issue. After the five-minute period, the members of each buzz group share the results of their reflection with the broader group.

**The "buzz group" technique has many uses:**

- to produce fresh ideas on a topic or a problem, in a quicker way than what can be done with brainstorming
- to consult all the members of a group on a precise question
- to settle a conflict between members of a group

In summary, working in buzz groups gets participants to think very spontaneously about a particular topic and generate a wide variety of ideas.

Source: http://www.scoutbase.org.uk/library/hqdocs/facts/pdfs/fs310506.pdf

5

| Implementing the participatory approach… with Buzz Groups | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Engaging with a small group (1 or 2 others) with no previous preparation and with a short time frame obliges participants to rely on their own experience as they seek to provide ideas, information or solutions. This helps build confidence regarding what they know. | The process of summarizing a variety of ideas and presenting them clearly to the broader group requires critical reflection and analysis, as ideas are synthesized and prioritized. | Generally, buzz groups are used as part of a broader process moving participants towards action. The sudden burst of creativity that can stem from using this technique can be a motivating factor for groups and encourage further planning and action. |

# Effective Presentations

## Unit 2 Activity 4

**Planning:**

- Know your participants/audience: their background, language level, learning needs and interests
- Ensure the content is relevant and useful to them
- Allow time for pre-presentation discussion so that participants have the opportunity to reflect on their knowledge and experience of the topic and its potential usefulness
- Plan ways to engage the active participation of the audience in the presentation
- Develop reflection questions to help participants connect the information from the presentation to their life and/or work context
- Check out the room where you will be presenting in advance
- Practice your presentation a number of times
- Take along a bottle of water

**Presentation Tips:**

- Use a conversational tone.
- Convey your enthusiasm for the material and the audience.
- Maintain regular eye contact with the audience (i.e., the participants).
- Ask the audience periodically if they can hear and see everything.
- Move purposefully around the room, and use natural gestures. Avoid movements and gestures that may distract the audience.
- Interact with the participants to create positive rapport with them.

**Using Visual Aids (blackboard, overheads, flipcharts or computer presentations)**

- Use visual aids to stimulate and focus participants' attention.
- Check the equipment before the session to make sure it works and you know how to use it.
- Reveal visual information gradually rather than all at once.
- Make each visual count.
- Consider creating visual aids during the presentation.
- Encourage the participants to take notes.
- Provide handouts of computers presentations with space for additional notes.

Source: University of Waterloo, Teaching Resources and Continuing Education. (2002).Lecturing Interactively in the University Classroom. Available from: http://www.adm.uwaterloo.ca/infotrac/interactiveUclassroom.html .
http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

| Implementing the participatory approach… with Effective Presentations | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Within a participatory approach, presentations must also be connected with the audience's experience. This can be done by providing participants with preliminary reading, reflection questions, or by asking them, as participants, to be presenters. | Effective presentations push participants to critically reflect on the applicability of the ideas presented to their context. Planning and facilitating a debriefing session as a follow-up to a presentation furthers this process of critical reflection. | Presentations should provide the motivation and the means to entice others into action by conveying a clear message, by challenging beliefs and positions, by rallying audiences towards a goal and by presenting solutions or creative ideas. |

# Case Study

## Unit 2 Activity 1

The case study is an ideal technique when a holistic, in-depth investigation is needed for an issue. It is designed to develop problem-solving and decision-making skills and to encourage multiple perspective-taking in an objective manner. The main features of a case study are:

- Authentic. This is not to say that cases must be literal accounts of actual incidents, though they might be; it means that the characters, situations and dilemmas described must seem true.
- Concrete. Concreteness helps create authenticity. It's the capacity of cases to represent the particulars of the situation/incident that makes them powerful in raising a variety of issues.
- Narrative. Cases engage our attention for some of the same reasons a piece of fiction does: we read to watch the action unfold, to find out what happens next, often identifying with the actors, feeling personally involved in their choices and playing out the consequences.
- Open-Ended. Complex and information-rich cases depict incidents that are deliberately open to interpretation - raising questions rather than answering them, encouraging problem solving, calling forth collective intelligence and varied perspectives, and promoting more reflective practice.

**The case study focuses on the development of skills:**

- In analysis and decision making rather than on the acquisition of knowledge
- In thinking of and appraising alternative courses of action, reaching a reasonable decision among them, and in planning to make the decisions effective
- In oral communication and persuasion
- In dealing with multi-dimensional issues, formulating appropriate action plans, and managing time

This technique does have some disadvantages. It does not actually provide real experience. Facts are presented; readers get little practice in seeking and recognizing facts and relationships; the situation may be oversimplified. As well, the case study doesn't convey many subtle but important overtones of human personality and conduct. In addition, it is incomplete, as it does not include the process of carrying out the decisions and checking on the results. The case study is not useful if the primary objective is to transmit facts and can be a waste of time and effort if not used properly.

Source: Etington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

| Implementing the participatory approach… with Case Studies | | |
|---|---|---|
| **Start with participant's experience…** | **Critically analyze and reflect…** | **Develop strategies for action…** |
| Case studies require participants to apply their knowledge and experience to a real or fictitious problem or situation. It asks participants to rely on their experience to respond to a situation, to make decisions and to find solutions to problems. | Participants reflect on and analyze the situation presented in the case study in order to come up with solutions. Because a situation is explained in-depth, the case study can provide a setting with a level of complexity that pushes participants to critically examine many variables and reflect on many factors before making decisions or reaching conclusions. | Case studies are opportunities for participants to apply critical analysis to a problem, work on their ability to make decisions together and develop courses of action. This process can stimulate participants to apply this thinking to actions in their own work, particularly if the case study presents a situation that is similar or related to the reality of participants. |

# Materials


- Overview of the Human Rights Council
  page 5-32
- Fact Sheet: Human Rights Council – Universal Periodic Review
  page 5-34
- Case Study: The Bahawi Minority
  page 5-38
- Guidelines
  p. 5-39
- Case Study: General Overview,
  page 5-40
- Case Study, Part 1: Land Rights,
  page 5-41
- Case Study, Part 2: Minority Rights
  page 5-43
- Task for Case Study, Part 1
  page 5-45
- Task for Case Study, Part 2
  page 5-50

# Overview of the Human Rights Council

## Unit 2 Activity 1

### What is the Human Rights Council?

The Human Rights Council is the principal United Nations intergovernmental body responsible to strengthen the promotion and protection of human rights around the world. The Council was established by General Assembly resolution 60/251 of 15 March, 2006, and replaced the UN Commission on Human Rights.

### What makes the Human Rights Council different from its predecessor?

The Commission on Human Rights had many proud accomplishments, particularly in setting global human rights standards. But many new features make the Council an even stronger body. For example, the Commission's members were really selected behind closed doors and then "elected" by acclamation. By contrast, the new members of the Council have to compete for seats, and successful candidates need to win the support of a majority of all member states, in a secret ballot. For the first time ever, candidates gave voluntary commitments to promote and uphold human rights, and will be expected to meet them or else face possible suspension from the Council. The resolution establishing the Council also stressed the importance of ending double-standards, a problem that plagued the past Commission. Thus, the Council also has a new universal periodic review mechanism, which offers the Council - and the world - the opportunity to examine the records of all 193 member States of the United Nations. Unlike before, no country can escape scrutiny. This is a very powerful tool for human rights advocates worldwide.



### Who sits on the Council?

Membership of the Council consists of 47 States elected directly and individually by secret ballot by the majority of the members of the General Assembly. The human rights records and voluntary human rights pledges and commitments of candidate States are to be taken into account when electing member States. The distribution of seats is in accordance with equitable geographical representation (13 from the African Group; 13 from the Asian Group; 6 from the Eastern European Group; 8 from the Latin American and Caribbean Group; and 7 from the Western European and Other States Group). For a full list of members, see http://www2.ohchr.org/english/bodies/hrcouncil/membership.htm

### Will the fact that some members of the Council have less than perfect human rights records lead to problems?

The Council, is meant to work on the basis of universality, impartiality, objectivity and non-selectivity. It is necessarily inclusive, as it has to conduct much of its work on the basis of dialogue and cooperation and that includes talking to and assisting countries that are seen to have specific rights problems. What is more, no country has a perfect human rights record, and all States must be accountable for their shortcomings. The test is not membership, but accountability and the demonstrated willingness of countries to provide redress and make improvements. These are the aims of the new Council and its mechanisms.

### Does a new bureaucracy really lead to an improvement in human rights around the world?

It is true that a purely institutional change is not enough. For there to be a real impact, the members of the Council must be prepared to look beyond their immediate political interests and embrace the cause of protecting human rights worldwide. That requires political will and principled leadership from every one of them. It also requires the engagement of civil society and of the public in ensuring members live up to their commitments.

### Could a Member have its rights and privileges suspended in the Council?

The General Assembly has the right to suspend the rights and privileges of any Council Member that it decides has persistently committed gross and systematic violations of human rights during its term of membership. This process of suspension requires a two-thirds majority vote by the General Assembly. For example, the rights of membership of Libya were suspended by the General Assembly on March 1, 2011, and restored on November 18, 2011.

### How long are the terms of membership?

Members are elected for three year terms. They are not eligible for immediate re-election after serving two consecutive terms.



### Where does the Human Rights Council fit in within the United Nations system?

While the Commission was a subsidiary organ of the Economic and Social Council (ECOSOC), the Human Rights Council is a subsidiary body of the General Assembly. This makes it directly accountable to the full membership of the United Nations. This elevation emphasizes human rights as one of the three essential pillars of the United Nations, along with development, and peace and security.

### Where and how often does the Council meet?

The Human Rights Council holds no fewer than three sessions per year (including a main session) for a total period of no less than ten weeks. The Council is also able to convene to deal with urgent situations, and hold special sessions at the request of a member State, where such request is supported by at least one third of its member States. By May 2012, the Council had held 18 special sessions, the last one being in December 2011 regarding the human rights situation in the Syrian Arab Republic. Finally, the Council also organizes panel discussions and special events to enhance dialogue and mutual understanding on specific issues. The Council meets at the Palais des Nations in Geneva, Switzerland.

### Do non-governmental organizations and other observers participate in the proceedings of the Council?

Non-governmental organizations (NGOs), national human rights institutions (NHRIs) and other civil society actors are an integral part of the Human Rights Council, as observers. NGOs with ECOSOC consultative status and NHRIs can address the Council during interactive discussions and debates thus highlighting human rights situations around the globe.

### What are the mechanisms used by the Human Rights Council?

Some mechanisms of the Commission have been replaced, and new ones have been established in order to ensure that the Council's work is efficient. Here is a list of the main mechanisms used by the Council:

- **Universal periodic review (UPR):** The Council periodically reviews the fulfillment by each of the United Nations 193 Member States of its human rights obligations and commitments.
- **Human Rights Council Advisory Committee:** 18 experts conduct studies and give research-based advice in a manner and form requested by the Council.
- **Complaint Procedure:** Addresses consistent patterns of gross and reliably attested violations of all human rights and fundamental freedoms occurring in any part of the world.
- **Special Procedure:** Mechanisms established by the former Commission and assumed by the Council to monitor, advise and publicly report on human rights situations in specific countries or territories, or on major phenomena of human rights violations worldwide.
- **Working Groups of the Human Rights Council:** Many different working groups. See: http://www2.ohchr.org/english/bodies/chr/workinggroups.htm
- **Social Forum:** Space for interactive dialogue between the UN human rights machinery and various stakeholders, including grass-roots organizations. Underlines the importance of coordinating efforts at regional, national and international level for the promotion of social cohesion.
- **Forum on Minority Issues:** Platform for promoting dialogue and cooperation on issues pertaining to persons belonging to national or ethnic, religious and linguistic minorities.
- **Expert Mechanism on the Rights of Indigenous Peoples:** 5 experts report annually to the Council, focus on studies and research-based advice and can suggest proposals for consideration and approval.
- **Durban Declaration and Programme of Action:** Comprehensive and action-related road map that offers a functional common approach to eradicate racism, racial discrimination, xenophobia and related intolerance.

Further information about these mechanisms can be found at:
http://www.ohchr.org/EN/HRBodies/HRC/Pages/HRCIndex.aspx

### What is the relationship between the United Nations High Commissioner for Human Rights and the Human Rights Council?

The Office of the United Nations High Commissioner for Human Rights (OHCHR) is the secretariat for the Human Rights Council, as it was for the Commission on Human Rights.

### How would you summarize the main objectives of the Human Rights Council?

The Council is responsible for promoting universal respect and protection of all human rights and fundamental freedoms for all. It addresses violations, promotes human rights assistance and

education, helps develop international human rights law, reviews the human rights records of member States, works to prevent abuses, responds to emergencies, and serves as an international forum for dialogue on human rights issues.

Sources:
http://www.un.org/apps/news/infocusRel.asp?infocusID=114&Body=human%20rights%20council&Body1
http://www.ohchr.org/EN/AboutUs/CivilSociety/Pages/Handbook.aspx

# Fact Sheet: Human Rights Council – Universal Periodic Review

## Unit 2 Activity 1

The Universal Periodic Review (UPR) is a unique process which involves a review of the human rights records of all 193 UN Member States once every four years. The UPR is a State driven process, under the auspices of the Human Rights Council, which provides the opportunity for each State to declare what actions they have taken to improve the human rights situations in their countries and to fulfill their human rights obligations. As one of the main features of the Council, the UPR is designed to ensure equal treatment for every country when their human rights situations are assessed.

The UPR was created through the UN General Assembly on 15 March 2006 by resolution 60/251, which established the Human Rights Council itself. It is a cooperative process which, by June 2012, will have reviewed the human rights records of every country. Currently, no other universal mechanism of this kind exists. The UPR is one of the key elements of the Council which reminds States of their responsibility to fully respect and implement all human rights and fundamental freedoms. The ultimate aim of this mechanism is to improve the human rights situation in all countries and address human rights violations wherever they occur.



### Objectives…

- To address human rights violations all over the world
- To improve the human rights situation everywhere
- To encourage States to fulfill their human rights obligations and commitments
- To assess positive developments and challenges faced by States
- To enhance the State's capacity to ensure the enjoyment of human rights by all
- To provide technical assistance to States, when requested
- To share best practices between States and other stakeholders

### How it works…

- All UN Member States will be reviewed every four years
- 48 States will be reviewed each year
- All Council members will be reviewed during their term of membership
- The reviews are carried out by the UPR Working Group composed of the 47 Council members
- The UPR Working Group will hold three two-week sessions per year

- The Working Group sessions take place at the UN Office at Geneva at the Palais des Nations
- Each review is facilitated by groups of three States, or "troikas", drawn by lot who act as rapporteurs

**Schedule of review...**

- On 21 September 2007, the Human Rights Council adopted a calendar detailing the order in which the 193 Member States of the United Nations were considered during the first four-year cycle of the UPR.
- The calendar detailing the second cycle of the UPR (2012-2016) was also recently adopted.

Further information about the schedule of review can be found at:

http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRMain.aspx

**Basis of review…**

- Three reports serve as a basis for each State review and provide the following information:
    - Information from the State under review ("national report") including information on achievements and best practices, and challenges and constraints, as well as key national priorities in addressing shortcomings
    - Information contained in the reports of the independent human rights experts and groups, known as the Special Procedures, human rights treaty bodies and other UN entities
    - Information from nongovernmental organizations, national human rights institutions and "other stakeholders"
- The review should assess to what extent States respect their human rights obligations contained in:
- The United Nations Charter
    - The Universal Declaration of Human Rights
    - Human rights instruments (covenants, conventions and other treaties) to which the State is a party
    - Voluntary pledges and commitments made by the State
    - Applicable international humanitarian law

**How the review will be conducted…**

- An interactive dialogue between the State under review and the Council takes place in the Working Group
- The "troikas" may compile questions submitted in advance by other States to be shared with the State under review to ensure an effective interactive dialogue
- Any of the 193 UN Member States may participate in the reviews, including in the interactive dialogue. Other relevant stakeholders, such as NGOs or national human rights institutions, may attend the reviews in the Working Group
- The duration of the review is three hours for each country in the Working Group. An additional half hour is allocated for the adoption of the report of each country under review in the Working Group
- After the troika presents the report to the UPR Working Group the Working Group adopts the report



**The adoption of the outcome…**

- Time is allocated during the next regular session of the Human Rights Council following the State review in order to consider the outcome of each review (up to one hour per State)
- Member and observer States, as well as NGOs and other stakeholders, may participate in these plenary meetings to consider the UPR reviews
- The final outcome of the review is adopted by the entire membership of the Human Rights Council at this plenary session

**Follow-up to the review…**

- The outcome of the UPR should be implemented primarily by the State concerned and, as appropriate, by other stakeholders
- The follow-up review to take place during the 2nd cycle (2012-2015) should focus on the implementation of the recommendations of the previous review
- The international community will assist in implementing the recommendations and conclusions regarding capacity-building and technical assistance in consultation with, and with the consent of, the country concerned
- In considering the outcomes of the UPR, the Council will decide if and when any specific follow-up is necessary

**Cooperation with the universal periodic review…**

- The Council will address, as appropriate, any cases of persistent noncooperation with the UPR mechanism after exhausting all efforts to encourage a State to cooperate

Source: http://www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf , (OHCHR, November 2008)

# Case Study: The Bahawi Minority

## Unit 3 Activity 1

The following case study is inspired by true events that minorities around the world have been subjected to under similar circumstances. The case study presents the situation of the Bahawi, a minority living in three countries. All countries have **ratified all major international instruments and associated optional protocols without reservations**. The countries have also ratified the International Labour Organization's (ILO) Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries. Note that the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities adopted by the UN General Assembly in 1992 is not a legally-binding document. All countries have signed the Declaration.

The case study is divided into three parts. First is a **General Overview** that presents the overall situation of the Bahawi minority. Then there are two parts that highlight specific human rights issues:

- **Case Study, Part 1** describes the forced eviction of two Bahawi communities by the Slatvian government in order to make way for an oil company to develop Bahawi land for their own purposes.
- **Case Study, Part 2** describes growing intolerance of and racism towards the Bahawi minority.

**End of Activity** ■

# Guidelines

## Unit 3 Activity 1

1. Review the entire case study:

   - **Case Study: The Bahawi Minority** on page 5-38;
   - The **Case Study: General Overview** on page 5-40;
   - **Parts 1 and 2** starting on page 5-43 and 5-43

2. Read the specific case scenario tasks:

   - For Part 1, go to **Task for Case Study, Part 1** on page 5-45
   - For Part 2, go to **Task for Case Study, Part 2** on page 5-50

Depending on the nature of your case study, spend approximately 15-30 minutes reviewing important details. Make sure that everyone in your group has a common understanding of what happened, i.e., who was involved, the violations that took place, etc.

3. Decide on how your group will proceed in responding to the case study tasks. Budget your time accordingly in order to maximize your efficiency. You may want to divide into sub-groups and work on different aspects of the task or you may choose to work as a whole group.

4. The last 30 minutes of the session is devoted to a group summary. During this time, the resource person will comment and expand on the work presented.

**End of Activity ■**

# Case Study: General Overview

## Unit 3 Activity 1

The Bahawi people represent a minority of the population in three neighbouring countries: Palema, Ushange and Katoo. In Palema the Bahawi represent up 1% of the country's population of 32 million people; in Ushange 5% of the country's 46 million people and 3% of the entire population in Katoo. The Bahawi communities in the 3 countries border each other.

The Bahawi have traditionally lived a nomadic lifestyle and depended on moving their animals from one place to another in search of pasture. They have lived in the same geographical area for over two hundred years. The governments of Palema, Ushange and Katoo do not consider the vast territory occupied by the Bahawi as land these people traditionally own and have demarcated them and started commercial agricultural farming schemes. This has pressured the Bahawi community to retreat to small villages and has denied them movement in search for pastures during dry spells.

In general, Bahawi communities are separate from non-Bahawi communities. After the colonial rule there was an increased segregation of Bahawi from the rest of the populations in the three countries. State-run media helped fuel public perception of racial, religious, and cultural differences between Bahawi and the general population. Bahawi were, and still are, portrayed as inferior, poorer, and unwilling to accept government assistance. Many politicians have built successful careers by inflaming anti-Bahawi sentiment among the wider population. In all the population census none of the governments had recognised the Bahawi as a tribe and are instead registered as "others".

Bahawi have been subjected to arbitrary detentions by police officers (none of whom are of Bahawi origin). These detentions, along with the police forces' ignorance of and refusal to address Bahawi reports of theft, violence, or other human rights violations has made many Bahawi wary of approaching police officers.

Tarmac roads end at the entrance of Bahawi communities. Water access points are far from the community and women and children spend an average of 4 hours per day in search of water. There are some health services available to Bahawi, but most of the community members cannot afford the cost of drugs.

In the 3 countries the typical Bahawi family can expect a monthly income of 1000 Shillings (less than 12 dollars), far below what the average citizens make. As a result of poor incomes many Bahawi have migrated to the urban centres and live in slums while they seek menial jobs, a completely different lifestyle characterised by overcrowding and lack of essential foods, clean water and sanitation for the families.

Children have been forced out of school to assist their parents in making an income. Boys stay in the streets begging; girls often become prostitutes. At times the local councils have arrested them and put them in rehabilitation centres for years separating them from their families and suffering torturous punishment.

**End of Activity ■**

# Case Study, Part 1: Land Rights

## Unit 3 Activity 1

In early 2004, the Katoo government signed an agreement with a private wildlife conservancy company to develop one of most attractive tourist sites on the continent.

The company was to build a five star hotel around Lake Navu the only source of water for the Bahawi and put an electric fence around the 30,0000 Hectare conservancy.

The agreement between the Katoo government and the conservancy company was signed without consultation with any Bahawi community representatives. (There are no Bahawi in Katoo parliament; the decision to develop Bahawi land went unchallenged at the political level.)

One result of the agreement was a forced eviction of the Bahawi communities within a period of one year. The displaced population, approximately 10,000 people from two villages, would be forced to move northeast into existing, overcrowded, Bahawi communities. The government and the company promised to compensate each displaced Bahawi family the equivalent of six months' wages, as well as money for relocation and resettlement.

Complaints from Bahawi community leaders to the Katoo parliament were ignored. A group of Bahawis set up peaceful protest demonstrations in front of the parliament buildings, but police in riot gear ended the demonstrations with tear gas to disperse the crowd. Several Bahawi suffered minor injuries and 21 of them were arrested for disturbing the peace and spent three weeks in prison before being arraigned in court.

By March 13, two weeks prior to the forced eviction of the Bahawi from both villages, none of the Bahawi had left their homes. Government officials repeatedly informed community members that their houses would be razed by March 27. A small group of Bahawi protesters decided to block the main highway from Katoo to Ushange situated near the two Bahawi villages. In particular, they blocked a bridge near the two countries' common border.

Using trees trunks, digging gullies on the road, burning old car tires and armed with machetes the protesters successfully blocked the transport corridor and stopped the flow of goods such as food supplies between the two countries. The protesters threatened to blow up the bridge unless the government and the conservancy company agreed to withdraw from the area and leave the Bahawi communities alone.

A local council tried to resolve the dispute peacefully, but the protesters refused to talk to any of their officials.

Response from the government was quick. Local police forces attempted to control the situation by overtaking the protesters but underestimated the protesters' tenacity to hold their ground. Warning shots were fired by police to disperse the protesters but they refused to move.

A government mediator and the conservancy representative arrived on the scene within two days and requested a meeting with the protest leader, a young man whose family had been living in one of the Bahawi villages for five generations. Talks between the Bahawi protest leader, the

government mediator and the conservancy company representative ended in a stalemate. The protesters continued their blockade of the bridge.

By March 27, the day the conservancy company was to begin fencing off the area, the government sent in the military to take over the police's position. Two weeks of blocking the bridge had hurt the economies of both Katoo and Ushange: trucks were forced to travel through other, less accessible routes. On April 3, the military received orders to remove all protesters from the bridge and open up access to the road. Fighting between the military and the protesters then took place, leaving one military personnel and 12 protesters dead. The military succeeded in removing the protesters by force and arrested them.

Unwilling to fight anymore, the people from the two Bahawi clans gave in to the government's demands and moved northeastward, carrying their possessions and leaving their homes. They relocated to the larger Bahawi clans which were already overcrowded with no available land to live on.

The government gave each displaced Bahawi family a meagre compensation and did not provide any additional funds for relocation or for new housing as promised. As a result, the displaced Bahawi relied on the kindness of families in the larger Bahawi community and were placed in temporary shelters set up by the government. The local NGO that tried to help the protesters lobbied the government to give the evicted Bahawi the money they were promised, but the government has not responded to their demands.

The conservancy company began developing the land within two months of the Bahawi's departure. After being detained for three months without trial, the protesters who blocked the bridge were tried and each one received a ten year sentence.

One year later, most of the displaced Bahawi are still living in their temporary shelters. They have no electricity, no access to drinking water, and share twenty toilets. Their children do not have access to any schooling due to overcrowding in the school.

# Case Study, Part 2: Minority Rights

## Unit 3 Activity 1

The establishment of the wildlife conservancy on Bahawi land became an issue which fuelled the anger of the Bahawi and also became an issue for the general, non-Bahawi population as well (although for different reasons). While the Bahawi believed that their forced eviction from their homes was unjust, the non-Bahawi population welcomed the eviction, in part because the new conservancy would position Katoo as a regional tourist destination. The flow of tourists from Europe would result in increased revenues and employment and a resulting increased spending on education and health services – only for the non-Bahawi population. The non-Bahawi population was angered that the Bahawi caused such a disruption over their relocation.

Another reason for the general public's approval of the eviction stems from the general perception that Bahawi are "inferior" to the non-Bahawi. In a recent poll conducted by a regional human rights organization, 1000 non-Bahawi persons in Katoo were asked about their perceptions of Bahawi. Ninety-one percent (91%) of respondents indicated they thought the Bahawi were "lazy and irresponsible" and over 80% found them to be pre-disposed to criminal behaviour. Eighty-five percent (85%) of respondents said they the Bahawi never planned their families, and over 70% said they would not maintain a friendship with a Bahawi. Ninety-percent (90%) of respondents thought the Bahawi had received too many benefits and special programs from the government in recent years, and 60% thought the territory occupied by the Bahawi was too large and should be developed for further potential oil sites. A similar poll had been conducted ten years earlier, when all of the above percentages were 5 to 10 percent lower.

Anti-Bahawi sentiment has grown in recent years in part due to the bias that journalists have in reporting issues involving the Bahawi. Cases of police brutality against the Bahawi are ignored, while stories of Bahawi violence against non-Bahawi are front-page news. Newspapers often print anti-Bahawi government-sponsored articles that are unverifiable.

The government closed the only the NGO that had been promoting Bahawi rights and confiscated their equipment, such as computers, and charged the officials with engaging in clandestine activities. Anti-Bahawi protests sponsored by the government were held in major towns denouncing their resistance to economic development of Katoo.

The confrontation between the Bahawi protesters and the military over the conservancy development prompted the government to "contain" the Bahawi into a smaller territory and to fuel the non-Bahawi's perception of the Bahawi by broadcasting messages on the vernacular radio of hatred against the Bahawi.

One presenter in a local radio station asked how "a few ants could block a buffalo from crossing the road" and asked the listeners to call in and make comments. Some of them stated that some small communities have decided to be enemies of development and that they didn't belong to Katoo and should be returned to where they belong.

The broadcast messages have increased tensions among the Bahawi and the Yekucha community, one of the neighboring communities supporting the government's move. Hate

message leaflets against the Bahawi have been seen in the Yekucha community. Fearing the Bahawi will retaliate, Yekucha gangs are rumored to be training and arming themselves.

**End of Activity ■**

# Task for Case Study, Part 1: Land Rights

## Unit 3 Activity 1

This task is divided into two parts.

In Part A, you will work in small groups to analyze the case study according to the guidelines provided and prepare to present your analysis to the larger group.

In Part B, a resource person will lead a discussion based on the group presentations.

**1 hr**

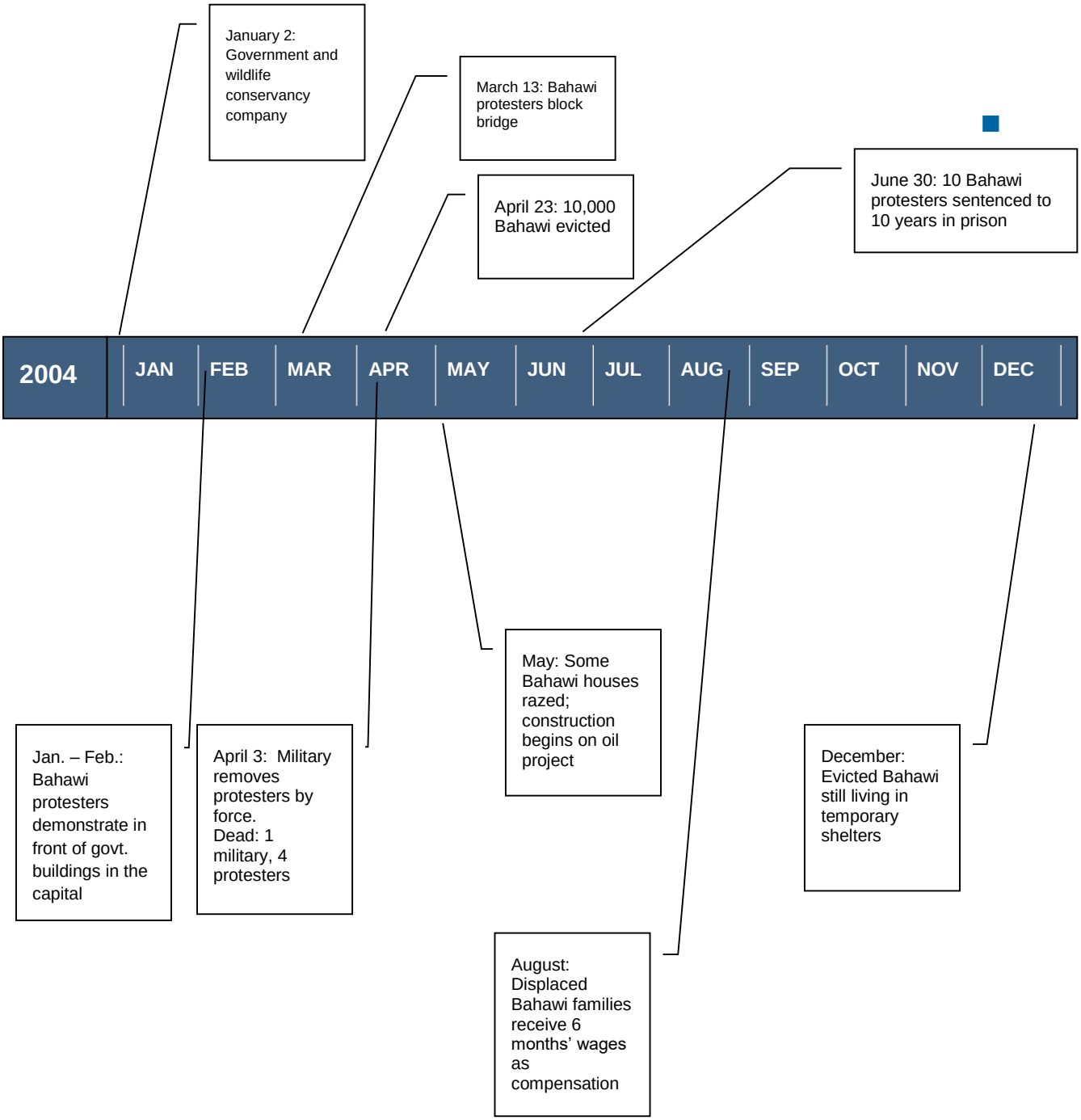
## Part A Work in a Group

1. Analyze the events presented on the timeline using a rights-based approach. For each event indicated on the timeline, determine the specific rights issues, the victims and violators, the respective international instruments to address the issues and the corresponding government obligations. Record your answers in **Table 1**.

   Throughout your discussion, you should consider ways in which human rights can be protected, promoted, respected, and fulfilled through State obligations, and whether these rights are achieved through immediate implementation of strategies or through progressive realization.

2. What could have been done to prevent the conflict? Complete **Table 2** below to help you in your analysis. Using a rights-based approach, identify the actions that could have been taken by different actors.

3. Synthesize your work and prepare to report your findings in **Part B**.


January 2: Government and wildlife conservancy company
March 13: Bahawi protesters block bridge
April 23: 10,000 Bahawi evicted
June 30: 10 Bahawi protesters sentenced to 10 years in prison
2004
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
Jan. – Feb.: Bahawi protesters demonstrate in front of govt. buildings in the capital
April 3: Military removes protesters by force. Dead: 1 military, 4 protesters
May: Some Bahawi houses razed; construction begins on oil project
August: Displaced Bahawi families receive 6 months' wages as compensation
December: Evicted Bahawi still living in temporary shelters

| Table 1: Analysis of State Obligations (for Part A, Question 1) | | | |
|---|---|---|---|
| **Specific Human Rights Issues** | **Victim/Violator** | **Relevant International/Regional Instruments** | **State Obligations** |
| Example:<br>Jan. – Feb.: Bahawi protesters demonstrate in front of govt. buildings in the capital | Example:<br>Bahawi demonstrators/Police | Example:<br>ICCPR | Example:<br>Right to peaceful assembly |
| Example:<br>December: Evicted Bahawi still living in temporary shelters | Example:<br>Bahawi community/ Government | Example:<br>ICESCR | Example:<br>Compensation for eviction |
| | | | |
| | | | |
| | | | |
| | | | |

| Table 2: Preventative Measures (for Part A, Question 2) | |
|---|---|
| **Actor**<br>**Who they are** | **Action**<br>**What they should have done** |
| Wildlife Conservancy (a transnational corporation) | Answer key:<br>Involve the community more beyond information (for example, the analysis of risks and benefits of the project). |
| Government | Examine the best interests of the people through consultation.<br>Sensitize government officials and the police on issues of discrimination. |
| Bahawi | Organize a more effective opposition.<br>Identify community leaders to be spokespersons.<br>Engage NGOs from the beginning of the process to work more closely on the issues and to come to a peaceful resolution. |
| NGOs or national human rights commission | Monitor the conflict and identify early warning signs of conflict.<br>Assist in mediation process from the beginning by proposing and engaging the services of a neutral mediation team to work with all of the actors.<br>Play a role as mediator, identifier of pressure groups and decision makers, objective analysis of facts and the situation.<br>Conduct human rights education campaigns with the non-Anuk majority to reduce attitudes of discrimination against the Anuk minority. |



## 1 hr Part B Group Reporters' Summary

1. Each group reports their findings from **Part A**.
2. Based on these findings, the resource person leads a discussion on the various actions the actors could have taken to prevent the crisis.

Questions to consider:

- What were the early warning signs that violence/violations were going to result from this?
- Who held the power in this conflict? Please explain.
- How can the State be made accountable for its obligations to the Bahawi?
- How do the events in this case study relate to situations in your country? Provide relevant examples

**To find out more:**

- Norms on the responsibilities of transnational corporations and other business enterprises with regard to human rights, http://www1.umn.edu/humanrts/links/norms-Aug2003.html
- Forced eviction, internally displaced persons, and housing rights: Centre for Housing Rights and Evictions, http://www.cohre.org/
- Habitat International Coalition, http://www.hic-net.org/aboutENG.asp.

# Task for Case Study, Part 2

**Unit 3 Activity 1**

This task is divided into three parts.

In **Part A**, you will work in small groups to analyze the case study according to the guidelines provided.

In **Part B**, you will develop the outline for an HRE anti-discrimination campaign and prepare to present your ideas to the larger group.

In **Part C**, a resource person will lead a discussion based on the group presentations.

## 30 min Part A Work in a Group

Examine the public perception of the Bahawi and how it is influenced by the State.

1. In the "Public Perceptions" box on the next page, list public perceptions of the Bahawi.
2. Identify different forms of discrimination against the Bahawi in the "Discrimination" box.
3. In the "State Obligations" box, list the obligations the State has to eliminate discrimination.

**Definition of Racial Discrimination:**

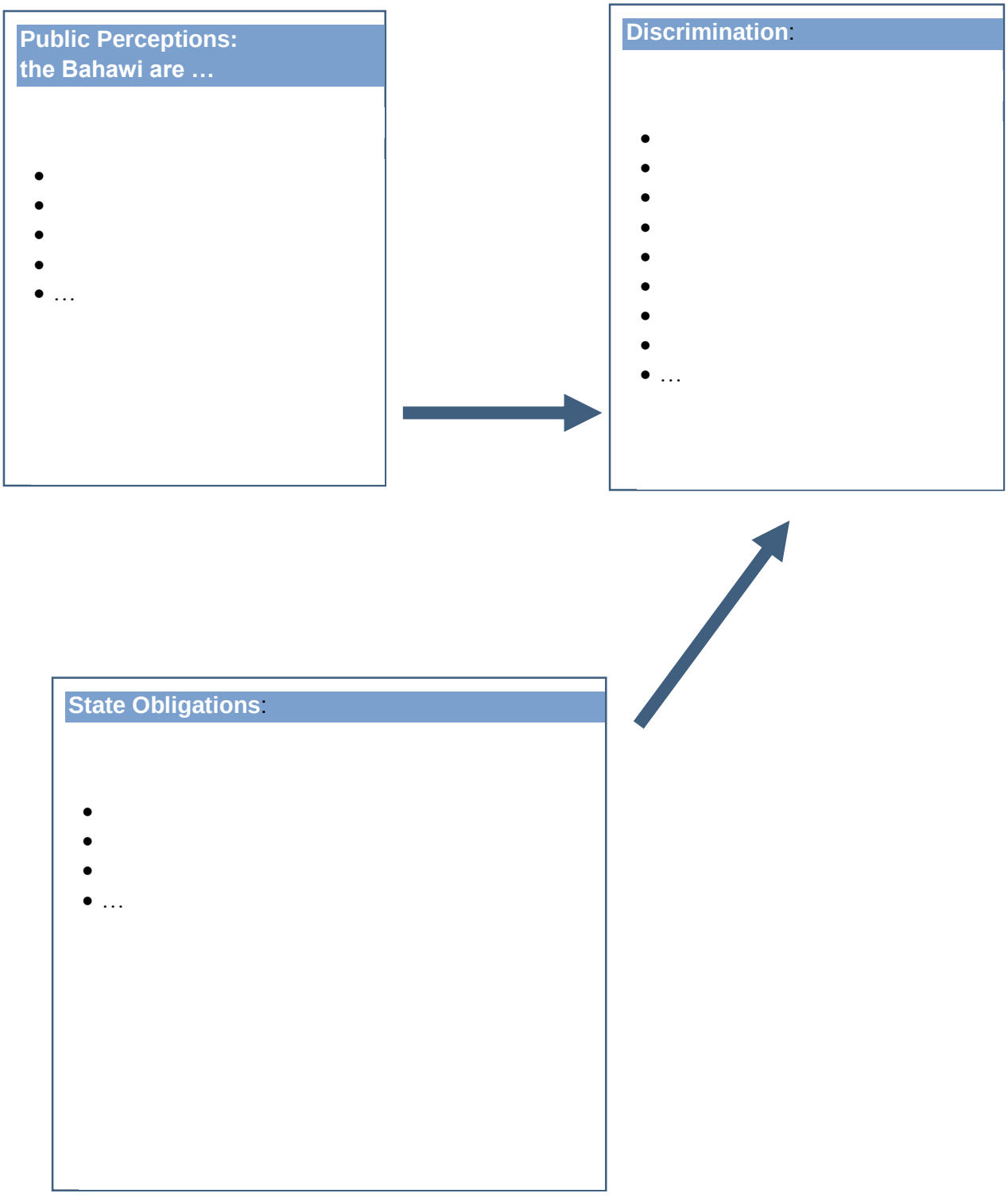
Article 1 of CERD defines racial discrimination as follows: "In this Convention, the term racial discrimination shall mean any distinction, exclusion, restriction or preference, based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

## 30 min Part B Developing an HRE Campaign

1. Complete **Table 3** to identify the elements of a human rights education campaign aimed towards reducing discrimination.
2. Synthesize your work from **Parts A and B** and prepare to report your findings in **Part C**.

.

## Discrimination of the Bahawi (for Part A)



| Table 3: HRE Campaign (for Part B) | |
|---|---|
| **Element of the Campaign** | **HRE Campaign** |
| **Objective**<br>*What do you plan to do?* | |
| ***Target Audience***<br>*Is there a particular target group (health officials, information ministry, education, media, etc.)?* | |
| **Message**<br>*What do you want to say to your target audience? How will obligations in human rights instruments be incorporated into your message?* | |
| **Evaluation**<br>*How would you evaluate your campaign?* | |

## 1 hr Part C Group Reporters' Summary

1. Each group reports their findings from **Parts A** and **B**.
2. Based on these findings, the resource person leads a discussion on discrimination of the Bahawi.

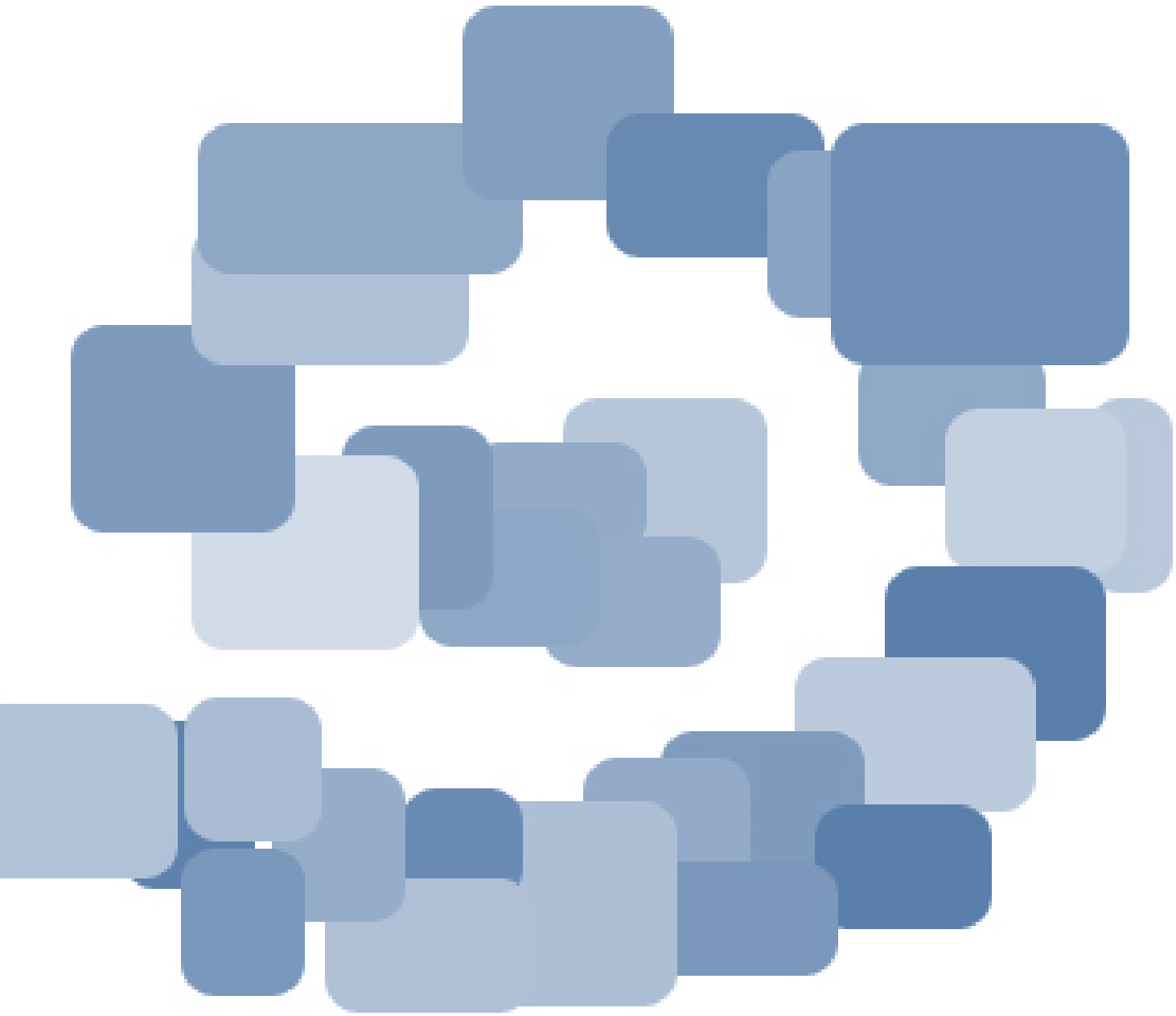
Questions to consider:

- Does the international community have a responsibility to protect the human rights of the Bahawi? If so, in what way? Should the UN, AU EAC have a mandate to intervene?
- Should people who voice anti-Bahawi sentiment be entitled to freedom of expression? Does freedom of expression have limitations?

**To find out more:**

- Minority Rights Group International: http://www.minorityrights.org/
- Office of the Commissioner for Human Rights, http://www.unhchr.ch/minorities/.

# Stream 6
# Educational Evaluation in HRE



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6

# About Stream 6

**1 Day**

To "evaluate" means to determine the value or worth of something. In the case of educational evaluation, it can include appraising many things such as, the outcome of a training program, the training program itself, the instructional materials used during the program delivery or the overall goals that the training intended to achieve.

Continuous improvement is the essence of evaluation. Evaluation will help us continuously refine and improve our programs. Continuous improvement depends largely on feedback or information we solicit which helps us to see where we are and what direction we should take. The main purpose of evaluation is to enable us, as educators, to make better decisions in our efforts to constantly improve the quality and impact of our programs.

HRE evaluation, when well planned and implemented, will also help us to look for and capture evidence of change at the level of the individual, organization, immediate community, and society. It will also enable us to demonstrate how our HRE work is contributing to social change in line with human rights.

Time spent conducting evaluation should be seen as a way to improve the results of our future work. Reflecting on successes as well as problems that occurred is useful in pinpointing the strengths and weaknesses of a program, making judgments regarding the reasons for the successes and failures much easier. Evaluation enables us to measure effectiveness, provide explanations, draw conclusions, develop recommendations and make appropriate changes to our human rights training sessions and move closer to our goals. Evaluation can also help us ensure the appropriateness of our strategies and methodology, validate the work we do as well as help us plan future HRE and human rights work.

The aim of this Stream is to examine evaluation as a tool to make our training more effective and useful.

# Objectives

By the end of Stream 6, participants should be able to:

- Define educational evaluation in the context of human rights education
- Explain the "Cycle of Continuous Improvement" evaluation model
- Identify different types of results (i.e., immediate outcomes, intermediate outcomes, longer-term outcomes of human rights education activities
- Identify appropriate techniques and data sources to evaluate their human rights education activities

# Unit 1 Types of Educational Evaluation

## Activity 1 Defining Educational Evaluation

**30 min**

This activity is divided into two parts.

In **Part A**, you will individually reflect on your understanding of educational evaluation and its purposes.

In **Part B**, you will share your ideas with the other members of the group.

### 10 min Part A Work Individually

What do you think about when you hear the term educational evaluation? Write the first things that come to mind.

| Concepts: |
| --- |
| When I hear the term "educational evaluation" I think about… |
| Why do we evaluate? |

### 20 min Part B Large Group Work

Page 6-9

Share some of your answers with the larger group.

End of Activity

## Activity 2 The Cycle of Continuous Improvement

**45 min** **Page 6-10**

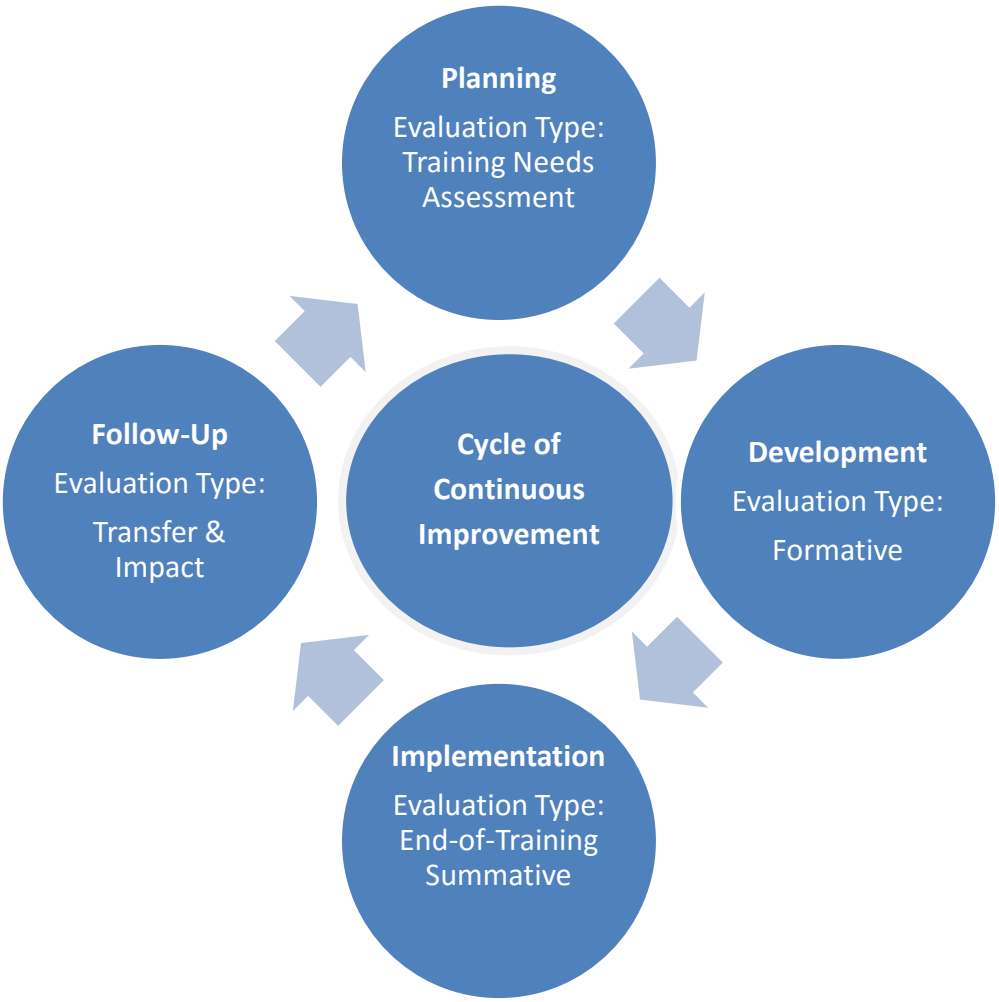
This activity is divided into three parts.

In **Part A**, the facilitator will present the different types of evaluation in the "cycle of continuous improvement."

### 10 min Part A Presentation Page 6-10

The facilitator will provide a general overview of the different types of evaluation in the "cycle of continuous improvement". Refer to the diagram and the examples in the table on the following pages.

## The Cycle of Continuous Improvement



| Types of Evaluation | |
|---|---|
| **Type** | **Examples from the EAHRP** |
| **Training Needs Assessment**<br>This type of evaluation is conducted before developing a training program to ensure that the program meets the needs of participants. | • Consulting with partner organizations, alumni of the EAHRP, Equitas Board members<br>• Research of human rights issues |
| **Formative Evaluation**<br>As the program is taking shape, formative evaluation is carried out to make sure the program is on the right track. This evaluation informs decisions about the ways to design the program. | • Collecting feedback from partner organizations, subject matter experts, resource persons, EAHRP team, participants, facilitators, Equitas staff members |
| **End-of-Training Summative Evaluation**<br>After a program has been completed, summative evaluations are carried out to see if the objectives were met and if the program was effective and if it should be used again.<br>Note: The distinction between formative and summative evaluation is largely arbitrary. In practice, all evaluation is formative because it generally leads to changes to a program. | • Collecting feedback from participants, facilitators, EARHP team, Equitas staff members |
| **Transfer and Impact Evaluations**<br>These evaluations are conducted at a later stage and can help determine if transfer has occurred and whether or not, in the longer term, the program had an impact on the learners' work, on their organizations or groups, and on the broader community/society.<br>Note: These are the most challenging types of evaluation, particularly in education. | • Collecting feedback from alumni<br>• Following up on work carried out by alumni (Individual Plans, etc.)<br>• Regional meetings |

## 5 min Part B Large Group Work

The facilitator will review the five stages of an evaluation process.

1. Define the purpose of the evaluation.
2. Determine and ask the right questions.
3. Get answers from the right sources.
4. Analyze and reflect on the data collected and draw appropriate conclusions.
5. Act on what you have learned from the evaluation.

## 30 min Part C Work in a Group

The facilitator will begin by presenting some key ideas on Gender in Evaluation. See box below.

You will then work in small groups to identify examples of how to integrate a gender perspective into the different phases of the evaluation cycle. Share your examples with the larger group.

**End of Activity ■**

**More about…**

**Gender in Evaluation**

Women and girls have common experiences that are often very different from those of men and boys; this includes the types of human rights abuses which are suffered by each and the ways in which each can enjoy their rights. Certainly regarding general access to information, resources, power and decision-making opportunities, women and girls are often unfairly discriminated against by virtue of their sex.

In human rights education, the application of a gender perspective to educational evaluation means assessing the differing implications for women, girls, men and boys at each step of the evaluation process. Ensuring gender equality does not mean that inputs or treatments need to be identical; rather equality is about ensuring that outcomes are identical.

►►►

**►►► More about…Gender in Evaluation**

In evaluation, questions and reflections that are gender-focused need to be included in order to help us integrate a gender perspective into our HRE work and to ensure that the results we seek to achieve benefit both men and women. Concretely, a gender perspective should inform everything from the questions that are developed for a needs assessment to the decision about the members of a focus group to the indicators that are developed for an impact assessment. The following are questions to keep in mind in order to ensure a gender perspective when conducting different types of evaluation in our HRE work:

**Planning (Training Needs Assessment)**

- How is the issue or problem experienced by women/girls and men/boys? What are the similarities and differences?
- What are the specific needs of the women/girls and of the men/boys?
- Do women/girls and men/boys have equal access to available resources and equal opportunities to human rights education or training?

**Development (Formative Evaluation)**

- What are the practical needs and strategic interests of women/girls? What opportunities are available to support both practical needs and strategic interests of women and girls?
- What will be the different impact of the initiative on women/girls and on men/boys? Will the consequences be different?
- Are the activities and energizers appropriate for both women/girls and men/boys?

**Implementation (End-of-Training Summative Evaluation)**

- Was the participation of women/girls and men/boys during the activity the same?
- What was the quality of interaction between the women/girls and men/boys?
- How does the evaluation data differ across women/girls and men/boys?

**Follow-up (Transfer and Impact Evaluations)**

- Was there an improvement and/or decline in the condition of women/girls and men/boys?
- Were there unexpected results for women/girls and/or men/boys?
- Was there a change in the relative position of women/girls and/or men/boys?

# Unit 2 Measuring Results in Human Rights Education

## Activity 1 Defining Results in HRE

**1 hr 15 min**

Evaluation of human rights education, when well-planned and implemented, will help us to look for and capture evidence of change at the level of the individual, the organization/group, and the broader community/society. It will also enable us to demonstrate how our HRE work is contributing to social change in line with human rights.

This activity is divided into three parts.

In **Part A**, you will review the types of changes linked to HRE activities.

In **Part B**, the facilitator will give a brief presentation on results of HRE activities.

In **Part C**, you will develop results for your Individual Plan.



### 15 min Part A Large Group Discussion

The facilitator will lead a discussion on achieving results in human rights education activities. He/she will ask you to:

- Reflect on the definition of human rights education and its role in achieving social change. Refer to the suggested definition in the box Defining Results in Human Rights Education on page 6-16.
- Review the types of changes identified in Stream 3 and add any new ideas you may have.
- Share your thoughts on how the types of changes/results can be measured.

### 15 min Part B Presentation

The facilitator will make a brief presentation on the results of HRE.

## Defining Results in Human Rights Education

### Aims of HRE

**Human Rights Education (HRE)** is all learning that builds knowledge, skills as well as attitudes and behaviours of human rights. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.

HRE aims towards developing an understanding of everyone's common responsibility to make human rights a reality in each community and in the society at large. HRE aims to empower individuals, i.e., women and men, girls and boys, and their communities to become positive actors of social change by seeking out solutions that are consistent with human rights values and standards. The social change envisioned involves among other things, changes in social structures, attitudes, beliefs, views and values, freedoms and rights, the quality of education, and effective governance.

| Level | Types of Changes or Results Linked to HRE Activities |
|---|---|
| **Individual** | Changes in:<br>• Awareness<br>• Willingness or motivation<br>• Knowledge<br>• Skills<br>• Attitudes, behaviour |
| **Organization / Group** | Changes in:<br>• Level of participation<br>• Power relations (interest and influence)<br>• Family relations<br>• Access to resources<br>• Access to information<br>• Respect for and fulfillment of specific rights: education, health housing, etc.<br>• Reported number of human rights violations |
| **Broader Community / Society** | Changes in:<br>• Laws, policies, legislation which reflect principles of human rights<br>• Government services<br>• Reported number human rights violations<br>• Citizen and civil society participation and collaboration with government<br>• Socio-economic progress<br>• Cultural norms and practices that impact positively on human rights (for example, changing gender roles) |

## More about…

## HRE Results -- *Splash and Ripple*

A useful image for envisioning the change that can occur over times as a result of human rights education activities is the Splash and Ripple image.

The image involves a person standing over a pond holding a rock. The person deliberately drops the rock into the pond creating a splash and then ripples. Applying this analogy to a human rights training session:

**Source: Splash and Ripple model. PLAN:NET (2003)**

**Person**: the organizers of the human rights training session

**Rock**: the human rights training session

**Splash**: the immediate effects of the human rights training session on the learners (reactions and learning in the short term)

**Ripples**: the knowledge, skills, values and attitudes that learners transfer to others in their environment; it is the zone of ripples where real social changes starts to take place (medium-term results)

**Waves at the shoreline**: the impact over time of the human rights training session on the broader social environment; it is in the transformations observed on the shoreline that social change can be recognized. We must keep in mind, however, that other factors, in addition to the rock that we tossed into the pond are contributing to the waves at the shoreline which represent social change.

Source: Adapted from PLAN:NET. (2003) Splash and Ripple: Planning and Managing for Results. Alberta, Canada: PLAN: NET Limited. Retrieved from http://www.albertahumanrights.ab.ca/documents/pubsandresources/SplashRipple.pdf

## Results: Key Definitions

### The Logic Model

The Logic Model (also known as a 'Results Chain', Log Frame or Logical Framework) summarizes a project or initiative and its context in a logical manner so that the connections or logical relationship between inputs, activities and expected results (generally described as immediate outcomes, intermediate outcomes and longer-term outcomes) can be visualized. The Logic Model serves as a roadmap showing a logically linked chain of results connecting activities to final results and identifying the steps that would demonstrate progress towards the achievement of those results. It is a useful tool in helping us to articulate the changes that we envision connected to our human rights education activities.

| This describes what you need and what you do to achieve the desired results of a project or initiative. | | | These are the actual CHANGES that take place, i.e., Results | | |
|---|---|---|---|---|---|
| **Inputs** | **Activities** | **Outputs** | **Immediate Outcomes (change in learners)** | **Intermediate Outcomes (changes in learners' organizations/ immediate environment)** | **Longer-term outcomes (sustained changes in the broader community/society)** |
| The financial, human, material and information resources used. | Actions taken or work performed through which inputs are used to produce outputs. (e.g. planning, designing the training session) | Direct products or services stemming from the activities (e.g. the actual training session delivered, the training materials produced) | Changes that are directly attributable to the outputs. They are usually short term and represent a change in skills, awareness, access, or ability among beneficiaries. (e.g., initial outcomes among the learners that participated in a training session) | Changes that are expected to logically occur once one or more immediate outcomes have been achieved. These are usually medium term but can also be short term. They constitute a change in behaviour or practice among the beneficiaries. (e.g., outcomes for learners' organizations / immediate environment). | The highest level of changes that can be reasonable connected to an initiative and are the consequence of one or more intermediate outcomes. These take the form of sustained change of state or condition of beneficiaries and their broader community. |


6

| Examples of Results | | | |
|---|---|---|---|
| **Example** | **Immediate Outcomes** | **Intermediate Outcomes** | **Longer-term Outcomes** |
| | Short-term results that are the logical consequences of completed project activities. | Medium-term results that are the logical consequences of achieving a combination of outputs. | Longer-term result that is the logical consequence of achieving the outcomes. |
| **The EAHRP**<br><br>Goal: To strengthen the capacity of human rights organizations and institutions to undertake HRE efforts aimed at building a global culture of human rights in East Africa | • EAHRP participants better able to analyze human issues using the international human rights framework<br>• EAHRP participants better able to develop and deliver effective HRE activities<br>• EAHRP participants develop an Individual Plan for transferring new knowledge and skills to their organizations<br>• Opportunities for international, regional and/or national networks identified amongst the EAHRP participants | • Increased capacity of alumni organizations to undertake HRE activities using a participatory approach<br>• EAHRP alumni collaborating in their HRE work | • Emergence of a culture of human rights leading to greater respect by states of their human rights obligations and prevention of human rights abuses |

**45 min**

## Part C Work in a Group

You will now define some results and set a goal for your Individual Plan. Remember, your results statements describe what the change you are aiming for looks like.

Begin by writing 1 or 2 immediate outcomes and 1 or 2 intermediate outcomes for your Individual Plan. Share information and ideas with other members of your group.

Then write a goal for your Individual Plan.

| Results |
| --- |
| **Immediate Outcomes** |
| |
| **Intermediate Outcomes** |
| |
| **Goal** |
| |

**End of Activity** ■

**More about…**

**Defining Results to Setting a Goal for HRE**

Defining desired results starts with developing a clear vision of what we want to achieve. It involves imagining a time after a successful training session has taken place and articulating what you see at this future time. What is the changed situation?

One simple way to articulate desired results is to complete the following sentence: *As a result of this training session, we see...*

Defining desired results enables us to set a clear goal from the beginning. There is a connection between the starting point and the end point, an alignment of vision that greatly increases the likelihood that desired results will eventually be achieved.

Some examples of results and goals are provided below:

1. Workshop for Police Officers on Gender Sensitization
   - ***As a result of*** *this training session, we see…Police officers integrating gender sensitive policies and practices into their work.*
   - ***The goal of*** *the training session is to increase the capacity of police officers to integrate gender sensitive practices into their work.*
2. Training of Trainers
   - ***As a result of*** *this training session, we see…Human rights educators developing and designing more effective training sessions using a participatory approach.*
   - ***The goal of*** *the training session is to increase the capacity of human rights educators to develop and design effective training sessions.*

# Activity 2 Indicators, Data Sources and Methods/ Techniques

**1 hr 50 min**

This activity is divided into three parts.

In **Part A**, you will brainstorm some examples of quantitative and qualitative indicators for use in measuring results.

In **Part B**, you will work individually to develop indicators and determine data sources and methods/techniques for evaluating your Individual Plans.

In **Part C**, you will share your work with the larger group.

## 35 min Part A Large Group Work

The facilitator will describe what indicators are and lead a brainstorming session on the different types of indicators.

"What is an indicator?"

An indicator is "evidence" that helps you to measure progress towards achieving results. An indicator is a means of measuring actual results against planned or expected results in terms of quality, quantity, and timeliness. Indicators should be directly related to the result they are measuring.

Two types of indicators are:

| Quantitative measures | Qualitative measures |
|---|---|
| Number of… | Presence of… |
| Frequency of… | Quality of… |
| Percentage of… | Extent of… |
| Ratio of… | Level of… |

6. The facilitator will lead a discussion on the different types of data sources and methods/techniques used to evaluate the EAHRP. Questions to consider:

    - What are the advantages and disadvantages of the various data sources and techniques for identifying different types of information?

- How are data sources and techniques linked to results and indicators?

**More about…**

**Indicators and Evaluation Techniques**

Refer to the following sources for more information on indicators:

- "Indicators: Key Definitions" on page 6-24.
- "Gender-sensitive Indicators" on page 6-25.
- "Sample indicators in human rights education and training" on page 6-34 of the Materials section.

## Indicators: Key Definitions

**Baseline data**

The set of conditions existing at the outset of a program/project. Results will be measured or assessed against such baseline data. Another similar term used is 'benchmark': a point of reference from which measurements may be made.

**Indicators**

Indicators provide valid, useful, practical, and comparable measure of progress. Indicators can be qualitative or quantitative.

**Quantitative indicators**

Measures of quantity, including statistical statements. Quantitative indicators have a numerical value (e.g., the number of men and women in decision-making positions, percentage of boys and girls attending primary school or the level of income per year by sex as compared to a baseline level).

**Qualitative indicators**

Judgments, opinions, perceptions and attitudes derived from subjective analysis (e.g., changes in satisfaction; awareness; understanding; attitudes; quality; the perception of usefulness; the application of information or knowledge; the degree of openness; the quality of participation)

Indicators for an outcome are developed below. Note the mix of quantitative and qualitative indicators.

**Outcome:**
Program participants have an increased ability to design and deliver training sessions using a participatory approach

**Indicators:**

- % of alumni who have integrated a participatory approach into their HRE work

**Outcome:**
Organizations of program participants integrate strategies for promoting gender into their work

**Indicators:**

- The organization has a policy for gender equality in place
- % of staff who feel able to integrate gender perspectives in their work

## Gender Sensitive Indicators

Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore to measure whether gender equity is being achieved. Because use of indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery.

A gender indicator provides "direct evidence of the status of women, relative to some agreed normative standard or explicit reference group" (Johnston 1985). In other words, a statistic becomes an indicator when it has a reference point against which value judgments can be made. For example: "60% of women in community X are literate, as compared to 82% of men, and compared to 30% and 52% respectively five years ago." A gender indicator can be defined as using quantitative and qualitative measures to capture gender-related changes in society over time.

Sources: Guide to Gender Sensitive Indicators (1997) CIDA. Retrieved from: http://www.acdi-cida.gc.ca/inet/images.nsf/vLUImages/Policy/$file/WID-GUID-E.pdf

Results-Based Management in CIDA - Policy Statement. Available from: http://www.acdi-cida.gc.ca/.

| Example: The EAHRP | | | |
|---|---|---|---|
| **Type of Results** | **Indicators** | **Data Sources** | **Methods/Techniques for Measuring Results** |
| **Immediate Outcomes** | • % of participants who express increased confidence in their ability to analyze human rights issues using the international human rights framework<br>• % of participants who express increased confidence in their ability to develop and deliver effective HRE activities<br>• Number of Individual Plans which integrate learning from the Program | • Participants | • Pre-training assignments<br>• End of stream and general evaluation questionnaires<br>• Individual Plans<br>• Observations<br>• Interviews<br>• Equitas Community |
| **Intermediate Outcomes** | • % of alumni who have integrated a participatory approach into their HRE work<br>• % of alumni who have implemented their Individual Plans<br>• % of alumni who indicate they have integrated their learning from the EAHRP into the work of their organization.<br>• % of alumni who are collaborating with other EAHRP alumni in their HRE work<br>• Number and relevance of "posts" and exchanges on the Equitas Community | • Alumni<br>• Alumni organizations<br>• Equitas Community | • 6-month and 24-month follow-up questionnaires<br>• Regional alumni meetings<br>• Analysis of the activity on the Equitas Community |

## 45 min Part B Work Individually

1. Use the table below to develop performance indicators (quantitative and/or qualitative) for the immediate outcomes and intermediate outcomes you worked on earlier on page 6-20. Write only 1 or 2 indicators for each outcome.

2. Also, in the 'Data Sources' and 'Methods/Techniques for Measuring Results' columns, add ways in which you will collect information to verify your results. This could be using questionnaires, focus groups, research techniques, interviews, observation. Refer to the "Evaluation Techniques" on page 6-31 of the **Materials** section for more information.

| Results | Indicators | Data Sources | Methods/Techniques |
|---|---|---|---|
| **Immediate Outcomes** | | | |
| | | | |
| **Intermediate Outcomes** | | | |
| | | | |

## 30 min Part C Work in a Group

Working in your Individual Plan groups, explain one or two indicators that you developed, as well as the data sources and methods/techniques that you would use to measure your results.

**End of Activity** ■

# End of Stream Evaluation/Debriefing

**30 min**

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work.

- How can doing evaluation in a systematic way increase the effectiveness and usefulness of your human rights education work?
- Why is it important to include a gender perspective in educational evaluation?
- What issues discussed do you feel are the most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different data sources and evaluation methods/techniques discussed? Were they effective? How can they be adapted to your own human rights education needs?

# Materials


- Evaluation Techniques
  page 6-31
- Sample Indicators in Human Rights Education and Training
  page 6-32
- Sample Evaluation Techniques used in Human Rights Education and Training
  page 6-37

# Evaluation Techniques

## Unit 2 Activity 3

| Evaluation Techniques | |
|---|---|
| **1.** Questionnaire: a series of written questions to gather information | |
| Advantages<br>• Ability to contact a large number of people<br>• Can be anonymous<br>• Yields a large amount of information at a relatively low cost<br>• Does not require trained interviewers<br>• … | Disadvantages<br>• Requires very clear questions and very clear instructions<br>• Return rate tends to be low, unless there is a real incentive for participants to complete questionnaire<br>• … |
| **2.** Interview/conversation: informal talk or planned series of questions with selected individuals | |
| Advantages<br>• Interviewer gets clarification of unclear answers or statements<br>• He/she can note non-verbal behaviour associated with various responses<br>• … | Disadvantages<br>• Requires certain skills of the interviewer<br>• Interviewer may end up with biased information<br>• Time-consuming<br>• Expensive<br>• … |
| **3.** Focus Group: discussion session with a group of selected individuals around a topic | |
| Advantages<br>• Helps ensure acceptance from key individuals<br>• Provides different perspectives at the same time<br>• Interactions among the individuals and non-verbal behaviour can be observed<br>• … | Disadvantages<br>• Difficult to coordinate the schedules of key individuals<br>• Sometimes difficult to obtain a common vision from the different perspectives<br>• … |

| Evaluation Techniques | |
|---|---|
| **4.** Existing Records: reliable documents available for public consultation | |
| Advantages<br>• Information already exists<br>• Can provide valuable information on demographics and/or indications of change, e.g., health records<br>• … | Disadvantages<br>• Records may not be available<br>• Information may not answer the evaluation questions directly<br>• … |
| **5.** Observation: observer records information without interfering | |
| Advantages<br>• Possible to observe in natural, everyday setting<br>• Participant responses are not influenced by pre-determined questions<br>• … | Disadvantages<br>• Difficult to record all information<br>• Sometimes difficult to draw conclusions<br>• Presence of observer can intimidate<br>• … |
| **6.** Reflection: regular practice of noting events, behaviours and reflecting critically | |
| Advantages<br>• Record of best practices and mistakes that can be looked back upon<br>• Provides a means for improving skills through critical thinking<br>• Requires only yourself<br>• … | Disadvantages<br>• Sometimes difficult to criticize oneself<br>• Necessitates diligence, regularity<br>• … |

# Sample Indicators in Human Rights Education and Training

## Unit 2 Activity 3

Indicators in Target Sectors

### Training of law enforcement officials

- Institutionalization of HRE in professional training
- Human rights training requirement for professional certification or advancement
- Change of laws and policies in relevant areas
- Requests for further trainings
- Increased use of human rights language in professional work
- Appearance of human rights articles in professional publications and journals
- Networking among professionals trained in human rights
- Decline of violations by professionals, including decline of complaints against officials



### Training of NGOs

- Qualitative improvement in the NGO work
- Requests for advanced trainings
- Relation with participants and their organization(s) are regularly maintained (e.g. database, listserv)
- Database of training materials is established and maintained
- Participants become effective trainers
- Participants are successful in fund-raising
- Participants are actively engaged in the training sessions
- Dissemination, adaptation and development of materials
- Creation of networks with other NGOs at all levels
- Impact of the campaigns on media

- Relief of violated persons
- Fulfillment of the obligations of States to implement human rights

### Public awareness campaigns

- The campaign has an identified time frame that is selected for maximum impact
- Long-term campaigns have clearly defined short-term projects within the span of the campaign
- Campaign materials are relevant and effective and resources are not wasted in developing materials that are not fully utilized
- The campaign has an element of surprise and has the potential to create a new "language" for the general public or target group
- The campaign clearly states the outcome that is desired and the action that the target group is asked to take
- The strategy anticipates and has the flexibility to deal with adverse effects



### Training of trainers

- Participants make a plan of action and implement it effectively following the training
- Use of former trainees in future trainings
- Training impacts the organization of the trainee
- Requests for additional and more specialized trainings

### Training on women's human rights

- HRE for women can result in advocacy, which brings change in laws, policies and institutions
- Successful advocacy with government and policy makers in one country can affect other countries positively
- Increased partnership between women's NGOs and governments to improve women's human rights

- Cooperation between HRE NGOs, governmental institutions and the influent institutions (media, education…)

**Use of modern information and communication technologies (ICTs)**

- A large amount of quantitative data is available like web site statistics, data on use of documents, subscriber rates to listservs, etc.
- There is a large number of applications for existing distance learning courses via Internet
- Virtual working communities of activists, educators and other professional groups are spreading rapidly
- The use of databases is on the rise and many organizations now have organizational web sites

Source: Arab Institute for Human Rights, Documentation, Information and Training Centre for Human Rights of Morocco and the support of the Office of the UN High Commissioner for Human Rights. Good Practices in Human Rights Education and Training: Guidelines, Indicators and Evaluation Workshop on HRE Issues in Human Rights NGOs (Marrakech, June 2002). The complete document is found in the Resource Manual.

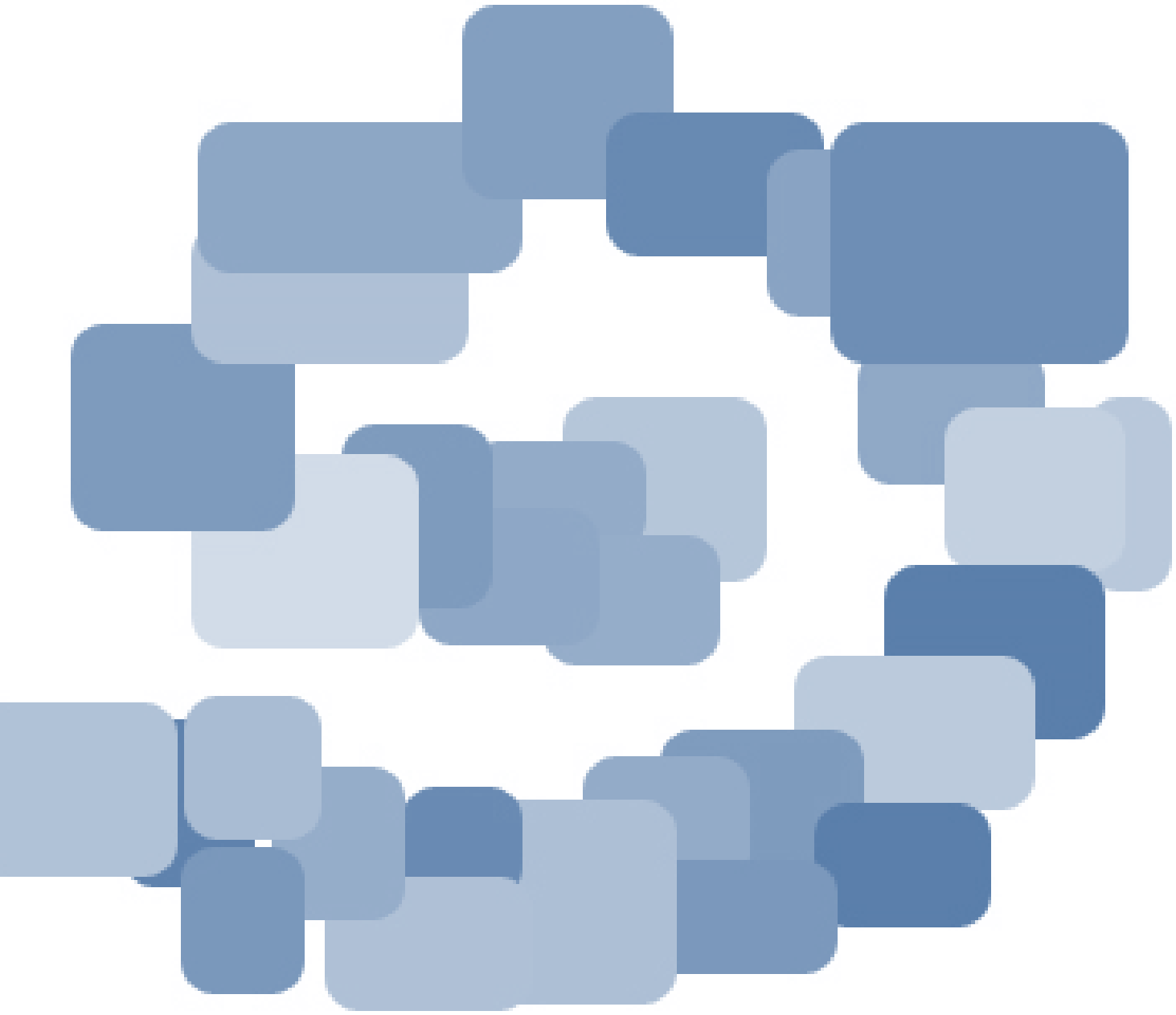
# Sample Evaluation Techniques used in Human Rights Education and Training

## Unit 2 Activity 3

| Evaluation Techniques/Process | Types of Data that Can be Collected |
|---|---|
| **Daily Evaluation Questionnaires**<br>Containing both open-ended and closed questions | • Learner satisfaction to content and educational approach (reaction level)<br>• Learner self-assessment data on learning and perceptions of learning |
| **End of Session Evaluation Questionnaire**<br>Containing both open-ended and closed questions | • Learner feedback on all aspects of the training session including their learning and factors that affect learning<br>• Learner self-assessment data on learning and perceptions of learning<br>• Formative evaluation data for revising the training before it is given again |
| **Daily Debriefing Sessions with Facilitators/Trainers**<br>Oral and written observations | • Facilitator perceptions on learning and factors affecting learning<br>• Real-time formative evaluation data and suggestions on how to improve training |
| **Informal Discussions and Interviews with Learners**<br>Some key pre-determined questions | • Learner reactions<br>• Learner self-assessment data on learning<br>• Real-time formative evaluation and suggestions on how to improve training |

| Evaluation Techniques/Process | Types of Data that Can be Collected |
|---|---|
| **Informal Discussions and Interviews with Resource Persons who Give Presentations During the Training**<br>Some key pre-determined questions | • Perceptions of learners' reactions to their presentation<br>• Perceptions of the level of experience of the learners<br>• Real-time formative evaluation and suggestions on how to improve participation of resource persons in the training session |
| **Products Generated by Learners During Training**<br>Evaluation grid | • Tangible/concrete evidence of learning (e.g., action plans, charts, reports, outlines, diagrams) |
| **Formal Interviews with Randomly Selected Learners after the Training**<br>Interview protocol containing open-ended and closed questions | • More in-depth information on specific topics of interest |

# Stream 7
# Actions for Social Change



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# About Stream 7

**1 Day**

As we have seen throughout the Program, human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community that can lead to desired socio-political change.

This final Stream of the Program focuses on enhancing your skills in various actions for social change including monitoring, advocacy and mobilization through HRE.

The aim of monitoring activities is to improve the human rights situation by systematically tracking activities and actions of institutions, organizations or government bodies to check whether they are in compliance with local and international standards of human rights.

The skills involved in monitoring include not only the gathering of data itself, but also the ability to use the knowledge to improve respect for human rights through education. Actions towards this aim include education through consciousness-raising and advocacy. The awareness of human rights violations or potential violations at the individual and collective level is an essential component in the process of social, cultural and legal change or transformation.

The rapid distribution of web-based news, research, and visual representation is creating a sense of interconnectivity among individuals in different parts of the world as never experienced before. As media reaches wider audiences in more remote areas worldwide so too does information and knowledge about human rights. New technologies, such as the Internet and mobile phones, have also become a vehicle to raise awareness of human rights abuses enabling more immediate and wider coverage of specific human rights issues affecting people all over the world. This fast paced access to information has been instrumental in more readily moving people from indignation to action.

Using a range of tools and techniques you will have the opportunity to practise developing monitoring and advocacy initiatives to support recommendations from Universal Periodic Review reports.

# Objectives

By the end of Stream 7, participants should be able to:

- describe the key components of effective human rights monitoring and advocacy
- explain the role of monitoring and advocacy in educating about human rights
- explain what is involved in planning an effective advocacy initiative

# Unit 1 Monitoring and Reporting

## Activity 1 What Does Human Rights Monitoring Involve?

**1 hr**

This activity is divided into two parts.

In **Part A,** you will work in a small group to discuss the human rights monitoring process.

In **Part B**, you will share your understanding with the larger group and reflect on the role of monitoring in human rights education.

### 35 min Part A Work in a Group

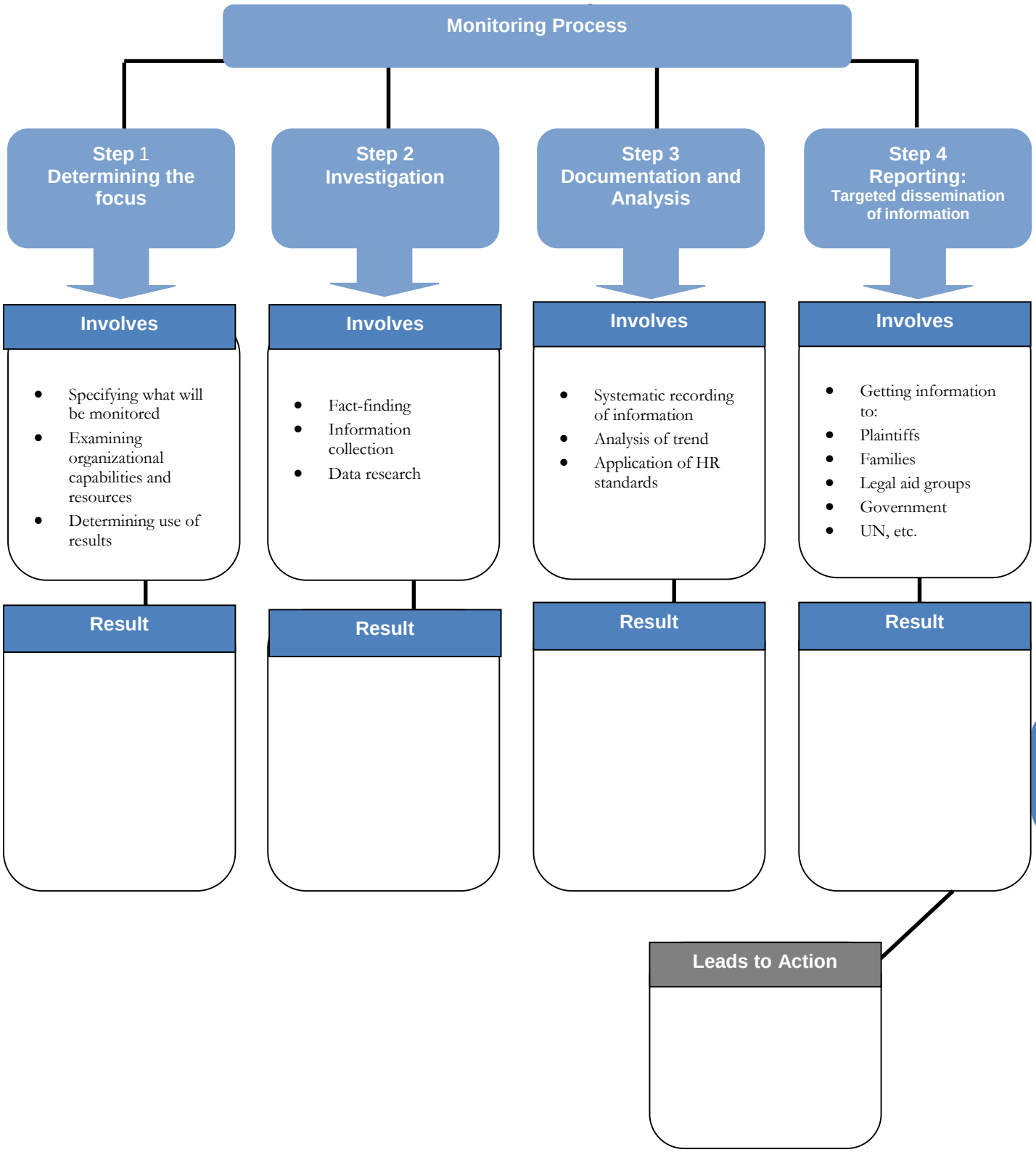
Human rights monitoring seeks to gather information about the human rights situation in a country or region over time through readily available methods, with the goal of engaging in advocacy to address human rights violations. These same methods can also be used in human rights education.

Source: UN Women. (2012). What is human rights monitoring. Retrieved online: http://www.endvawnow.org/en/articles/994-what-is-human-rights-monitoring.html

In order to gain an overview of the monitoring process, together with the members of your group discuss the questions below.

| Questions to consider: |
| --- |
| 1) What are the purposes of monitoring? |
| 2) Which organizations conduct monitoring activities on national, regional, and international levels? |
| 3) Monitoring consists of four main steps: determining the focus, investigation, documentation, and reporting or dissemination of information. The diagram on the following page illustrates the process. What activities are involved for each step and what are the results of these activities? What types of action should monitoring lead to? |

**End of Activity** ■


Monitoring Process
Step 1 Determining the focus
Step 2 Investigation
Step 3 Documentation and Analysis
Step 4 Reporting: Targeted dissemination of information
Involves
Specifying what will be monitored
Examining organizational capabilities and resources
Determining use of results
Result
Involves
Fact-finding
Information collection
Data research
Result
Involves
Systematic recording of information
Analysis of trend
Application of HR standards
Result
Involves
Getting information to:
Plaintiffs
Families
Legal aid groups
Government
UN, etc.
Result
Leads to Action

## 30 min Part B Large Group Discussion

Share your understanding of monitoring with the larger group.

Then discuss the question below:

- How can the process and results of monitoring activities serve to educate about human rights?

**End of Activity ■**

# Unit 2 Advocacy

The aim of this unit is to explore strategies for using advocacy to educate about human rights.

## Activity 1 Human Rights Advocacy

**1 hr 15 min**

This activity is divided into three parts.

In **Part A**, you will work individually to review the definition of human rights advocacy

In **Part B**, discuss your experiences with human rights advocacy in a small group.

In **Part C**, each group will share some points from their discussion with the larger group.

### 5 min Part A Work Individually

Read the definitions of advocacy provided in the box below, keeping in mind the work of your organization.

**Definitions of Advocacy**

Although there are many definitions of advocacy, the two provided below contain the main concepts imperative for human rights advocacy.

**Advocacy:**

Advocacy means any activity intended to raise public consciousness among decision-makers and the general public about an issue or a disadvantaged group, with a view to bring about changes in policy and improvements in their situation. (Black, 2002, p.11)

**Social justice advocacy:**

The pursuit of influencing outcomes – including public-policy and resource-allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives. (Cohen et al, 2001, p. 8)

**Sources:**

Black, M. (2002). A Handbook on Advocacy – Child Domestic Workers: Finding a Voice. Anti-Slavery International. Sussex, UK: The Printed Word.

Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide. Bloomfield, CT: Kumarian Press.

7

45 min

## Part B Work in a Group

In small groups, discuss your thoughts about what human rights advocacy means to you as well as your experiences with human rights advocacy. Refer to the questions below to guide your discussion and write down some of your main ideas on a flipchart.

- What does advocacy mean to you? Why is it necessary?
- Has your organization carried out advocacy activities on a particular issue? Did your organization work alone on these activities or in conjunction with others?
- What are some current issues in your region that could be effectively addressed through advocacy activities?
- Which other actors could be involved to move your agenda forward? Which sectors in your society can be mobilized and organized to support human rights advocacy?

- How is human rights monitoring related to advocacy?
- How does advocacy contribute to human rights education?

### 25 min Part C Large Group Discussion

Share some of the main ideas that stem out of you group's discussion with a large group. Give examples from your discussions

**End of Activity ■**

## Activity 2 Practising Monitoring and Advocacy Skills – UPR Follow Up

**2 hr**

This activity is divided into two parts.

In **Part A**, you will work in small groups to develop some monitoring and advocacy actions related to the implementation of Universal Periodic Review conclusions and recommendations on children's rights.

In **Part B**, each group will share the results of their discussions with the larger group.

### 1 hr Part A Work in a Group

Follow up to Universal Periodic Review (UPR) recommendations is arguably the most important phase of the entire UPR process as it is the one leading to the concrete realization of the goal of the UPR, i.e., the "improvement of the human rights situation on the ground".

Recommendations and any voluntary commitments and pledges made by the State under review contained in the UPR report can be used to guide monitoring and advocacy initiatives of civil society actors aimed at improving the enjoyment of human rights in their respective countries.

The facilitator will begin by reviewing the list of representative UPR recommendations on children's rights that have been drawn from different UPR working group reports for countries present at the IHRTP. He/she will assign a one recommendation to each group. (See next page.)

Together with the members of your group identify some appropriate monitoring and advocacy initiatives civil society actors including your organizations can undertake to support implementation of the recommendation assigned to your group. Ensure that you include a gender

perspective in your initiatives. You can use the information provided in the box "Engaging with the UPR Mechanism" on page 7-19 to help you.

Record the results of your discussions in the appropriate columns of chart provided below.

| UPR Follow Up: Monitoring and Advocacy Actions | | |
|---|---|---|
| **UPR recommendation on children's rights** | **Monitoring Action** | **Advocacy Action** |
| **1. Child labour**<br>To consider fostering national strategies to combat child labour and promote decent work<br><br>**2. Child marriage**<br>To intensify its efforts to protect children from early and forced marriages.)<br><br>**3. Violence against children**<br>Recommends to take appropriate measures to address violence against children.<br><br>**4. Child poverty and mortality**<br>To implement the recommendations of the CRC in order to guarantee the rights of homeless children<br><br>**5. Children and HIV/AIDS**<br>To consider strengthening programs to fight and prevent HIV/AIDS, with special attention to women and children.<br><br>**6. Children and war**<br>To timely cooperate with the monitoring mechanism based on Security Council resolution 1612 (2005) to adopt concrete measures to prevent and punish all kinds of recruitment or use of children in armed conflict.<br><br>**7. Lack of access to education**<br>To continue its efforts to improve and ensure access to education for all children and to include human rights teaching in school programs.<br><br>**8. Sexual exploitation and trafficking of children**<br>As recommended by the Committee on the Rights of the Child, ensure that the law against trafficking of human beings and sexual exploitation of children | | |

| | | |
|---|---|---|
| be better implemented and take better measures to protect girls engaged in domestic work from economic exploitation and sexual abuse.<br><br>**9. Juvenile justice**<br>To review its domestic legislation and practice, to bring them both in compliance with its international obligations in the area of the rights of the child, in particular regarding<br>i. the protection against kidnapping and trafficking, and<br>ii. the juvenile justice system including through providing adequate separate facilities of corresponding capacity for juveniles in detention or prison and adopting specific measures for the protection of their human rights. | | |

## Engaging with the UPR Mechanism

Civil society has an important role to play in relevant stages of the UPR—in preparing submissions for the reviews, in attending reviews, and by contributing to follow up to the implementation of UPR recommendations and conclusions.

**Working on Follow up to UPR Review outcomes**

Once adopted by the Working Group on the UPR, the report on each reviewed country is transmitted to the Human Rights Council. The Council normally considers and adopts these outcome documents at its next regular session.

The conclusions/recommendations contained in an outcome document which enjoy the support of the reviewed State serve as the basis for UPR follow up.)

**Resolution 5/1** provides that it is primarily the responsibility of States to implement their review outcomes (including conclusions and recommendations, and voluntary pledges and commitments). **Resolution 5/1** also states that other relevant stakeholders, including civil society actors, have a role to play in the implementation.

Civil society actors, including NGOs, academia, the media, trade unions and professional groups, can work on follow-up to UPR outcomes in a number of ways, for instance:

- Working with national entities (including Government, parliament, the judiciary and NHRIs) to help the State meet its obligations; civil society often acts as a catalyst to promote national legislative reforms and develop national policies. It can also use the UPR outcomes as a basis for dialogue with State entities and for defining its own programmes of action;
- Monitoring the human rights situation and steps taken locally to implement UPR outcomes;
- Raising awareness about the UPR, the outcomes States are required to implement, and how outcomes can be used to improve the enjoyment of human rights nationally. This may be done by organizing thematic discussions, round tables, seminars and workshops, translating and publishing UPR outcomes and working with NHRIs and the national media, and by raising awareness of UPR outcomes among the general public and civil society;
- Engaging with national entities towards the preparation of information for the next periodic review; and
- Collaborating with other civil society actors in the preparation and submission to OHCHR of follow-up information on the implementation of UPR outcomes.

Source:

OHCHR, Working with the United Nations Human Rights Programme: A Handbook for Civil Society. P. 145-151 http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf

**More Examples of NGO Involvement in UPR Follow Up**

The Human Rights Project (HRP) at the Urban Justice Center in their toolkit on the UPR provides the following examples of some ways NGOs can get involved and influence the implementation of outcomes include:

1. Organize a press conference. Publicize the results of the outcome document that has been approved by the country under review, which means it has accepted recommendations and made voluntary commitments for improvement. Also highlight recommendations that were rejected and/or put on hold.
2. Use the media. There are many media tools like the use of Facebook, Twitter, blogs and other avenues that can be used to spread the word, educate the public, and put pressure on the government to fulfill its UPR obligations. Each subsequent review will be based largely on implementation efforts and improvement in key areas identified in the previous review.
3. Organize meetings. Discuss the relevance of the outcome document with your community, and how community members can engage in the implementation process.

4. Develop a strategy to monitor implementation. Organizations should monitor government progress as well as problems or limitations during the 4 years between reviews.
5. Participate in implementation. NGOs should engage in dialogue with the government to share expertise in the human rights field of concern, and to make the process and methods of implementation as effective and targeted as possible.
6. Organize a web casting. Organizations in other countries have successfully organized events to inform civil society on the results of the review. Groups can host a webcasting event showing the interactive dialogue for their communities. Depending on the time, people may be able to watch live webcast of reviews. Please check this link to follow live webcast reviews: http://www.un.org/webcast/unhrc/.

Source: http://www.hrpujc.org/documents/UPRtoolkit.pdf

## 1 hr Part B Large Group Discussion

Each group will share their ideas for monitoring and advocacy initiatives with the larger group. (20 min)

The facilitator will then lead a discussion using the questions provided below.

- What are the benefits of interlinking these various actions for social changes?
- What are some of the challenge?
- Why is the HRE component of these actions essential for effective social change?

**End of Activity ■**

# Activity 3 Designing an Advocacy Campaign

**2 hrs 30 min**

This activity is divided into two parts.

In **Part A**, you will design an advocacy campaign.

In **Part B**, your group will present their advocacy campaign to other groups in a plenary session.

## 1hr 30 min Part A Large Group Work

You will design an advocacy campaign aimed at promoting and protection of the rights of specific marginalized groups.

1. Select one of the two following issues as the basis of your advocacy campaign:
   - Educating the public about the children's rights issue assigned to your group
   - Advocating elected officials to pass tougher laws to protect the rights of the child
2. Develop the key elements of your advocacy campaign using the guide on the following page. Consult the information in the Reference sheet About Child Rights in the **Materials** section of this Stream to assist you in developing your plan. How would you ensure that the marginalised group you are advocating for effectively participate in your campaign? What strategies will you include to involve them?
3. Although creativity is encouraged in the message design, it is important that the message you are trying to send is appropriate for the target audience and is clear and strong. Ensure that your message does not get lost in an entertaining but perhaps less effective delivery style.
4. Prepare to present your campaign in Part B. Your presentation should include the following:
   - a brief statement of your objective
   - the evaluation strategy you intend to use
   - the target audience you plan to reach

| Key Elements for Effective Advocacy | |
|---|---|
| **Issue selected:** | **Your Advocacy Campaign** |
| **Clear Objective**<br>• Easily explainable and understood<br>• General enough to attract people's interest while specific enough to achieve some concrete results within a reasonable time (six months to a year) | *What do you want to achieve?* |
| **Evaluation Strategy**<br>• **Determine short, medium and long-term results** | *How will you measure the results?* |
| **Well-defined Target Audiences**<br>• Primary Target: The group or individual who has the authority "to give you what you want"<br>• Secondary Target: Those who will most directly influence the "authority" | *Who are the right people to target?* |
| **A Clear Message**<br>• The message must be clear, true and persuasive to the audiences that your campaign is targeting. It is not enough that the message is clear to you. | *What message do your target groups need to hear?* |
| **A Variety of Messengers**<br>• **Should include individuals who have credibility as "experts":**<br>  ○ some who can speak from personal experience<br>  ○ others who have special credibility or connection to the person or group you have targeted<br>• The same message will have a very different effect, depending on who communicates it | *Who is the right messenger to deliver the message to the target group(s) selected?* |
| **A Variety of Delivery Methods**<br>• Different ways of delivering messages: lobbying, media work, protest and direct action<br>• Campaigns must carefully examine their options for action and combine the most appropriate ones together to achieve success | *What are the most appropriate methods to deliver the messages to ensure they are heard?* |

## 1 hr Part B Plenary Session

Each group has 10 minutes to present their advocacy campaign.

Using copies of the evaluation grid on the next page, evaluate the advocacy campaigns that were presented in your plenary session. Make sure to provide useful feedback for other groups on their work.

Group: _____

Theme: _____

| Evaluation Grid for Advocacy Campaign | | | | |
|---|---|---|---|---|
| | Weak | Average | Strong | Comments |
| **Clear Objective**<br>Was the campaign clear as to what it wanted to achieve? | | | | |
| **Evaluation**<br>Do you think the suggested evaluation method will be appropriate and effective?? | | | | |
| **Well-defined Target Audiences**<br>Were the right people targeted? | | | | |
| **A Clear Message**<br>Did the campaign message include what the targets needed to hear? | | | | |
| **A Variety of Messengers**<br>Was the message delivered to the right target by the right messenger? | | | | |
| **A Variety of Delivery Methods**<br>Were the methods used to deliver the messages the most appropriate ones to ensure that the messages were heard? | | | | |

**End of Activity ■**

# End of Stream Evaluation/Debriefing

**15 min**

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work.

Questions to keep in mind:

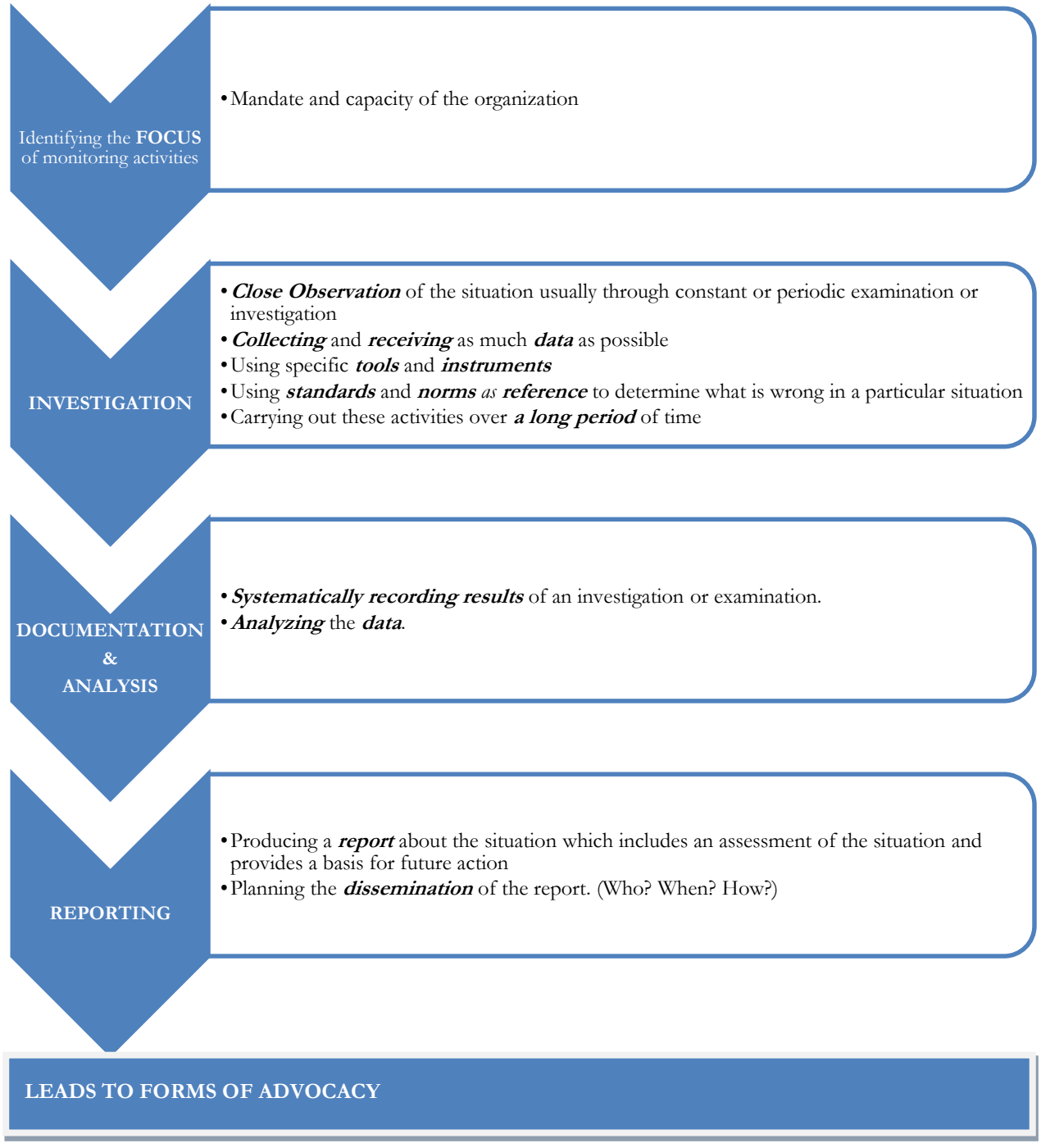
- What issues discussed do you feel are most relevant for the work of your organization?
- What is the role of new media and information technologies in HRE and HR advocacy? How do use them in your work?
- What were the different human rights education methods and techniques used? Were they effective?
- How can these activities be adapted to your own HRE needs?

# Materials


- The Monitoring Process
  page 7-28
- Fact-Finding Basics
  page 7-29
- Interview Questions
  page 7-31
- New Media
  page 7-34
- About Child Rights
  page 7-35

# The Monitoring Process

## Unit 1 Activity 1




**Source**: Guzman, M., & Verstappen, B. (2001). What is Monitoring: Human Rights Monitoring and Documentation. Versoix, Switzerland: Human Rights Information and Documentation Systems, International (HURIDOCS).

# Fact-Finding Basics

## Unit 1 Activity 1

### 1. Some Guiding Principles for Human Rights Fact-Finders

- Examine both the victim's and the violator's versions of the events.
- Collect and evaluate ALL available evidence.
- Assess the veracity and reliability of the evidence gathered.
- Safeguard your credibility by seeking direct evidence and higher-level evidence.

### 2. Suggested Steps in a Fact-Finding Process

#### Identify the Sources of Information

- Who is/are the victim(s)?
- Who is the alleged violator?
- Who are the witnesses?
    - Those who saw the event
    - Those who would know the background
- Who can help identify additional sources?

#### Identify Written and Documentary Evidence

- What documentary evidence is available that can help your investigation?
- Is the information reliable?

#### Conduct On-site Inspection

- What should be done before visiting the site?
- What should be done during the on-site visit?
- What should be done after the visit?
- Who can assist with the investigation?

#### Determine the Level of Proof Required

- What level of proof is sufficient to arrive at reasonably founded conclusions?
- What factors impact on the establishment of the level of proof?

### Corroboration

- How will you crosscheck the information you have gathered?

Source: Ravindran, D. J., Guzman, M., & Ignacio, B. (Eds.). (1994). Handbook on Fact-Finding and Documentation of Human Rights Violations. Bangkok, Thailand: Asian Forum for Human Rights Development.

# Interview Questions

## Unit 1 Activity 1

**Preparing for the interview:**

- Defining an objective for the interview
- Types of questions:
    - Background questions (about the general situation)
    - Open-ended questions
    - Specific questions
- Selecting people to interview
- Interview materials:
    - Notebooks
    - Tape recorders (ask permission first)
    - Cameras (ask permission first)
- Interview site

**Types of questions to ask depending on the topic:**

**Arrest**

- What was the arrest procedure?
- Did the police arrest you because you were suspected of committing a crime?
- Did the police tell you what rights you had as a person under arrest?
- Did the police tell you why you were being arrested?

**Freedom of Thought and Association**

- Have individuals, groups, the government or military tried to keep you from expressing your ideas and sharing them with other people?
- Have you been arrested, tortured or harassed because of your beliefs, statements, or because you talk to other people?
- Have books, pamphlets, magazines, newspapers, or radios been taken away?
- Have you been kept from meeting in groups and discussing topics that the government does not like?

- Have you been kept from teaching about your ideas?

### Freedom of Movement

- Have you been kept from going places or returning home freely?
- Have you been arrested or detained by the police or military without being charged with a crime?
- Have you been kept from travelling because the government does not want you to leave your home?

### Assembly

- Have your rights to meet with other people in public places been violated?
- What happens if a group of people meets together in a public place?
- Are people ever hurt or arrested for meeting peacefully in public?

### Economic Rights

- Are people being forced to work without pay?
- Are people being kept from working and earning a living?
- Are the jobs people ordinarily do, such as farming or raising animals, being taken away?
- Are the people prevented from supporting themselves and their families?



### Social Rights

- Is the basic right of families, communities and individuals to live under self-determination being violated?
- Are people kept from marrying who and when they want?
- Are families being broken apart against people's will?
- Are children being forced to work in harmful ways?
- Are children being kept from having an education?
- Is the basic right to a secure lifestyle being violated?
- Are people's homes being moved or destroyed against their will?
- Is people's food being taken away or destroyed?

### Cultural Rights

- Are people (individuals or groups) prevented from expressing their culture (e.g., values, beliefs, languages, arts and sciences, traditions, institutions, way of life)?

### Children's Rights

- Has the child been taken away from his or her family?
- Has the child been kept from having an education?
- Has the child been made to work in a way that is dangerous or harmful to him or her?
- Has the child been bought, sold, or traded by anyone?
- Has the child been involved in armed conflict?

Source: Burma Issues. Human Rights information Manual: Tools for Grassroots Action. (1996). Bangkok, Thailand.

# New Media

## Unit 1 Activity 2

Civil society actors press for the effective enforcement of human rights laws and mechanisms at a national and international level - documenting, report-writing, organizing, lobbying and conducting legal advocacy. Many new forms of advocacy are incorporating video, mobile communications and social media. These enable enhanced engagement, mobilization and participation by concerned citizens -- both acting with formal NGOs and within formal structures, and increasingly in decentralized and ad-hoc networks.

Aided by the spread in low-cost, high-quality technologies, video and moving image media are becoming increasingly ubiquitous and multi-form (even though a considerable digital divide exists in terms of access, literacy and skills both within and between societies across the globe); video will soon be part of every communications and advocacy strategy. Increasing moving image creation, usage and literacy defines much of the experience of a connected younger generation, particularly in the Global North and within certain sectors of Global South society. Video production and distribution is emphatically no longer the exclusive realm of the professional.

Use of video, including particularly mobile video, has publicized and documented many emerging human rights struggles from Rangoon, to Oakland, to Tehran, and characterizes many vibrant citizen media spaces that fill niches long ignored or abandoned by the mainstream media. Video is the "tool of choice" for many human rights struggles and contributes to securing local and global attention.

Online there is a growing abundance of peer-produced content 'for the good' circulating across social networks, video-sharing sites and blogs; however much information is difficult to navigate or impossible to absorb, and it is unclear whom to trust.

It is notable that despite this proliferation of new spaces for communication and exponential growth in content, human rights spaces and advocacy approaches, formal and informal, new and old, virtual and physical, are nowhere near saturation point of effectiveness in using moving images for change. An increase in media literacy, access to and creation of video is not matched by a "literacy" in strategic use of video for change (what WITNESS has popularized as 'video advocacy'), particularly in terms of creating, sharing and viewing video that is targeted, timely, compelling and provides impetus and opportunity to act.

Strategic, directed, impact-driven use of video remains under-utilized as an intervention by either NGOs or citizen networks in spaces including treaty monitoring systems, legislative debates, lobbying of decision-makers, and community organizing. Many human rights actors do not yet have the skills, connections or experience to organize or coordinate others' audiovisual media including citizen media content in spaces like YouTube or the Hub, create their own targeted advocacy media for specific audiences, collaborate to develop compelling material with professional or citizen storytellers, or to link their strategic use of video to new technologies that enhance creation, distribution, and debate, such as mobile, social media, and Web 2.0 tools.

**Source**:http://www.hks.harvard.edu/cchrp/opportunities/CourseOfferings/HRVideo.pdf

# About Child Rights

## Unit 2 Activity 3

Children are entitled to all the rights guaranteed by the Universal Declaration of Human Rights and the treaties that have developed from it. Children are also guaranteed additional rights, notably under the UN Convention on the Rights of the Child (CRC) – the most widely ratified human rights treaty – because they need special protection and care. Children must be able to depend on adults to defend their rights and help them develop their potential.

Governments have a corresponding obligation to protect children from violations committed by both state officials and private individuals. Many governments have ensured further protection of children's rights by enacting legislation and other domestic mechanisms.

Yet millions of children are victims of human rights violations. Children suffer many of the same human rights abuses as adults, but are often targeted because they are dependent and vulnerable or because children are not seen as individuals with their own rights.

## Child labour

### Issue

- Although the CRC gives children the right to be protected from work that threatens their health, education or development, one in six children in developing countries are engaged in child labour.
- Many children work to help their families in harmless work that is not exploitative. But other children are put to work in ways that violate their right to normal physical and mental development, and often interfere with their education.
- Exploitative working conditions can be visible (such as hazardous commercial labour), or more hidden (such as agricultural activities, collecting water, or domestic work).

### Facts

- Around 1 in 3 children aged 5 to 14 are engaged in child labour in sub-Saharian Africa, compared to only 1 in 20 in the Central and Eastern European/Commonwealth of Independent States.
- Children living in the poorest households and in rural areas are most likely to be involved in child labour.
- Boys and girls are equally likely to be engaged in child labour.

  Source: http://www.childinfo.org/labour.html

## Child marriage

### Issue

- The Universal Declaration of Human Rights guarantees every person the right to 'free and full' consent to marriage. Full consent means that a person is mature enough to make an informed decision about a life partner.

- Factors that influence child marriage rates include: the state of the country's civil registration system (which provides proof of age for children), the existence of an adequate legislative framework with an accompanying enforcement mechanism to address cases of child marriage, and the existence of customary or religious laws that condone the practice.

- In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit their daughters both financially and socially and relieve financial burdens on the family. In reality, however, child marriage often results in early pregnancy and social isolation, and little education of child wives reinforces the gendered nature of poverty.

- While marriage is not considered directly in the CRC, child marriage is linked to other rights of the child - such as the right to express their views freely, the right to protection from all forms of abuse, and the right to be protected from harmful traditional practices.

### Facts

- UNICEF estimates that over 64 million women aged 20 to 24 were married or in civil union before the age of 18.

  Source: http://www.childinfo.org/marriage.html



## Child poverty and mortality

### Issue

- The CRC provides that governments have an obligation (within their available resources) to ensure children have an adequate standard of living. Parents have primary responsibility to provide for this, but are entitled to assistance from the state when necessary.

- However, hundreds of millions of children worldwide live in poverty and extreme poverty can limit access to education, health care and food.

- Child mortality is closely linked to poverty as thousands of children die each day due to poverty.

### Facts

- Worldwide 600 million children live in poverty.
- 30,000 children die each day due to poverty.
- Over 300 million children go to bed hungry every day. Undernutrition is attributable to more than one third of all child deaths worldwide.
- The cost of eradicating world poverty is estimated at 1% of global income.
- 7.6 million children died in 2010 before they reached their fifth birthday.
- Under-five deaths are increasingly concentrated in sub-Saharian Africa and in South Asia.

  Sources: http://www.crin.org/themes/ViewTheme.asp?id=4; http://www.childinfo.org/mortality.html

## Children and HIV/AIDS

### Issue

- HIV and AIDS rivals poverty and exceeds war as a threat to the lives of millions of children in the developing world.
- Despite the fact that the CRC provides children the right to treatment of illness, hundreds of children die each day from AIDS, mostly because of inadequate access to HIV prevention care and treatment services.

### Facts

- Approximately 34 million people were living with HIV as of 2010 and 3.4 million of them were children under 15 years of age.
- Of the estimated 1.8 million people who died of AIDS-related illnesses in 2010, 250,000 of them were children under 15 years of age.
- Roughly 17.1 million children under the age of 18 have lost one or both parents to AIDS, and millions more have been affected, with an increased risk of poverty, homelessness, school drop-out, discrimination, and loss of life opportunities.
- Global estimates show that the number of children living with HIV continues to increase. From 2001 to 2010, the number of children living with HIV increased from 1.6 million to 3.4 million. Almost 90 per cent of these children live in sub-Saharan Africa.
- Young people aged 15 to 24 account for an estimated 42 per cent of new HIV infections worldwide in 2010. In sub-Saharan Africa young women aged 15 to 24 are more than two times more likely to be infected than their male counterparts.

- In 4 regions—South Asia, Latin America and the Caribbean, East Asia and the Pacific, and Central and Eastern Europe and the Commonwealth of Independent States (CCEE/CIS)—more young men are HIV positive then young women.

  Source: http://www.childinfo.org/hiv_aids.html

## Children and war

### Issue

- The CRC obliges state governments to take all feasible measures to protect and care for children who are affected by armed conflict, yet millions of children living in conflict areas have been directly affected by war and have been killed, injured, or forced to live in camps.
- The CRC also obliges states to ensure that children under 15 years have no direct part in hostilities, but government and armed groups are increasingly recruiting child soldiers.
- The International Criminal Court (ICC) has the jurisdiction to try persons accused of serious crimes of international concern, and all crimes under the jurisdiction of the ICC affect children. Thus, the ICC has the authority to charge persons found responsible for recruiting and using children in armed conflict.

### Facts

- Landmines and unexploded ordnance kill and maim children on a daily basis.
- Separated from their families or orphaned due to conflict, some children must care for younger siblings or relatives alone.
- For many children affected by war, access to adequate food, clean water, education, health care or security remains non-existent.
- Some children are forcibly recruited, but some join voluntarily to escape poverty or find stability amid the chaos of war and displacement.
- At least 300,000 children under 18 are currently engaged in active combat in over 24 countries, and more than 2 million children are estimated to have died as a direct result of armed conflict since 1991.
- In addition to the hazardous work of soldiering, both boys and girls are used as porters, cooks and other military support roles. Girls are often sexually exploited and the risk of HIV and other sexually transmitted diseases is high.
- Child combatants are routinely abused both physically and mentally as an effort to make the children more willing to undertake high risk missions and carry out brutal tactics. Casualty rates are generally high.

- Many children are deeply traumatized by their experiences and are haunted by memories of abuses they witnessed or were forced to commit.

  Sources:
  http://www.hrw.org/sites/default/files/reports/Child_Soldiers_Global_Report_Summary.pdf; http://www.unicef.org/protection/armedconflict.html

## Children and lack of access to education

### Issue

- The CRC guarantees children the right to education.
- School offers children a safe environment, with support, supervision and socialization, and can teach about how to prevent disease, such as HIV/AIDS and malaria. A good basic education can also help protect a child from poverty, bonded labour (domestic, agricultural, or industrial), commercial sexual exploitation, or recruitment into armed conflict. Education also gives a person the ability to claim and enjoy the rights they hold.
- However, more than 130 million children do not attend school, 73 million of them girls. The reasons for nonattendance are complex, but in jurisdictions where universal education is denied, the inaccessibility of public education can be a significant factor in a child not attending school.

### Facts

- 67 million primary-school-age children do not attend school.
- Of the lower secondary out-of-school adolescents, 52 per cent are girls.
- In sub-Saharan Africa, 43 percent of lower secondary adolescents are out of school.
- Educating a girl dramatically reduces the chance that her child will die before age five, and improves her prospects of being able to support herself.

  Source: http://unesdoc.unesco.org/images/0021/002135/213517e.pdf; http://www.childinfo.org/education.html

## Sexual exploitation and trafficking of children

### Issue

- The CRC obliges state governments to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. However, millions of children are being used in prostitution, pornography, trafficking and other forms of sexual exploitation.
- Sexual exploitation is exacerbated by extreme poverty and economic and social upheaval. Children in situations of armed conflicts, and displaced, migrant and refugee children are

particularly vulnerable to forms of sexual exploitation. Furthermore, abused and exploited children often become either abused and exploited adolescents and adults or abusers and exploiters themselves.

### Facts

- Child trafficking is a global problem. It is often hidden and hard to quantify, but some estimates have as many as 1.2 million children being trafficked every year.
- More than 20 per cent of victims of all trafficking, both within countries and across borders are children.
- Child prostitution exists in most countries. 2 million children worldwide are believed to exploited through prostitution and pornography.
- HIV/AIDS has increased demand for ever younger child prostitutes, in the mistaken belief that they present a much lower risk of infection.

  Source: http://www.unicef.org/protection/files/Progress_for_Children-No.8_EN_081309(1).pdf

## Police abuse and arbitrary detention of children

### Issue

- Many children become caught up in the legal system, notably in the realm of criminal law for minor offences (often due to poverty and homelessness), or outside criminal law (such as child refugees or orphaned children). The CRC states that children have the right to:
- Be heard in judicial proceedings affecting them.
- Humane treatment (i.e. protection from torture).
- Only reasoned (not arbitrary) detention.
- Have the child's best interests as the primary consideration in any actions taken in the administration of juvenile justice towards the child.

### Facts

- Children often suffer neglect, abuse and violence in the administration of juvenile justice. More than 1 million children worldwide are deprived of their liberty by law enforcement officials, and without national laws that bring jurisdictions into compliance with the CRC.
- Police may ignore children's rights and ill-treat or arbitrarily detain children.

- Children might be held in degrading conditions, often sharing prison cells with adults.
- Some children are denied their right to a fair trial and are given sentences that disregard the key objectives of juvenile justice - the child's best interests regarding their rehabilitation and reintegration into society.

  Source: http://www.unicef.org/protection/files/Progress_for_Children-No.8_EN_081309(1).pdf

## Violent discipline

### Issue

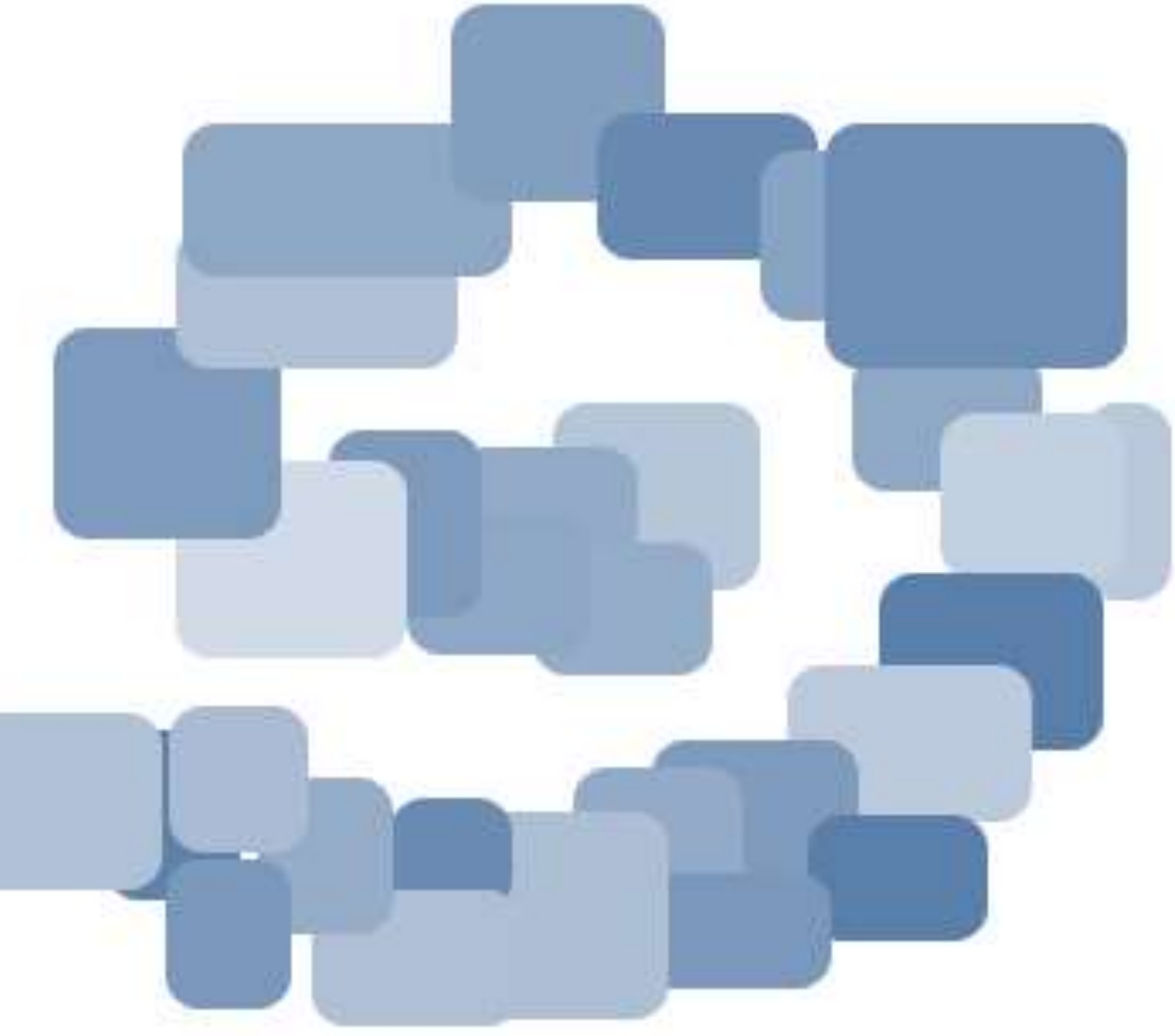
- Although the CRC gives children the right to be protected from maltreatment by their parents or other caregivers, approximately 86% of children have experienced violent methods of discipline.
- Violent discipline is defined as actions that are intended to cause a child physical pain (including slapping) or emotional distress (such as shouting or offensive name calling) as a way to deter certain behaviour.

### Facts

- High proportions of children aged 2-14 years experience violent discipline (eg. : 53 percent of children in Albania and 94 percent of children in Yemen).
- Psychological aggression is more common than physical punishment in most of the countries with available data.
- Large proportions of children are subjected to physical punishment, even if their mothers/primary caregivers do not think it is necessary.

  Source: http://www.childinfo.org/discipline.html

# Glossary



This glossary describes the terms used in the training manual. The definitions of the terms have been culled from various sources; while many of them are cited as in the original sources, others have been adapted for our purposes. The sources used to compile this list can be found at the end of the glossary.

# 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.

## ATTITUDE

Ways of acting that are replete with values, such as respect, openness to diverse cultures, and maintaining rigorous standards; the "As" in SKAs (skills, knowledge, attitudes). New attitudes become apparent when they are manifested in new actions or behaviours.

# 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.

## BRIEFING

A brief, cursory and introductory overview of a single topic. The purpose is to introduce the audience to some basic concepts with respect to a given subject.

## 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, than 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.

## FISHBOWL

Group discussion technique whereby two concentric circles are formed. Participants in the inner circle discuss an issue while participants in the outer circle observe, then participants change positions and the roles are reversed.

### 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

### ICEBREAKER

Structured, content-free training activity designed to relax participants, get them acquainted with one another, and energize them.

### 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

### 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.

### LEARNER-CENTERED TRAINING

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

### LEARNING BY DOING

See "Experiential learning."

# 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.

# W

## WORKSHOP

A training exercise in which participants work together to study a particular subject and, in the process, create a "product," such as a plan of action. The purpose is thus twofold: learning and the development of a "product."

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