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MINISTRY OF LAW AND HUMAN



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Capacity Building for RANHAM (2004-2009)

Strengthening Human Rights Protection in Indonesia

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Jakarta, Indonesia



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Introduction

Program Goal

The goal of this workshop is to strengthen the capacity of the Directorate General for Human Rights Protection in Indonesia to implement its RANHAM, that is the National Plan of Action for Human Rights in Indonesia.

Objectives

The objectives of this workshop are to:

- Increase national awareness of the RANHAM
- Motivate participating institutions and organizations to contribute actively to implementation of the RANHAM
- Strengthen participants capacity to contribute to effective implementation of the RANHAM by:
 - a. increasing participants' awareness of the basic concepts and principles of human rights as well as Indonesia's international and domestic HR obligations and mechanisms.
 - b. identifying and sharing best practices from the Indonesian and Canadian experience relevant to the effective implementation of the RANHAM
- Identify the capacity-building needs of the organizations and institutions engaged in the implementation of the RANHAM (ie. National and provincial RANHAM committees, MOLAHR/DG-HAM, civil society).

Target Group

The target audience for this workshop will include three distinct groups of participants:

1. Representatives of the National RANHAM Committee, including
 - Senior officials of MOLAHR
 - Senior officials of other government agencies represented on RANHAM committee
2. Representatives of the Provincial RANHAM Committees, including
 - Local officials of MOLAHR

- Senior officials of local government authorities participating in RANHAM committee
3. Representatives of civil society from the national and provincial levels
- NGO representatives
 - University-based human rights centers
 - media.

Workshop Schedule

Time	Day	Day 1 Tuesday December 14	Day 2 Wednesday December 15	Day 3 Thursday December 16	Day 4 Friday December 17
Morning 9:00 – 12:30		Public Event: Opening Ceremony	Module 3 – Human Rights Obligations and Mechanisms	Module 4 – cont'd.	Module 5 – Workshop Evaluation and Closing Ceremony
Lunch 12:30 – 14:00					
Afternoon 14:00 – 18:00		Module 1 – Introductions, Expectations and Objectives Module 2 – RANHAM and Human Rights Principles and Values Evaluation	Module 3 – cont'd Module 4 – Identifying Capacity building Needs to Implement RANHAM	Module 4 – cont'd. Evaluation	
Dinner 18:00- 19:30					
Evening 19:30-21:00			Presentation: Canadian Human Rights System Evaluation		

Day 1: Tuesday, December 14

Public Event: Launching the National Plan of Action for Human Rights (2004-2009)

9:00 – 12:30 Opening Ceremony and Presentations

12:30 – 14:00 Lunch

Module 1 – Introductions, Expectations and Objectives

14:00 – 14:30 Activity 1 - Meeting the Group

14:30 – 15:10 Activity 2 - Workshop Overview, Objectives, and Methodology

15:10 – 15:30 Activity 3 - Survey on the International Instruments

15:30 – 16:00 Networking Break

Module 2 – RANHAM and Human Rights Principles and Values

16:00– 16:50 Activity 1 - Presentation by Dr. Hafid Abbas: Human Rights Within the Context of the Reform Process in Indonesia: the RANHAM (2004-2009)

16:50 – 17:50 Activity 2 - The Underlying Principles of the UDHR

17:50 – 18:05 End of Day Evaluation

18:30 – 20:00 Dinner

**Opening Ceremony
Launching the National Plan of Action for
Human Rights (2004-2009)**

Public Event

Objectives

- To raise public awareness for human rights and RANHAM
- To introduce the goals and objectives of the workshop to the general public.

Opening Ceremony

Time

3 hr 30 min

Description

Opening Statements and Keynote Address

Module 1

Introductions, Expectations and Objectives



Objectives

- To examine individual expectations and available resources in the group
- To discuss the program objectives in relation to the expectations expressed

Activity 1 Getting to Know the Participants and Their Expectations

Objective

- To get to know the members of the group, including facilitators and resource persons

Time

30 minutes

Materials

Worksheet 1: Group Expectations and Offers.

Description

Each participant, facilitator and resource person will introduce herself/himself to the group. To prepare for the introductions:

1. The facilitator gives each person 3 metacards, which have been prepared in advance: (Sets of cards will be labeled and numbers. See example below.)
2. The facilitator explains how to complete the cards:
 - On the first card participants clearly print their name and the name of their organization / institution.
 - On the second card, participants write one expectation they have for this workshop
 - On the third card, participants write one thing they feel they can offer the group.

Participants will have about three minutes to complete their cards.

3. The facilitator explains that each participant will in turn introduce herself/himself to the group using the information on the cards. The facilitator will then paste the completed metacards on a large version of Worksheet 1: Group Expectations and Offers.

Sample Metacards

1 Name/Organization

1 Expectation

1 Offer

2 Name/Organization

2 Expectation

2 Offer

Worksheet 1: Group Expectations and Offers

Name	Expectations	What people can offer

End of Activity

Activity 2 Workshop Overview, Objectives, and Methodology

Objectives

- To relate participants expectations and resources to the objectives and content of the workshop
- To describe the participatory methodology of the workshop

Time

40 minutes

Materials

Reference Sheet 1: The Main Elements of a Participatory Approach.

Description

This activity is divided into two parts.

In **Part A**, the facilitator provides a brief overview of the workshop.

In **Part B**, the facilitator leads a large group discussion on the content and methodology of the workshop.

20 min Part A Presentation

The facilitator presents the objectives and content of the workshop, referring back to the expectations and resources expressed by the participants in Activity 1.

The facilitator also describes the participatory methodology used in the design and implementation of this workshop.

See Reference Sheet 1 on the following page

20 min Part B Group Discussion

The facilitator leads a discussion on the content and methodology of the workshop. The following questions may be used to guide the discussion.

As a group, discuss the following questions:

- Why is a participatory approach appropriate for human rights education?
- What are the advantages of using a participatory approach?
- What are some of the difficulties you may encounter in using this approach?
- How could these difficulties be overcome?
- Could you use a participatory approach in other aspects of your human rights work besides training?

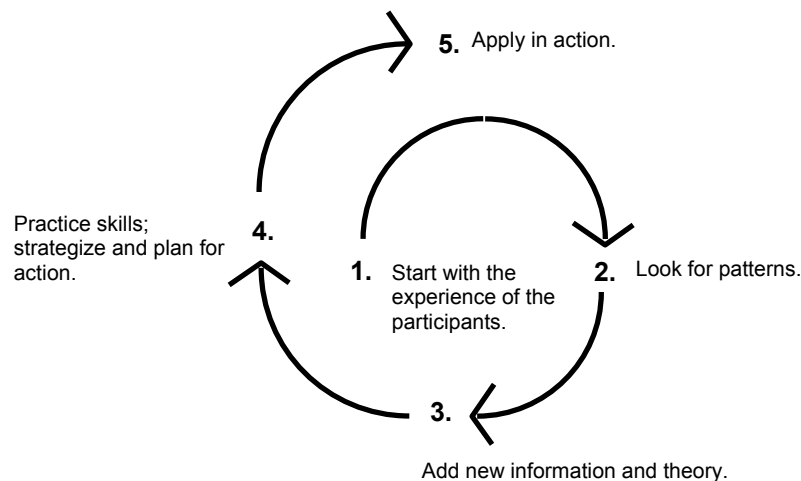
End of Activity

Reference Sheet 1: The Main Elements of a Participatory Approach

A. Some assumptions about a participatory human rights program or lesson

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

The Learning Spiral



B. The Curriculum Design Model - The Learning Spiral

A participatory approach places the participant (learner) at the centre of the learning process. Learning begins with the experience and knowledge of the participants.

1. After participants have shared their experiences, they analyze them and look for commonalities or patterns.
2. New information or theory is added from outside sources.
3. Participants need to practice what they have learned; to practice new skills, to develop strategies and to plan for action.
4. Participants apply in action what they have learned.

Reflection and evaluation are part of the program design and are carried out throughout the entire program, not just at the end.

Keys to Successful Learning

1. Doing

- Participants are actively involved in the learning process, interacting with facilitators and each other.

2. Feedback

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

3. Sharing

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

4. Responsibility for Learning

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

These keys to successful learning are also central features of a
Participatory Approach.

Activity 3 Survey on the International Instruments

Objectives

- To gather information regarding the participants' level of knowledge of the international instruments.

Time

15 minutes

Material

Worksheet 2: Self-Assessment Questionnaire About Your Familiarity With the International Human Rights System.

Description

The facilitator gives each participant a self-assessment questionnaire on the international instruments. S/he explains that this questionnaire is to help them reflect on their own knowledge of the documents listed. It is also aimed at providing facilitators with basic information about the group that will enable them to better prepare the session on the international instruments and make it more relevant to the needs of the group.

The answers to the questionnaire can remain anonymous.

End of Activity

Worksheet 2: Self-Assessment Questionnaire of Your Familiarity With The International Human Rights System

Questionnaire: Your Familiarity with the International Human Rights System

1) International Human Rights Documents

Rate your familiarity with each of the documents listed below by placing an (X) in the appropriate column. Use the legend below to guide you.

Legend:

(NF) Not familiar = No experience with document

(SF) Somewhat familiar = Limited experience with document

(F) Familiar = Work with documents occasionally

(VF) Very Familiar = Work with documents regularly

	NF	SF	F	VF
a. Universal Declaration of Human Rights (UDHR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. International Covenant on Civil and Political Rights (ICCPR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. International Covenant on Economic, Social and Cultural Rights (ICESCR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Convention on the Rights of the Child (CRC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. International Covenant on the Elimination of All Forms of Discrimination (CERD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. UN Decade for Human Rights Education (1995-2004)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Declaration on Human Rights Defenders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Which of the international treaties listed above has your country ratified?

<p>3) Which of these documents do you use most often in your work? Briefly explain how.</p>
<p>4) Do you use the UN human rights instruments in your work? Briefly explain how.</p>
<p>5) Which national instruments and/or mechanisms do you use most often in your work?</p>

Module 2

RANHAM, Human Rights Principles and Values



Objectives

- To discuss the context in which RANHAM was developed
- To discuss the goal and objectives of RANHAM
- To explore human rights principles and values

Activity 1 Human Rights Within the Context of the Reform Process in Indonesia: The RANHAM (2004-2009)

Objective

- To review RANHAM, Indonesia's National Plan Human Rights Plan

Time

50 minutes

Description

20 min Part A Presentation

The aim of this presentation is to provide participants with an overview of RANHAM and of the human rights issues the plan aims to address in the context of the reform process in Indonesia.

Resource Person

Dr Hafid Abbas, Director of DG-Ham.

30 min Part B Open Forum

There will be an Open Forum to address how the issues raised will affect the work of your institution or department.

End of Activity

Activity 2 The Underlying Principles of the UDHR

Objective

- To reflect on some of the basic human rights principles and concepts

Time

60 minutes

Materials

- Reference Sheet 2: Underlying Principles of Human Rights
- Reference Sheet 3: Summary of the Articles of the UDHR

Description

This activity is divided into two parts.

In **Part A**, participants work in small groups to reflect on some of the underlying human rights principles that inform the Universal Declaration of Human Rights (UDHR).

In **Part B**, participants address some questions in a larger group.

30 min

Part A Work in a Group

1. The facilitator divides participants into small groups.
2. The facilitator assigns to each group two of the human rights principles listed below.

Human Rights Principles

- | | |
|----------------------|-------------------|
| • Equality | • Indivisibility |
| • Universality | • Interdependency |
| • Human dignity | • Inalienability |
| • Non-discrimination | • Responsibility |

3. Each group prepares a 5-minute presentation on the principles you have been assigned. Review the descriptions of the principles provided on the next page and add your own ideas. Prepare to explain the terms to the larger group.

30 min

Part B Presentations and Discussion

Each group presents their understanding of the principles. The facilitator then leads a class discussion on the interpretations and applications of the terms.

Then as a group, 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., gender – sensitive policies)
- What are some barriers to their full application? (e.g., cultural norms and practices)
- How do these human rights principles respond to individual and collective needs and values?

End of Activity ■

Reference Sheet 2: 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."

Universality

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

Human dignity

The principles of human rights are founded on the notion that each individual, regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class, deserves to be honored or esteemed.

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.

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.

Indivisibility

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

Inalienability

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

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.

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.

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.

Reference Sheet 3: Summary of the Articles of the UDHR

<ol style="list-style-type: none">1. Right to equality2. Freedom from discrimination3. Right to life, liberty, personal security4. Freedom from slavery5. Freedom from torture and degrading treatment6. Right to recognition as a person before the law7. Right to equality before the law8. Right to remedy by competent tribunal9. Freedom from arbitrary arrest, exile10. Right to a fair public hearing11. Right to be considered innocent until proven guilty12. Freedom from interference with privacy, family, home, and correspondence13. Right to free movement in and out of any country14. Right to asylum in other countries from persecution15. Right to a nationality and freedom to change it	<ol style="list-style-type: none">16. Right to marriage and family17. Right to own property18. Freedom of belief and religion19. Freedom of opinion and information20. Right of peaceful assembly and association21. Right to participate in government and free elections22. Right to social security23. Right to desirable work and to join trade unions24. Right to rest and leisure25. Right to adequate living standards26. Right to education27. Right to participate in cultural life and community28. Right to social order assuring human rights29. Community duties essential to free and full development30. Freedom from state and personal interference in the above rights
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End of Day Evaluation

Objective

- To evaluate and debrief the day's activities.

Time

15 minutes

Description

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

End of Activity

Day 2: Wednesday, December 15

Module 3: Human Rights Obligations and Mechanisms

9:00 – 9:10	Recap of previous day	
9:10 – 10:30	Activity 1	Examining the Main Features of Four International Human Rights Instruments
10:30 – 11:00	Working Break	
11:00 – 12:30	Activity 1 Cont'd	
12:30 – 14:00	Lunch	
14:00 – 16:00	Activity 2	Panel Presentation: Indonesia's Domestic Obligations and Mechanisms
16:00 – 16:15	Networking Break	

Module 4 – Identifying Capacity Building Needs for the RANHAM's Implementation

16:15– 16:45	Activity 1	Overview of the Needs Assessment Framework
16:45 – 17:15	Activity 2	Review of the Objectives and Timeline of RANHAM
17:15 – 18:00	Activity 3	Human Rights in Your Work, Your Institution and Your Region/Province
18:00 – 19:30	Dinner	
19:30 – 20:30	Evening Presentation: The Canadian Human Rights System	
20:30 – 20:45	End of Day Evaluation	

Module 3

Human Rights Obligations and Mechanisms

3

Objectives

- To examine four international human rights instruments
- To review Indonesia's human rights obligations
- To examine the human rights instruments in the light of RANHAM

Activity 1 Examining the Main Features of Four International Human Rights Instruments

Objective

- To gain familiarity with the four international human rights instruments listed below, by having them study the instruments and then sharing their learning.
 - International Covenant on Civil and Political Rights (ICCPR)
 - International Covenant on Economic, Social and Cultural Rights (ICESCR)
 - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
 - Convention on the Rights of the Child (CRC)

Time

3 hrs 20 minutes

Materials

Worksheet 3: Main Features of International Human Rights Instruments

Description

This activity is divided into two parts.

In **Part A**, participants work in groups to analyze one of the four international human rights instruments.

In **Part B**, each group will make a 10 minute presentation on the instruments they have analyzed in Part A.

The resources persons will offer support during the small group work and make comments and feedback on the presentations.

2 hr

Part A 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 to Participants for Preparing Their Presentation

Prepare a 5-minute presentation on the instrument assigned to your group. Use:

- the text of the instrument
 - the relevant "Info Pack" in the **Materials** section
 - the experience of the members of the group
1. Review the suggested format for presentation in the table Main Features of International Human Rights Instruments
 2. Decide on how your group will proceed to prepare the presentation. 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 or two spokespersons to deliver the presentation in plenary.
 4. Other aspects to consider as you examine the instrument:
 - Differences between rights that address individuals or groups
 - Interpretation of the instrument in regional instruments, national legislations and constitutions
 - General Comments by the UN Human Rights Committees on certain rights

Refer to p. 33 for some useful tips on preparing and delivery effective presentations.

80 min Part B Presentations – “Four Human Rights Instruments”

All the groups will convene in the plenary room, and each group will in turn deliver their 5-minute presentation.

After each presentation, the resource person will comment and elaborate on the information provided.

Resource Persons

Resource persons react to the group presentations on the international instruments.

Comments on presentations by Prof. El Obaid Ahmed El Obaid and by Indonesian resource person.

Worksheet 3: Main Features of International 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
8) Possible applications in Indonesia, i.e. issues.

Useful Technique:



Effective Presentations

Presentation Tips:

- Check out the room where you be presenting in advance.
- Practice your presentation a number of times.
- Take along a bottle of water.
- Maintain regular eye contact with the audience (i.e., the participants).
- Use a conversational tone.
- Convey your enthusiasm for the material and the audience.
- 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
- Consider creating visual aids during the presentation
- Encourage the participants to take notes
- Make each visual count
- Reveal visual information gradually rather than all at once
- 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>.

Activity 2 Panel Presentation: Indonesia's Domestic Obligations and Mechanisms

Objective

- To discuss Indonesia domestic obligations for human rights promotion and protection in the context of RANHAM

Time

2 hours

Description

This activity is divided into two parts.

In **Part A**, a panel of 3 resource persons presents different aspects of Indonesia's human rights protections system.

In **Part B**, participants take part in an Open Forum.

70 min **Part A Panel Presentations**

Resource Person: Presentation by Rudi Rizky

Topic: Indonesia's Legal Human Rights Framework (20 min)

Resource Person: Presentation by Prof. Soetandyo Wignjosoebroto

Topic: Current Trends and issues Impacting on the Human Rights Situation in Indonesia (20 min)

Resource Person: Presentation by Zoemrotin K. Su

Topic: Current Challenges in the Promotion and Protection of Women's Rights (20 min)

Moderator's comments on the panel presentations (10 min)

50 min **Part B Open Forum**

There will be an Open Forum for participants to ask questions and make comments on the presentations.

Additional comments by Prof. El Obaid Ahmed El Obaid (10 min)

Module 4

Identifying Capacity Building Needs for the RANHAM's Implementation



Objectives

- To present a needs assessment framework and how it will be used as a framework for the discussion
- To assess human rights training needs for the implementation of RANHAM

Activity 1 Overview of the Needs Assessment Framework

Objective

- To examine a Needs Assessment Framework to identify human rights education needs and challenges to the implementation of RANHAM

Time

30 minutes

Description

The facilitator begins by reviewing the concept of needs assessments using the information provided below. S/he then outlines the needs assessment framework and how it will be used throughout the remainder of the workshop. See Reference Sheet 4.

What is Needs Assessment?

Needs Assessment is the process of identifying and evaluating needs (see sample definitions below) in a community or other defined population of people. The identification of needs is a process of describing “problems” of a target population and possible solutions to these problems. A need has been described as:

- A gap between “what is” and “what should be”.
- “A gap between the real and the ideal that is both acknowledged by community values and potentially amenable to change.
- May be different from such related concepts as wants (“something people are willing to pay for”) or demands (“something people are willing to march for”)
- Needs assessment focuses on the future, or what should be done, rather than on what was done as is the focus of most program evaluations.

Titcomb, A.L. (2002) ICYF Evaluation Concept Sheet. [On-line].
Available: <http://ag.arizona.edu/icyf/docs/needs.pdf>

End of Activity

Reference Sheet 4 – Needs Assessment Framework

Needs Assessment Framework

Step 1 – Current Situation (Internal, External)

Where are we now? What is?

*Activities and discussions will centre around taking stock of the current situation with respect to human rights promotion and protection in Indonesia. This includes exploring **Strengths, Weaknesses, Opportunities and Threats** (SWOT analysis)*

This step corresponds to the following activities

- Activity 2 - Reminder of RANHAM's Objectives and Timeline
- Activity 3 - Human Rights in Your Work, Your Institution and Your Region/Province

Step 2 – Identifying the Desired Situation

Where do we want to be? What should the human rights situation look like in Indonesia by 2009?

In this workshop, this step corresponds to the following activity:

- Activity 4 - What Should Indonesia Look Like at the End of RANHAM?

Step 3 – Identifying the Gaps Between the Current Situation and the Desired Situation (needs)

Identifying needs. What are the challenges to achieving this vision?

Building on the analysis and discussions of activities 2, 3, and 4, this step corresponds to:

- Part A in Activity 5 - Identifying Training Objectives

Step 4 – Identifying the Solutions

What do we do to respond to these challenges? How can we address the needs that were identified? What are the priorities? What objectives can we set that will enable the fulfilment of these needs?

In this workshop, this step corresponds to the following activity:

- Activity 5 - Identifying Training Objectives

Activity 2 Review of Objectives and Timeline of RANHAM

Objective

- To review the objectives and timeline of the RANHAM

Time

30 minutes

Description

Facilitator's Presentation

The facilitator or resource person will review participants of the objectives and timeline pursued by RANHAM. S/he will focus on the capacity building/HRE component of the RANHAM.

End of Activity

Activity 3 Human Rights in Your Work, Your Institution and Your Region/Province

Objective

- To share and analyse the human rights situation in your province or region

Time

2 hrs 15 min

Materials

- Reference Sheet 5: Your Human Rights Context
- Worksheet 4: The Reporter's Page
- Reference Sheet 6: SWOT Analysis
- Worksheet 5: The SWOT Matrix

Description

This activity is divided into three parts.

In **Part A**, participants work in a group and describe the human rights situation in their region/province, organization, and work.

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

In **Part C**, the facilitator will synthesize the information from the participants and build with them a SWOT analysis.

45 min **Part A Work in a Group**

Describing the Human Rights Situation

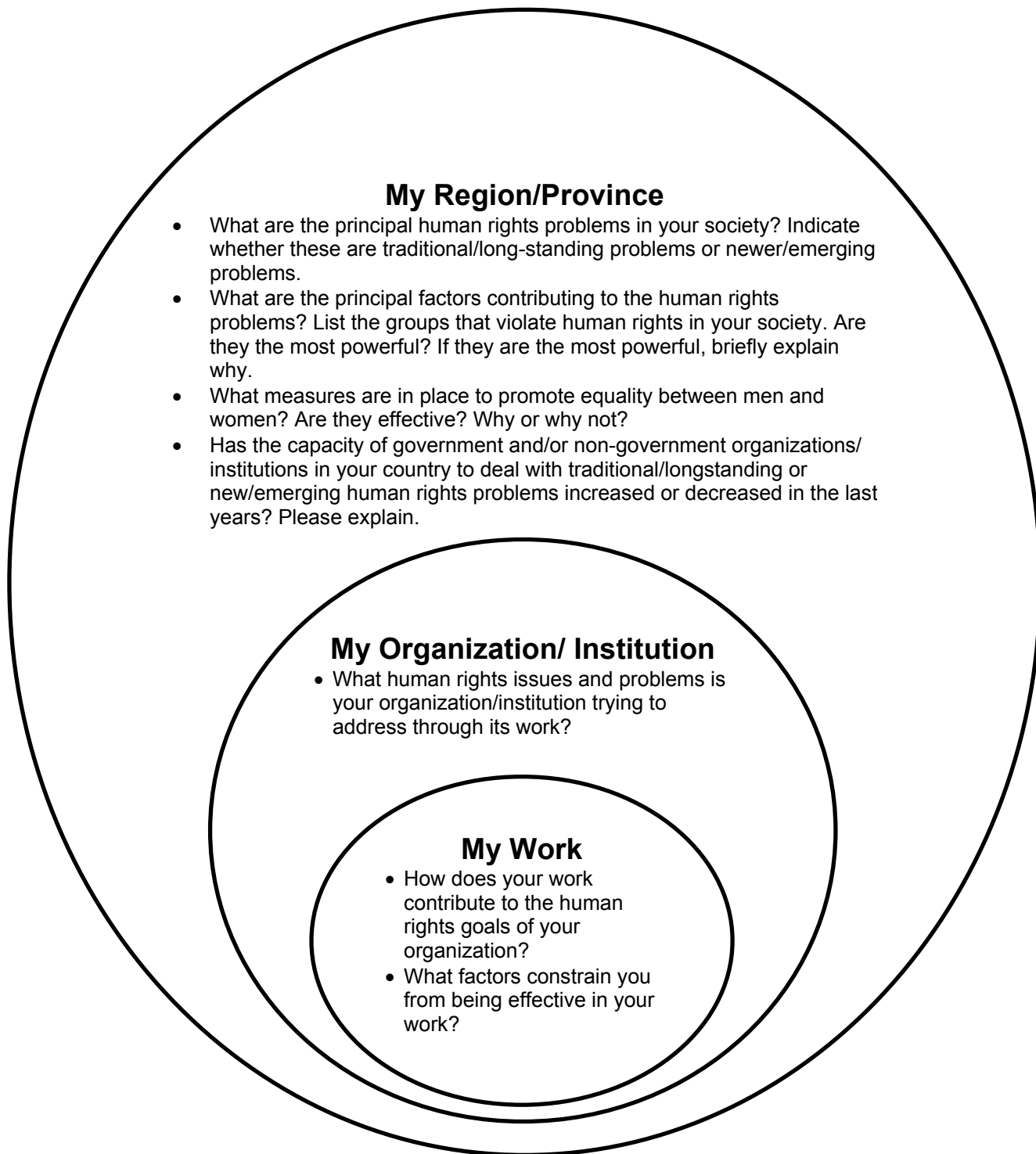
1. Select a reporter who will record your discussion on **The Reporter's Page** on page 42 and report back to the whole group.
2. Each member of the group will in turn describe the human rights situation in his/her respective areas of responsibilities/ organizations or institutions. Use the questions provided in the diagram **Your**

Human Rights Context: on the next page to help identify relevant information about the human rights system within which you work (not more than 10 minutes each).

Activity cont'd.

Reference Sheet 5: Your Human Rights Context

Use the diagram and questions below in your discussion for Part A.



Worksheet 4: The Reporter's Page

For Part A, fill in the group's descriptions of the human rights situation.*

My Province/Region		My Organization/Institution	My Work
Principal HR Problems	Main Contributing Factors	Issues Being Addressed	Strengths/Challenges
Longstanding: Homelessness: 15% of population does not have a domicile	Government cuts in social programs	Promotion of ESC rights	Working with Campaign 2004, a cross-Canada public education movement/Lack of awareness among Canadians
Emerging: Child Poverty: 1 in 5 children in Canada lives in poverty, an increase of 21% since 1989.	Government deferred investment in social programs	Promotion of ESC rights	My department is pressuring the policy makers to assign resources for affordable housing

*The examples provide here are fictitious

Evening Presentation: The Canadian Human Rights System

Objective

- To develop greater awareness of the Human Rights Protection and Promotion Mechanism in Canada.

Time

60 minutes

Description

This is a two-part activity

In **Part A**, the resource person from Canada will make a presentation on the Canadian Human Rights System.

In **Part B**, participants will participate in an open forum.

20 min

Part A Presentation

Presentation by Dr. El Obaid Ahmed El Obaid, Ph.D., Chief Technical Advisor- Human Rights, UNDP Yemen and Senior Research Fellow Faculty of Law McGill University.

Topic: The Canadian Human Rights System.

40 min

Part B Open Forum

There will be an Open Forum for participants to ask questions and comment on the presentations.

End of Activity

End of day Evaluation

Objective

- To evaluate and debrief the day's activities

Time

15 minutes

Description

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

End of Activity

Day 3: Thursday, December 16

Module 4: Identifying Capacity Building Needs for the RANHAM's Implementation (Cont'd.)

9:00 – 9:10	Recap of previous day	
9:10 – 10:40	Activity 3	Cont'd.
10:40 – 11:10	Networking Break	
11:10 – 12:30	Activity 4	What should Indonesia Look Like at the End of RANHAM?
12:30 – 14:00	Lunch	
14:00 – 15:30	Activity 5	Identifying Training Needs and Objectives
15:30 – 16:00	Networking Break	
16:00 – 17:30	Activity 6	Steps Needed in Your Work to Implement RANHAM
17:30 – 17:45	End of Day Evaluation	
18:00 – 19:30	Dinner	

30 min Part B Group Reporter's Summary

The group reporter summarizes the group's discussion for the class referring to the notes taken during the discussion. Reporters should highlight in their summary common human rights problems and contributing factors as well as any notable differences. Report should not be longer than 10 minutes.

60 min Part C SWOT analysis

The facilitator invites participants to reflect on the ideas presented to identify the human rights education needs. Identified weaknesses and threats should be viewed as challenges to overcome, while strengths and opportunities are positive elements to build on. The facilitator prepares a flipchart version of Worksheet 6 to list and summarizes the ideas presented during the large group discussion.

End of Activity

Reference Sheet 6 – SWOT Analysis

SWOT Analysis

Definition

A *SWOT Analysis* is a technique that is usually used to identify and analyze the **Strengths** and **Weaknesses** internal to an organization or institution as well as the **Opportunities** and **Threats** based on information gathered on the external environment. It can also be a useful technique to plan the way forward when implementing a complex process.

Why is SWOT analysis useful?

To develop a plan that takes into consideration many different internal and external factors, and maximizes the potential of the strengths and opportunities while minimizing the impact of the weaknesses and threats

When to use it?

While developing a strategic plan or planning a solution to a challenge, after you have analyzed the external environment.

How to use it:

1. *Internal Analysis*: Examine the capabilities of your organization/institution. This can be done by analyzing your organization's **strengths** and **weaknesses**.
2. *External Analysis*: Look at the main points in the environmental analysis, and identify those points that pose opportunities for your organization, and those that pose threats or obstacles to performance.

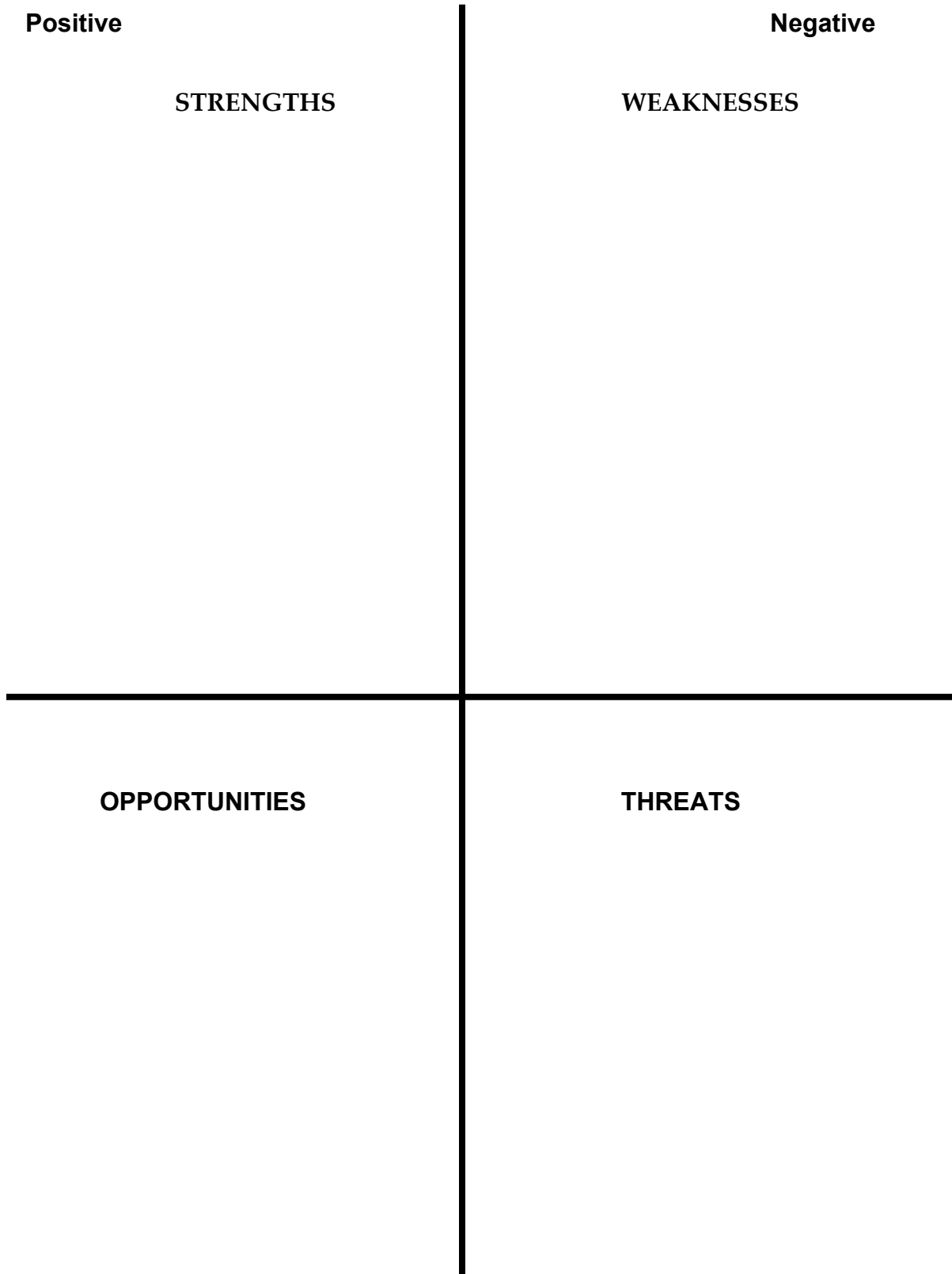
Decide whether the answers or the data collected reveal external **opportunities** or **threats**.

3. Enter the information you have collected in steps one and two into a table as illustrated below:

	POSITIVE	NEGATIVE
INTERNAL	Strengths	Weaknesses
EXTERNAL	Opportunities	Threats

4. You can use this information to help you develop a strategy that uses the strengths and opportunities to reduce the weaknesses and threats, and to identify the objectives of your program

Worksheet 5: The SWOT Matrix



Activity 4 What Should Indonesia Look Like at the End of RANHAM?

Objectives

- To provide participants with a common framework for situating their work within the broader context in Indonesia, with a view to building a common strategic vision for future work.

Time

80 min

Description

This activity is divided into 2 parts.

In **Part A**, participants work in small groups to brainstorm ideas around what they believe the human rights situation should look like at the end of RANHAM?

In **Part B**, the facilitator leads a large group discussion to help build a common vision.

40 min

Part A Small Group Brainstorming

The facilitator divides participants into small groups to brainstorm keywords for a vision statement about human rights in Indonesia at the end of RANHAM.

40 min

Part B Large Group Discussion

The facilitator begins by having each group share their key words and lists these on flipchart.

Keeping in mind all of these elements, the facilitator then leads a large group discussion to develop a common vision statement about human rights in Indonesia at the end of RANHAM. The facilitator writes the strategic vision statement arrived at by participants on flipchart.

A resource person will offer comments at the end of the large group discussion.

The facilitator informs participants that they will subsequently identify needs and explore strategies or set of actions that will enable them to implement this vision.

End of Activity

Activity 5 Identifying Training Needs and Objectives

Objective

- To formulate training objectives

Time

90 minutes

Description

This is a three-part activity.

In **Part A**, the facilitator leads a large group discussion to identify training needs.

In **Part B**, participants work in their groups to formulate human rights training objectives.

In **Part C**, each group reports back to the large group.

30 min Part A Group discussion

Building on the analysis undertaken in the previous activities, participants identify human rights training needs to implement RANHAM. The facilitator lists these needs on a flipchart.

30 min Part B Group brainstorming

Participants are divided into the work groups.

While building on the list of needs identified during the Activity 3, each group formulate human rights training objectives that would contribute to the successful implementation of the RANHAM.

30 min Part C Group presentation

Each group reports the result of their discussions to the larger group.

The facilitator leads a discussion on the objectives that are presented by identifying commonalities and differences between each presentation.

Activity 6 Steps Needed in Your Work to Implement RANHAM

Objective

- To identify next steps

Time

90 minutes

Description

The facilitator leads a discussion on the next steps that need to be taken to ensure development of an effective human rights training strategy to ensure the successful implementation of RANHAM.

Questions:

- What are the next steps that need to be undertaken by your institution/department? DG-Ham? CHRF?

End of Day Evaluation

Objective

- To evaluate and debrief the day's activities.

Time

15 minutes

Description

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

End of Activity

Day 4: Friday, December 17

Module 5: Next Steps, Workshop Evaluation and Closing Ceremony

9:00 – 9:15	Recap of previous day	
9:15 – 10:00	Activity 1	Workshop Evaluation
10:00 – 10:30	Networking Break	
10:30 – 11:30	Activity 2	Celebration of International Migrant's Day
11:30 – 13:30	Personal Prayer Time and Lunch	
13:30 – 14:30	Activity 3	Closing Ceremony with Distribution of Certificates

Module 5

Workshop Evaluation and Closing Ceremony



Recap of previous day

Objective

- To evaluate and debrief the day's activities.

Time

15 minutes

Description

Discuss as a group the benefits of events and activities of the previous day.

Activity 1 Workshop General Evaluation

Objective

- To evaluate the Workshop

Time

45 minutes

Description

Participants complete the final evaluation questionnaire.

The facilitator leads a discussion on the participants' evaluation of the workshop.

Activity 2 Celebration of International Migrant's Day

Time

60 minutes

Description

30 min **Part A** **Presentation**

Resource Person:

Topic: Migrant's day.

20 min **Part B** **Open Forum**

There will be an Open Forum to address how the issues raised will affect the work of your institution or department.

End of Activity

Activity 3 Closing Ceremony

Time

60 minutes

Description

Distribution of certificates and closing statements

