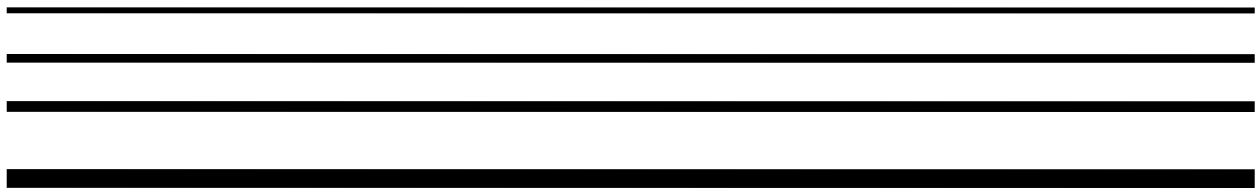


# Training for Human Rights Trainers Book 1

critical analysis ♦ reflection ♦ education for  
transformation ♦ action ♦ experiential learning ♦  
participants ♦ facilitators ♦ participatory ♦  
knowledge, skills and attitudes ♦ case studies ♦ role  
play ♦ learner-centered ♦ empowerment ♦  
brainstorming ♦ small group discussions ♦ evaluation



## Participant's Manual

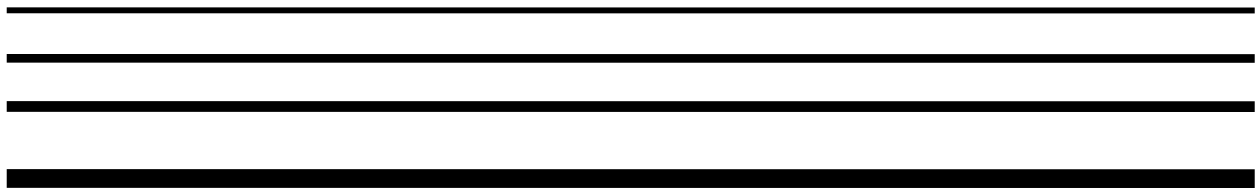


Canadian Human Rights Foundation



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## Participant's Manual



Canadian Human Rights Foundation

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1425, boul. René-Lévesque O.  
Bureau 407  
Montréal, Québec  
H3G 1T7  
Tel. : (514) 954-0382  
Fax. : (514) 954-0659  
E-mail : [chrf@chrf.ca](mailto:chrf@chrf.ca)  
Web site: <http://www.chrf.ca>

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The opinions expressed in this publication are those of the authors and do not necessarily reflect those of the workshop sponsors.

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The Training for Human Rights Trainers - Phase I, on which this publication is based, was delivered for the first time in November 1997 in Kiev, Ukraine. Since then, various parts of the training manual from that session have been adapted for training human rights trainers working with women's NGOs, with teachers, and others. The practical nature and ease of adaptation of the training materials convinced us to publish the manual in both English and Russian.

This publication is the result of the dedication and hard work of a number of CHRF staff members and consultants. Our heartfelt appreciation goes to:

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Leanna Hordichuk, CHRF

Tatiana Markina, Center for Conflict Management (CCM), Almaty, Kazakhstan

Dave Donahue, Mills College, California

Gail Dalglish, Consultant

Dr. Richard Schmid, Concordia University, Montreal

The Text Designers

Kevin Chin, CHRF

Paul McAdams, CHRF

Avril Orloff, Consultant

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## Introduction to the Participant's Manual

The **Training for Human Rights Trainers** series was developed by the Canadian Human Rights Foundation to strengthen the training materials development capacity and training skills of NGO trainers engaged in non-formal human rights education activities.

This program uses a participant-centered approach, which places great emphasis on reciprocal learning and learning by doing. Throughout the program, participants are given the opportunity to share and reflect on each other's experiences as human rights educators and to practice using the skills and techniques presented.

**Book 1** is designed with less experienced trainers in mind, while **Book 2** is intended to help trainers with some experience further enhance their skills in both designing and delivering human rights education events.

Each Book outlines a five-day training program "as it can take place" with objectives, activities, and suggested time frames. There are two training manuals for each Book: a Facilitator's Manual and a Participant's Manual.

The Facilitator's Manual includes:

- suggested instructions to the facilitator for carrying out the activities (Facilitator's Notes)
- the entire Participant's Manual, with cross-referencing to allow the facilitator to work from a single book
- answer keys where appropriate
- a glossary of terms

Although this manual provides a detailed program description for a training of trainers course, truly participant-centered training must start with experiences and needs of the participants. Therefore, the training materials provided here should be tailored to the particular context in which they will be used.



## How to Use the Participant's Manual

### **Training for Human Rights Trainer – Book I Overview**

The Overview presents a suggested sequence and timeframe for the materials provided in this manual. For example, Day 1 of the training session is broken down into three workshops, with the objectives of each listed in the next column. The times given for each workshop are only guidelines; the length of each workshop can be adapted as appropriate to the needs of the participants.

### **Workshops**

On the first page of each workshop, the objectives are listed with the total time suggested to meet them. The activities follow with their times in brackets.

### **Glossary**

At the end of the manual there is a glossary of terms used throughout this manual.

## Training for Human Rights Trainers - Book I Overview

Day	Workshops	Objectives	Time
1	#1 - Getting Started (p. 1)	<ul style="list-style-type: none"> <li>To get to know the members of your working group and develop a productive group dynamic</li> <li>To examine individual expectations and available resources in the group</li> <li>To review the program objectives in relation to the expectations and needs expressed</li> </ul>	2 hr. 30 min.
	#2 - Participatory Methodology (p. 5)	<ul style="list-style-type: none"> <li>To explore principles of adult learning and participant-centered methodology</li> <li>To examine the application of these principles in the area of human rights education</li> </ul>	2 hr. 45 min.
	#3 - Effective Working Groups (p. 21)	<ul style="list-style-type: none"> <li>To examine some aspects of group dynamics and explore ways to use small groups effectively</li> </ul>	1 hr. 20 min.
2	#4 - Developing a Training Session: The Basics (p. 25)	<ul style="list-style-type: none"> <li>To divide into project groups according to your target training audience</li> <li>To describe the training you do to your project group members</li> <li>To examine the basic steps involved in developing a training session</li> </ul>	1 hr. 10 min.
	#5 - Assessing Your Participants' Needs (p. 31)	<ul style="list-style-type: none"> <li>To evaluate the purpose of conducting a training needs assessment</li> <li>To identify the training needs of your specific target group</li> </ul>	3 hr. 10 min.
	#6 - Determining Program Goal and Objectives (p. 39)	<ul style="list-style-type: none"> <li>To examine the usefulness of setting goals and objectives in the training process</li> <li>To practice writing objectives in measurable, observable terms</li> <li>To write the goal and two objectives for your Training Plan</li> </ul>	1 hr. 25 min.

Day	Workshop	Objectives	Time
3	#7 - Determining Program Content (p. 45)	<ul style="list-style-type: none"> <li>To examine how to determine the content of a training program</li> <li>To determine the content for your Training Plan based on needs, goals and objectives identified in Workshops 5 and 6</li> </ul>	2.5 hr.
	#8 - Preparing Training Materials (p. 51)	<ul style="list-style-type: none"> <li>To explore different types of participatory training techniques and activities</li> <li>To develop a training activity for a specific target group to address a specific objective</li> </ul>	3 hr.
4	#8 - Preparing Training Materials (cont'd) (p. 51)	<ul style="list-style-type: none"> <li>To explore different types of participatory training techniques and activities</li> <li>To develop a training activity for a specific target group to address a specific objective</li> </ul>	1.5 hr.
	#9 - More About Effective Working Groups (p. 55)	<ul style="list-style-type: none"> <li>To examine the issues of working with diversity and with problem participants in the context of a training situation</li> <li>To determine strategies for dealing with these two issues</li> </ul>	1.5 hr.
	#10 - Conducting a Training Session (p. 61)	<ul style="list-style-type: none"> <li>To examine the elements of climate setting and their impact on a training situation</li> <li>To describe facilitators' role in climate setting and to identify appropriate techniques to enhance their performance</li> </ul>	1 hr. 45 min.
5	#11 - Creating a Template for Your Training Session (p. 67)	<ul style="list-style-type: none"> <li>To examine the role of logistics in implementing a successful training session</li> <li>To develop a complete model for your training session based on the week's work</li> </ul>	2 hr. 50 min.
	#12 - Transfer, Follow-up and Evaluation (p. 75)	<ul style="list-style-type: none"> <li>To develop a concrete plan of action for incorporating concepts and skills acquired during this training program into your work as a trainer</li> <li>To identify follow-up activities which will enhance the learning process begun during this program</li> <li>To provide feedback about this training program by completing an evaluation questionnaire</li> </ul>	2 hr.



## Workshop 1 - Getting Started

### Objectives

To get to know the members of your working group and develop a productive group dynamic

To examine individual expectations and available resources in the group

To review the program objectives in relation to the expectations and needs expressed

**Time Frame**  
**2 hr. 30 min.**  
**TOTAL**

### Activity 1

Workshop 1 Overview (10 min.)

### Activity 2

Part A – Meet the Group (2 hr. 20 min.)

## **Activity 1      Workshop 1 Overview**

(10 min.)

**Description**      The facilitator will introduce the learning objectives and activities for the workshop.

## **Activity 2      Meet the Group**

(1 hr. 20 min.)

Work with a partner.

**Description**      This is a two-part activity.  
In **Part A** you will interview another member of your group.  
In **Part B** you will introduce the person to the rest of the group.

**Part A**      (20 min.)  
The facilitator will give you an information card. Write only your name on the card.

Then pair up with the person in the group whose information card has the same number as yours.

Introduce yourself and ask him or her for the information to complete the card. When you have completed your information exchange, return to your places until everyone has completed the activity.

**Part B**      (1 hr.)  
Each of you will in turn introduce the person you have just met using the information you filled in on the card.

You can record the information about the members of your group on ***Worksheet 2.***

**Break**      30 min.



## Participant Information Card

**Name:** \_\_\_\_\_

**Country:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Occupation:** \_\_\_\_\_

Name two of your expectations for this training session.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name two things you feel you can offer the group.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Group Expectations and Resources Chart

Name	My Expectations	What I Can Offer

## Workshop 2 – Participatory Methodology

### Objectives

To explore principles of adult learning and participant-centered methodology

To examine the application of these principles in the area of human rights education

**Time Frame**

**2 hr. 45 min.**

**TOTAL**

### Activity 1

Workshop 2 Overview (10 min.)

### Activity 2

A Personal Learning Experience (10 min.)

### Activity 3

Positive Feelings (20 min.)

### Activity 4

Keys to Successful Adult Learning (20 min.)

### Activity 5

Briefing for the Interactive Presentation (15 min.)

### Activity 6

Interactive Presentation –  
“Why a Participatory Methodology for Human Rights Education?” (1 hr. 30 min.)

**Activity 1**  
(10 min.)

**Workshop 2 Overview**

**Description** The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**  
(10 min.)

**A Personal Learning Experience**

**Description** You will answer Questions 1 and 2 below individually and then share your answers with the group. You will then discuss Question 3 as a group.

1. Think of something that you know how to do well. Write it down below.

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---

---

2. Now write down a few words explaining how you became good at it.

---

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---

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**3. Group Discussion**

Based on your own experience and the experiences shared by the other participants, what elements do you feel are key to learning?

---

---

---

---

### Activity 3      Positive Feelings

(20 min.)

**Description**      You will answer Questions 1 and 2 below individually and then share your answers with the group. You will then discuss Question 3 as a group.

Think of something about yourself that you feel good about – e.g., some aspect of your personality, your physical appearance, something you do well. Write it below.

---

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Now explain the basis for this positive feeling. What is the origin of this positive feeling? What causes this positive feeling?

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---

## Tips on Getting and Giving 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 behaviors that a person can modify (if they agree this would be useful).
- **Combine recognition of what worked with a challenge to improve.**  
Again, be as specific as possible. For example, if a person sounds preachy in a part of the presentation but engages people in a lively way in another part, refer to the positive side as a specific model of tone, strategy, and style to be emulated.
- **Ask questions to clarify or probe reasons.**  
Questions such as "What did you take into account when you decided...?" or "What did you mean when you said...?" credit the person with selection and judgment. The questions also help avoid criticisms and suggestions that are irrelevant to what the person is trying to do.
- **Identify the bridges.**  
When you are giving critical feedback to a participant, remind her or him of what you have in common. Comments such as "I know that when we do X we tend to...", remind the person that you're on the same side. Sometimes a part of this same bridge may be to acknowledge differences. For example, "As a man, my experience is a bit different, but...".
- **Acknowledge how you connect to a problem.**  
Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a similar problem. Statements such as "I've had this problem, myself, too..." or "This is helpful for me/us to think about because..." emphasize that this is not just an academic exercise for you as facilitator.
- **Wherever possible, make suggestions for alternative approaches.**  
Questions such as "Have you considered...?" or "What would happen if we tried...?" open a range of possible different responses. The use of "we" suggests that the

issue and its solution is of interest to the whole group. Encourage others to add to the generation of different options. This will make it clear that there is not just one other (and therefore better) way to do it.

- **Don't assume that a difference is political.**

Check to see whether a conflict is based on different experience, different social identity, or a different role in the organization. The response may clarify the extent to which debate can change a person's view and ascertain how important a view is to that person's self-image.

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

**Activity 4**      **Keys to Successful Learning**  
(20 min.)

**Description**      Discuss the following questions as a group:

What are some of the key elements to successful learning that have been discussed so far?

How do they relate to your understanding of a participatory approach to education?



## Keys to Successful Learning

### 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 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.**

## Participatory Approach

### Underlying Beliefs

People learn more effectively when:

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

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

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

### Some Assumptions About Ourselves as Educators

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

### The Curriculum Design Model

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

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

- Learning begins with the experience or knowledge of the participants.
- After the participants have shared their experience, they look for patterns or analyze that experience (what are the commonalities? what are the patterns?).
- To avoid being limited to the knowledge and experience of the people in the room, we also collectively add (from outside sources) or create new information or theory.
- Participants need to practice what they have learned, practice new skills, make strategies and plan for action.
- Afterwards (usually when they are back in their organizations and daily work) they apply in action what they have learned.
- **Reflection and evaluation are built into the program design, and are carried out throughout the entire program. They are not done just at the end.**

**Activity 5      Briefing for the Interactive Presentation**  
(15 min.)

Continuum – A “Dinamica” Exercise

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

**Lunch**              1 hr. 10 min.

**Activity 6      Interactive Presentation**  
(1.5 hr.)

**Description**      “Why a Participatory Method for Human Rights Education?”

**Break**              30 min.

## Why a Participatory Method for Human Rights Education (HRE)

### Objectives:

- To describe successful learning and how participatory education fosters such an outcome
- To explain the connection between human rights and participatory education
- To practice and value human rights training as a participatory and reflective activity

CONNECTION BETWEEN PARTICIPATORY EDUCATION AND HUMAN RIGHTS CONTENT  
(10 min.)

### Four reasons why participatory approach to HR training is appropriate

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

#### 1) HR are part of our experience

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

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

## **2) HR are based in conflicting values**

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

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

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

## **3) HRE is about social transformation**

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

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

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

"I now realize I am a person, an educated person."

"We were blind; now our eyes have been opened."

"Before this, words meant nothing to me; now they speak to me and I can make them speak."

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

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

#### **4) HRE should spark reflection**

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

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

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

- Describe a time you came to understand something in a new way.

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

- Describe a time someone tried to make you to think a certain way.

**REFLECTION ON HRE**

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

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

To illustrate a participatory method of HRE and to give us an opportunity to reflect on a training experience, I am going to ask you to participate in an exercise about defining human rights. I realize that you know a lot about human rights. Still, it is valuable to think about our human rights definitions and visions. More important, this exercise will give us a common experience of human rights training on which to reflect.

**ACTIVITY (Individually)**

(10 min.)

Imagine a country where government, tradition, religion, and the family all fully recognize and support human rights. What would your life be like if you lived there?

**OPTIONAL ADDITIONAL QUESTIONS**

Your education? Your work? Your family? Your opportunities?

How would the government show its support? The community? The family?

What would be the biggest change from your present life? How realistic is this dream?

What positive steps should your society, community, government, media, religious, and cultural leaders take to make the dream a reality?

Line up by birthday. Put people in groups of three.

**ACTIVITY (Small group)**

(15 min.)

Share the answers to previous activity

Divide the paper in three columns

Make a list of the human rights that should be guaranteed to achieve a world like the one imagined in the first column. Write each item on a separate line. Discuss whether

everyone in group agrees if an item is a human right. In the second column write if any law in your country exists to protect that right.

**ACTIVITY (Whole group)**  
(20 min.)

Consolidate group lists into a single list.

Is anything listed that anyone thinks is not a human right? If not, then we agree that everything on list meets our definition of a human right. What were our criteria for deciding if something was a human right?

Put a sticker next to the right that is most personally important to you. Why are some rights chosen most often? Why are other rights not chosen? Why are some rights more controversial? What do the unchosen rights say about ourselves and our work as human rights trainers?

If a law exists to protect HR, are people in fact able to exercise that right?  
Laws are not always enforced.

**ACTIVITY (Small group)**  
(15 min.)

Look through the UDHR to find articles that support the rights you identified as a large group. Write down the article in the third column of the chart. What rights are not mentioned in the UDHR?

Put a mark next to the rights that are mentioned in the UDHR that are not mentioned in the group's list. Explain their omission from your group's list.

**Debriefing the activity**  
(10 min.)

What we have done is come to an understanding of our personal definitions of human rights and knowledge of what human rights are listed in one document, the UDHR. Let's look to see how the activities illustrate the design principles discussed earlier.

- Begin with the experiences of participants
- Where did this happen? (visions)
- Question and analyze experience



- Where did this happen? (small group discussions, examination of whether the rights were human rights)
- Add knowledge from other sources
- Where did this happen? (UDHR)
- Practice new understandings
- Where did this happen? (when in large group, we addressed the same questions of what is a human right)
- Make strategies for action
- Reflection on action
- Didn't really do. How could it have been added? What would it have looked like?

## **PRACTICING REFLECTION**

(10 min.)

Debriefing the activity further

As trainers who believe that ideas about effective learning have to inform what we see as effective teaching, let's practice reflection on our actions as trainers.

For whom might this be an appropriate activity? When during a training? (This is backwards planning to some extent) How could the activity have been modified in light of our experience here today?

Define miseducation: Dewey, not meeting intended goals, experience teaches nothing, learning comes from reflection on experience, but we can also draw ill-considered conclusions from experience.

Are there parts of this lesson that were miseducative or have the potential to be miseducative? (believing that some human rights are more important than others) How do we address miseducation in a way that is in keeping with our principles of human rights training that stresses reflection not coercion?

What potential dilemmas might an activity like this raise for a human rights trainer? (responding to persons with different conceptions of what is a human right, responding to persons who see no problem with omitting certain human rights).



## Workshop 3 – Effective Working Groups

### Objective

To examine some aspects of group dynamics and explore ways to use small groups effectively

### Time Frame

1 hr. 20 min.

**TOTAL**

### Activity 1

Workshop 3 Overview (10 min.)

### Activity 2

Some Key Points About Effective Group Work (20 min.)

### Activity 3

Useful Techniques (25 min.)

### Activity 4

Synthesis and Reflection (25 min.)

## **Activity 1      Workshop 3 Overview**

(10 min.)

**Description**      The facilitator will introduce the learning objectives and activities for the workshop.

## **Activity 2      Some Key Points about Effective Group Work**

(20 min.)

Work with a partner.

**Description**      Look over the key points about small group work listed on **Worksheet 6**. Discuss one or two of the issues with your partner. From your own experience, add other points for these issues that you feel would be helpful to the group. Then share your discussion with the group.

## Important Elements to Consider for Effective Group Work

### 1. Setting Ground Rules

As a group, decide on 3 or 4 rules for the well functioning of the group. Ensure the commitment of all group members.

### 5. Group Leaders, Recorders, Spokespersons

Permit these roles to emerge naturally. If participants have difficulty deciding, have random methods ready.

### 2. Getting Started Activities

Use openers/icebreakers appropriately.

### 6. Assignment of Tasks

Select tasks that are relevant and challenging. Ensure that instructions are clear.

### 3. Composition of Small Groups

Change groups often to engage participants.

### 7. Monitoring Group Work

Key facilitation skills required: sensing, listening, and intervening if necessary.

### 4. Participant Seating

Organize seating to make movement into small groups quick and easy.

### 8. Problem Participants

View them as a challenge rather than a headache.

(From The Winning Trainer, Third Edition, by Julius E. Eittington, Gulf Publishing Company, Houston, Texas, 1996.)

### **Activity 3** (25 min.)

### **Some Useful Techniques**

- Setting Ground Rules
- Ice Breakers and Energizers

**Description** This activity is in two parts.  
In **Part A** you will set ground rules for your group.  
In **Part B** you will look at the appropriate use of energizers and ice-breakers in a training context.

**Part A** (10 min.)  
Together with your facilitator and the other members of your group determine 3 to 4 rules that will contribute to the well-functioning of the group.

**Part B** (15 min.)  
Do you use energizers, icebreakers and other such activities in your training sessions? Share some of your more successful techniques with the other participants.

### **Activity 4** (25 min.)

### **Synthesis and Reflection**

**Description** Together with the facilitator and the members of your group, you will review the day's activities. You will then complete a short evaluation questionnaire.

## Workshop 4 – Developing a Training Session – The Basics

### Objectives

To get to know the members of your working groups and develop a productive group dynamic

To examine individual expectations and available resources in the group

To review the program objectives in relation to the expectations and needs expressed

**Time Frame**  
**1 hr. 10 min.**  
**TOTAL**

### Activity 1

Workshop 4 Overview (10 min.)

### Activity 2

Steps for Developing a Training Session (60 min.)

### Activity 3

Synthesis and Reflection (25 min.)

**Activity 1**  
(10 min.)

**Workshop 4 Overview**

**Description** The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**  
(60 min.)

**Steps for Developing a Training Session**

**Description** This is a two-part activity.

In **Part A** you will work in your project groups to describe your training work and do an exercise on the steps involved when developing a training session.

In **Part B** you will discuss these steps with the other groups.

**Part A**  
(40 min.)

Work in project groups.

1. Your facilitator will assign project groups according to the target audience you train. Each member of the group will in turn describe his/her training work and provide some details on the target audience of the training.

As each member of your group speaks, write the information on **Worksheet 7** so that you will have a personal record of the work of the individuals in your group. (25 min.)

2. Together with the members of your group, look at **Worksheets 7a** and **7b** and complete the exercise. (15 min.)

**Part B**  
(20 min.)

Discuss and compare the steps for developing a training session prepared by the different groups.

**Break** 30 min.

**Activity 3**  
(25 min.)

**Synthesis and Reflection**

**Description** Together with the facilitator and the members of your group, you will review the day's activities. You will then complete a short evaluation questionnaire.



## Training Plan – Background Information

Name	Organization	Target Group	Type of Training

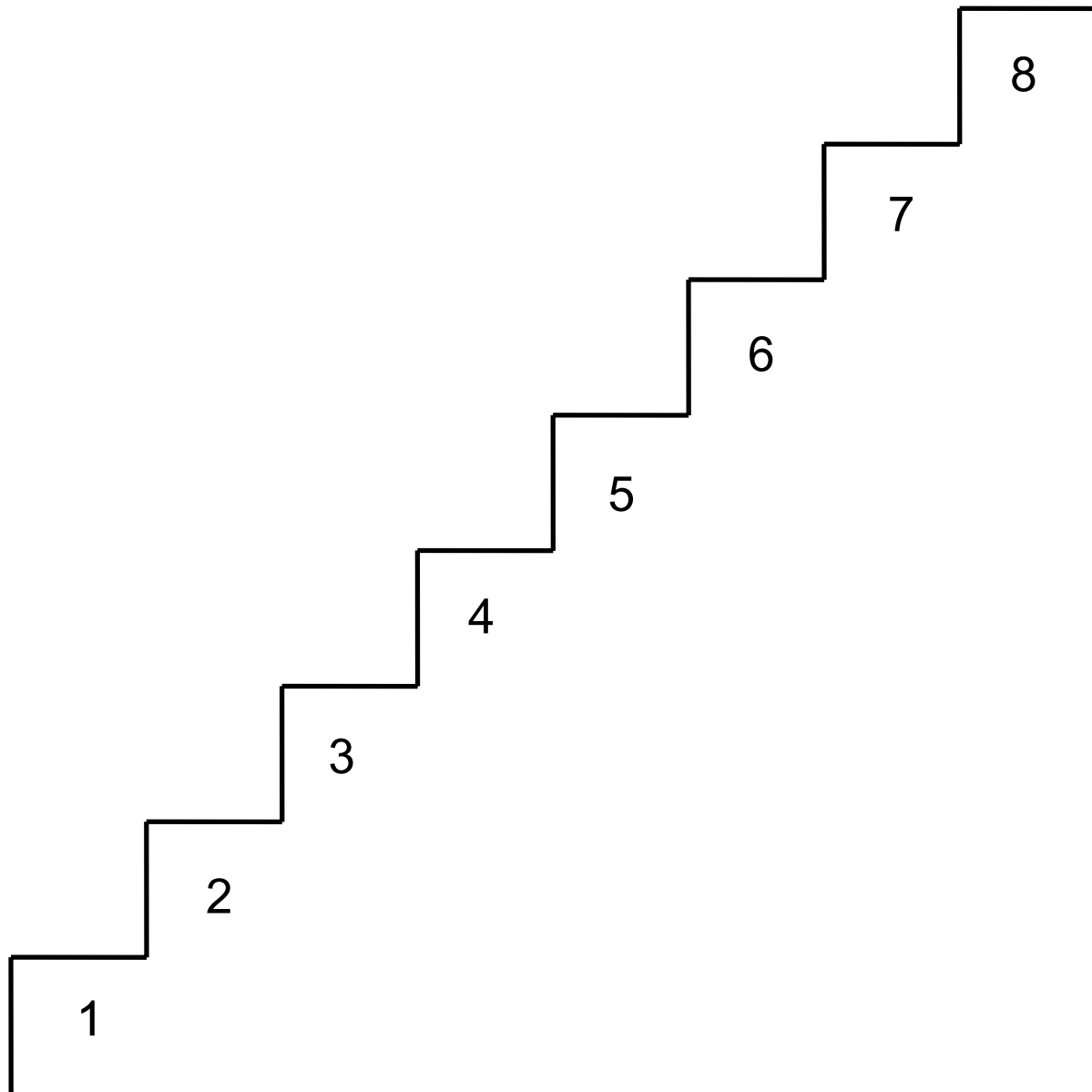
## Training Plan – Background Information

These are some possible steps to follow when developing a training session. Choose **steps** that you would follow in developing a training session, determine an order for the steps, and write them in the space provided on **Worksheet 7b**.

### Steps for Developing a Training Session

Hire experts in content area of training	Conduct the training program	Analyze the characteristics of participants
Determine program goal & objectives	Calculate the cost of the training session	Determine content
Arrange logistics (before, during & after)	Assess participants' needs (skills, knowledge, attitude)	Conduct evaluation & follow-up
Prepare training materials	Examine solutions other than training	Estimate design time
Other		

## What Steps Will You Use to Develop a Training Session?





## Workshop 5 – Assessing Your Participants’ Needs

### Objectives

To evaluate the purpose of conducting a training needs assessment

To identify the training needs of your specific target group

**Time Frame**  
**3 hr. 10 min.**  
**TOTAL**

### Activity 1

Workshop 5 Overview (10 min.)

### Activity 2

Preparing for the Presentation

### Activity 3

Interactive Presentation  
“Assessing Training Needs” (90 min.)

### Activity 4

Identifying the Needs of your Target Group  
(90 min.)

**Activity 1      Workshop 5 Overview**

(10 min.)

**Description**      The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2      Preparing for the Presentation “Assessing Training Needs”**

**Description**      Before the interactive presentation, read over the questions below.

- How do you decide to conduct a training session?
- What techniques do you use to identify training needs?
- What could help make the task of identifying training needs easier?
- In your experience, does conducting a needs assessment improve your ability to deliver training?
- Are there some needs that cannot be met by training? Give some examples.

**Activity 3      Interactive Presentation “Assessing Training Needs”**

(1.5 hr.)

**Lunch**              1.5 hr.

## Activity 4 Identifying the Needs of Your Project Group

(90 min.)

Training Plan – Project Group Work

### Description

This is a two-part activity.

In **Part A** you will determine what you think the needs of your target group are and how you will check your assumptions.

In **Part B** you will present this information to the other groups.

### Part A

(60 min.)

Determine the training needs of your target group.

Steps to follow:

1. Prepare a description of your target group. (**Worksheet 8a**)
2. Describe **your perception** of your target group's training needs. (**Worksheet 8b**)
3. Determine how you will verify your assumptions about their training needs. (**Worksheet 8c**)

Prepare to present this information to the other groups by completing **Worksheet 8d**. Prepare a flip chart version of this worksheet for your presentation.

### Part B

(30 min.)

Present the information about your target group's needs using the flip chart version of **Worksheet 8d**.

### Break

30 min.

## Training Plan - Description of Your Target Audience

Prepare a general description of the target audience of your training by completing the chart below.

### Snapshot of Your Target Audience

Occupation(s) \_\_\_\_\_  
\_\_\_\_\_

Average age \_\_\_\_\_

Gender \_\_\_\_\_

Education level \_\_\_\_\_  
\_\_\_\_\_

Main human rights problems they face \_\_\_\_\_  
\_\_\_\_\_

Main human rights problems that arise because of target group's actions  
\_\_\_\_\_  
\_\_\_\_\_

Other important facts \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Training Plan – Your Perception of the Training Needs

	Actual	Ideal	How will you bridge the gap?
<b>S K I L L S</b>			
<b>K N O W L E D G E</b>			
<b>A T T I T U D E S</b>			

## Training Plan – Verifying Assumptions About Training Needs

Once you have filled in **Worksheet 8b** as best you can, consider the following questions:

1. How will you check that your understanding of the actual and ideal situations is correct?

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2. Who will you contact to verify that your information is correct?

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3. What additional information do you need to develop training?

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4. What techniques will you use to acquire this information?

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## **Presentation of Your Target Group's Needs**

1. Description of our target group:

2. What we think their needs are:

3. How we plan to check our assumptions:



## Workshop 6 - Determining Program Goal and Objectives

### Objectives

To examine the usefulness of setting goals and objectives in the training process

To practice writing objectives in measurable, observable terms

To write the goal and two objectives for your Training Plan

**Time Frame**  
**1 hr. 25 min.**  
**TOTAL**

### Activity 1

Workshop 5 Overview (10 min.)

### Activity 2

Preparing for the Presentation

### Activity 3

Interactive Presentation  
“Assessing Training Needs” (90 min.)

### Activity 4

Identifying the Needs of your Target Group  
(90 min.)

**Activity 1**      **Workshop 6 Overview**  
(10 min.)

**Description**      The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**      **Why Set Goals and Objectives?**  
(15 min.)

Discussion

**Description**      Some questions to consider:  
1. What is the difference between a goal and an objective?  
2. How do they help us in developing our training programs?  
3. Why are they important for our participants?

**Activity 3**      **Practice Writing Objectives**  
(15 min.)

**Description**      Rewrite the following objectives using action words and making them as clear as possible. Make your own assumptions and add information when necessary.

Focus on what you (the trainer) will do and what you reasonably can expect to happen as a result of the training.

Use the guidelines on **Worksheet 9** to help you.

1. To know the stages of a training needs assessment.

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2. To be aware of the relationship between participatory methodology and human rights education.

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3. To understand the importance of addressing learners' needs in a training program.

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## Guidelines for Writing Objectives

- Identify what type of learning you expect to occur (knowledge, skills, attitudes)
- For objectives related to learning new knowledge, information, facts, use words like:

list	name
describe	explain
tell	identify

- For objectives related to learning new skills, use words like:

apply	compare
decide	construct
create	solve
select	examine
develop	demonstrate
plan	implement

- Objectives related to changing attitudes are difficult to teach and evaluate, so learning is often measured by observing behaviour. Use phrases that combine attitudes with actions, for example:

*Demonstrate respect for people in your group by learning their names and seeking their opinions.*

- Avoid using words that are vague or abstract such as:

know	be familiar with
understand	think about
be aware of	



**Activity 4**  
(30 min.)**Goals and Objectives****Description**

In your project groups, determine your overall training goal and two main objectives for your training plan. In constructing your objectives consider the following questions:

1. Are the objectives realistic for the time you have?
2. Is there a clear verb that suggests an activity?
3. Is it appropriate to the group? i.e., could you express this objective to the group and get support for it?
4. Is there a logical flow from one objective to another?
5. Do the objectives address what you want people to know? (*knowledge*)
6. Do the objectives address what you want people to be able to do? (*skills*)
7. Do the objectives address what you want people to feel? (*attitudes*)

Write the objectives on **Worksheet 10**.

**Activity 5**  
(15 min.)**Synthesis and Reflection**

## Training Plan – Goal and Objectives

### Training Goal

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### Objective #1

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### Objective #2

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## Workshop 7 - Determining Program Content

### Objectives

To examine how to determine the content of a training program

To determine the content for your Training Plan based on needs, goals and objectives identified in Workshops 5 and 6

**Time Frame**  
**2 hr. 30 min.**  
**TOTAL**

### Activity 1

Workshop 7 Overview (10 min.)

### Activity 2

Selecting Relevant and Appropriate Content (50 min.)

### Activity 3

Determining the Content of Your Training Session (90 min.)

**Activity 1**  
(10 min.)

**Workshop 7 Overview**

**Description** The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**  
(50 min.)

**Selecting Relevant and Appropriate Content**

**Description** Using this "**Training for Human Rights Trainers**" Program as an example, discuss some of the issues regarding selection of program content by addressing the questions listed below.

1. When we talk about program content, what does this include?

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2. What factors did the developers of this Training for Human Rights Trainers Program take into consideration when they selected the content?

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3. Do you feel they were successful? Why or why not?

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**Break** 30 min.

### Activity 3      **Determining the Content of Your Training Session**

(90 min.)

Training Plan – Project Group Work

#### **Description**

This is a two-part activity.

In **Part A** you will determine what you think the content of your training session should include.

In **Part B** you will present this information to the other groups.

#### **Part A**

(60 min.)

Based on the training needs of your target group and the goal and objectives you have set for your training session, determine what the content of the session should include.

Steps to follow:

1. Refer back to the needs you identified (see **Worksheet 8d**) and the goal and objectives you have set for the session (see **Worksheet 10**).
2. Keeping this information in mind, decide on the content of your training session by addressing the questions on **Worksheet 11a**.

Prepare to present this information to the other groups by completing **Worksheet 11b**. Prepare a flip chart version of this worksheet for your presentation.

#### **Part B**

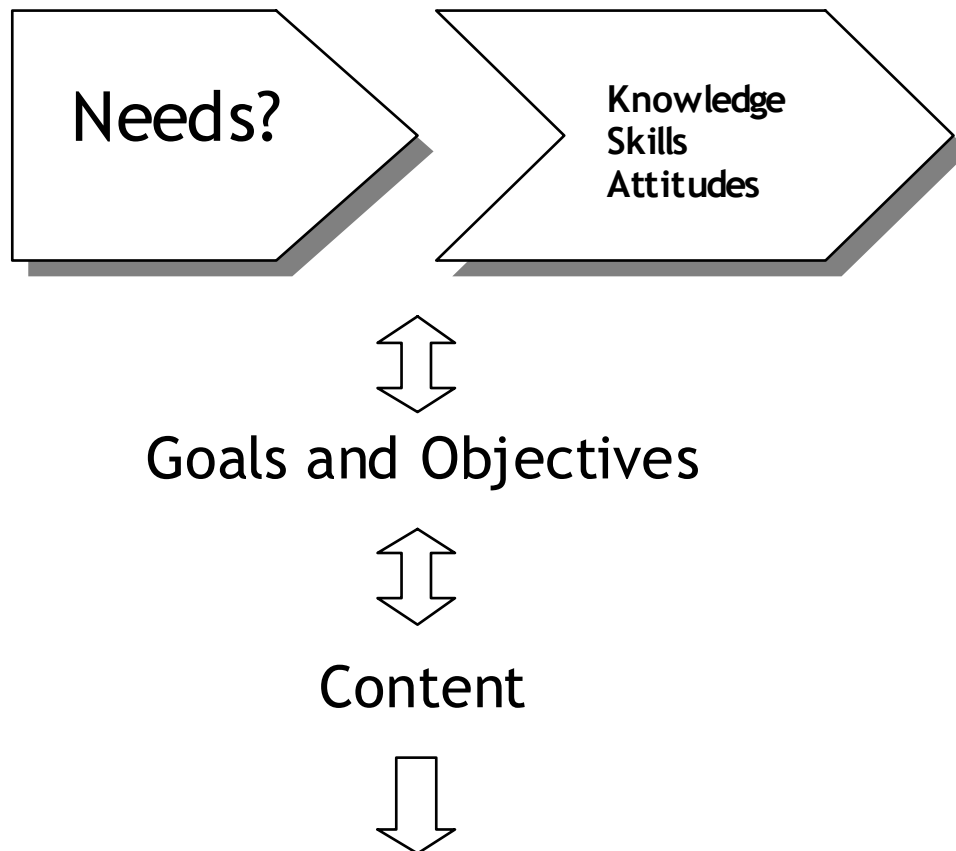
(30 min.)

Present the information about your target group's needs using the flip chart version of **Worksheet 11b**.

#### **Break**

(30 min.)

## Choosing the Content for Your Training Program



Based on the needs you have identified as well as the goal and objectives you have set to meet these needs:

1. What topics, themes, issues, information will you include?
2. How much content will come from the outside, i.e., presentations, texts?
3. How much content do you expect to come from the participants?
4. What techniques do you plan to use?

Time frame:

5. What is the time frame of the session? number of days? number of hours per day?
6. Does the amount of material you are planning to cover seem realistic given the time frame of the session?

## Presentation of the Proposed Content for Our Training Session

1. Our target group: \_\_\_\_\_

2. Time frame: \_\_\_\_\_

3. Content we plan to include and some techniques we are thinking of using:

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## Workshop 8 - Preparing Training Materials

### Objectives

To explore different types of participatory training techniques and activities.

To develop a training activity for a specific target group to address a specific objective.

**Time Frame**  
**4 hr. 30 min.**  
**TOTAL**

#### Activity 1

Workshop 8 Overview (10 min.)

#### Activity 2

Preparing for the Presentation (5 min.)

#### Activity 3

Interactive Presentation

“Activities, Activities & More Activities” (1.5 hr.)

#### Activity 4

Developing a Training Activity (1 hr.)

#### Activity 5

Synthesis and Reflection (15 min.)

#### Activity 6

Trying Out Your Training Activity (1.5 hr.)

**Activity 1**  
(10 min.)      **Workshop 8 Overview**

**Description**      The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**  
(5 min.)      **Preparing for the Presentation**

“Activities, Activities & More Activities”

**Description**      Before the interactive presentation, read over the questions below.

What factors do you consider when choosing a particular technique or activity for your training sessions?

How do "participatory" techniques/activities differ from more "traditional" education techniques?

In your experience, are some activities more appropriate and/or more successful than others? Why?

**Activity 3**  
(1.5 hr.)      **Interactive Presentation**

“Activities, Activities & More Activities”

**Break**      30 min.

## Activity 4 Developing a Training Activity

(60 min.)

Project Group Work

**Description** You will design a training activity for your particular target audience which you will then present to the other groups in **Activity 6**.

### Guidelines to Help You Design Your Activity

1. Refer back to the information in your training plan so far:
  - The description of your target audience
  - Their needs
  - The program goal and objectives you identified
  - The program content you identified
2. Keeping in mind all the information listed above, focus on **one (1) general objective** and determine an activity that will help your target audience meet this objective.
3. Develop the activity. Remember to consider the following:
  - The specific objective of the activity
  - The technique or activity type you will use
  - The grouping of the participants for the activity
  - (i.e., individual work, pairwork, small groups)
  - Where the activity will come in the session, what comes before it, what comes after it
  - What is required of the facilitator
  - What is required of the participant
  - What materials you will need for the activity

**Activity 5      Synthesis and Reflection**  
(15 min.)

**Activity 6   Trying out Your Training Activity**  
(90 min.)

Project Group Work

**Description**      Each group will, in turn, present the activity they have developed by having the other participants work through it.

The activity will be evaluated by everyone using the checklist provided below.

You will give each other feedback by commenting on the strengths and weaknesses of the activity. Remember to refer back to the guidelines for giving and getting feedback. (**Worksheet 3**)

**Activity Evaluation Checklist**

- ☐ Was the purpose or objective of the activity clear to the participants?
- ☐ Was the information provided to them also clear?
- ☐ Did the activity meet the objective?
- ☐ Did the activity respond to the needs of the target group?
- ☐ Was the approach, (i.e., technique, activity type) used appropriate given the content, the context, and the target group?

**Break**                      30 min.

## Workshop 9 – More About Effective Working Groups

### Objectives

To examine the issues of working with diversity and problem participants in the context of a training situation

To determine strategies for dealing with these two issues

**Time Frame**  
**1 hr. 30 min.**  
**TOTAL**

### Activity 1

Workshop 9 Overview (10 min.)

### Activity 2

Working with Diversity (30 min.)

### Activity 3

Problem Participants (50 min.)

## **Activity 1      Workshop 9 Overview**

(10 min.)

**Description**      The facilitator will introduce the learning objectives and activities for the workshop.

## **Activity 2      Working with Diversity in a Training Session**

(30 min.)

**Description**      There are many types of diversity that may be present in a training situation, some more obvious than others. List some of the types of diversity below.

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## Key to Working with Diversity

### 1. Have a good knowledge of the participants.

- Gather as much information as possible about participants before the program, from e.g., the application form, a pre-course assignment.

### 2. Have sincere respect for all participants and their diverse needs.

- Be aware of participants' diverse abilities/interests and incorporate them where possible into the learning experience.

### 3. Design appropriate materials for the program.

- Materials must appeal to a variety of thinking and learning styles
- Varied instructional devices and techniques should be used, e.g.,
  - worksheets
  - small group work
  - checklists
  - interactive presentations
  - charts
  - panel discussions
  - examples
  - brainstorming
  - hands-on type exercises
  - written texts
  - class discussion
  - participant presentations

### 4. Have a thorough knowledge of:

- training materials
- learning objectives
- course outline

### 5. Be well prepared!

### **Activity 3      Problem Participants**

(50 min.)

#### **Description**

This is a two-part activity.

In **Part A**, you will work with a partner to discuss strategies for handling problem participants.

In **Part B**, you will share your strategies with the group.

#### **Part A**

(20 min.)

Work with a partner.

Together with your partner, look at the list of problem-type individuals listed below (**Worksheet 13**). Discuss strategies you might use for dealing with these difficult personalities. Share your thoughts and suggestions with the group.

Are there any problem types that you have come across in training sessions you have given, that have not been included here? What strategies did you use with these participants?

#### **Lunch**

(1.5 hr.)

#### **Part B**

(30 min.)

Discuss helpful strategies for each of the problem participant types with the group.



## Participant Types and Helpful Strategies

Participant Types	Helpful Strategies
<b>The Hesitant One</b> This person is shy, reluctant and often silent and therefore can easily go unnoticed in a group.	
<b>The Monopolizer</b> This person seems to have a tremendous amount to say and will take up all the available time for discussion if permitted.	
<b>The Non-listener</b> This person tends to interrupt, cut others off and jump in before others have had a chance to finish. This eagerness to speak prevents this type from listening.	
<b>The Rigid One</b> This person staunchly takes a position on an issue and will rarely if at all move on it. This type is so unyielding that it makes it difficult for the group to make progress.	
<b>The Idea Zapper</b> This person is very skillful at putting down other people's ideas. This type always has some negative comment ready which aims to discourage any idea that is new or different.	
<b>The Complainer</b> This person is an expert at blaming, fault-finding, complaining and sharing his/her endless pet peeves. This type not only finds life and the world unfair but insists on sharing these views with any audience available.	



## Workshop 10 – Conducting a Training Session

### Objectives

To examine the elements of climate setting and their impact on a training situation

To describe facilitator's role in climate setting and to identify appropriate techniques to enhance their performance

**Time Frame**  
**1 hr. 45 min.**  
**TOTAL**

#### Activity 1

Workshop 10 Overview (10 min.)

#### Activity 2

Setting the Climate (20 min.)

#### Activity 3

Facilitation Skills (1 hour)

#### Activity 4

Synthesis and Reflection (15 min.)

**Activity 1**  
(10 min.)

**Workshop 10 Overview**

**Description** The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**  
(20 min.)

**Setting the Climate**

**Description** The climate or atmosphere of the training program has a direct impact on the level of participant learning and of participant satisfaction with the training. In addition to the learning facility itself, the facilitator's style is a key factor in setting the climate.

Brainstorm some of the things the facilitator can do to set a climate that is conducive to learning.

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## **The Facilitator's Style – An Important Element in Setting the Climate**

### **Things to do:**

1. Establish your role in your own mind.
2. Establish participants' expectations and needs and your expectations as the facilitator.
3. Create a supportive atmosphere where people feel free to take risks.
  - Be sensitive to the communication process, including participant body language, as well as your own
  - Listen with empathy; don't interrupt
  - Accept an idea you may not agree with
  - Use positive reinforcement (praise, recognition)
  - Show caring
  - Deal with "difficult" participants in a respectful way
4. Communicate frankly what you know and what you do not.
5. Be energetic; your energy/electricity is likely to rub off on participants.
6. Use icebreakers and/or openers you are comfortable with.
7. Get feedback during activities and at the end of each segment.
8. Make yourself accessible for questions.
9. Learn with the group!

### Activity 3 Facilitation Skills (60 min.)

**Description** This is a two-part activity.  
In **Part A** you will discuss some situations with a partner.  
In **Part B** you will share the ideas from your discussion with the group.

**Part A** (30 min.)  
Work with a partner.

#### Situation 1

The participants in your training group have been working in three sub-groups on a particular task for about an hour.

There are 45 min. available for all three groups to present the results of their discussion to the other groups.

Group 1 completed their presentation in 10 min.

Group 2 is now presenting and they have had the floor for over 20 minutes. Their presentation is very engaging and there is lively discussion.

Group 3 has not presented yet. Participants will break for lunch in 15 min.

What do you do? Explain the rationale for your decision.

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#### Situation 2

Participants in your training group are engaged in a discussion on a topic which is of particular interest to you. Moreover, it is an area in which you have a lot of experience. You do not agree with some of the things that are being said.

What do you do? Explain the rationale for your decision.

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**Break** 30 min.

**Part B** Discussion (30 min.)

Discuss what you would do in each of the situations with the group.

**Activity 4**      **Synthesis and Reflection**  
(15 min.)

## Facilitation Skills

### Tips on Time Management

- Cut from the middle of the program, not from the beginning or end
- Simplify tasks, e.g., eliminate some steps in activities
- Reduce the amount of discussion time in the small groups
- Reduce reporting time to the larger group
- Ensure you arrive on time and respect the schedule, e.g., breaks, lunch, end of the day
- Negotiate necessary changes to planned activities with participants

### Tips on Facilitator's Participation in a Discussion

As a facilitator, you bring particular skills and knowledge to a training program. The challenge is to provide expertise strategically and respectfully.

- Summarize discussions to make sure everyone understands and keep discussions going in the direction you want. If there are disagreements, draw conclusions
- Paraphrase participants' statements to check your understanding, and reinforce statements
- Ask questions that encourage responses, e.g. open-ended questions
- Don't answer all questions yourself. Participants can answer each other's questions
- Ask participants if they agree with a statement someone makes
- Be sure the participants talk more often than you do



## Workshop 11 – Creating a Template for Your Training Session

### Objectives

To examine the role of logistics in implementing a successful training session

To develop a complete model for your training session based on the week's work

**Time Frame**  
**2 hr. 50 min.**  
**TOTAL**

### Activity 1

Workshop 11 Overview (10 min.)

### Activity 2

Arranging Logistics (10 min.)

### Activity 3

A Model for Your Training Session (2.5 hr.)

**Activity 1**  
(10 min.)

**Workshop 11 Overview**

**Description** The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**  
(10 min.)

**Arranging Logistics**

Discussion

**Description** Discuss the list of logistics on **Worksheet 16**.  
Consider what factors influence your decisions and add these to the list.

## Logistics

### Before

### Answer Key

Main Issues	Examples of Factors to Consider
1. Setting the date	<ul style="list-style-type: none"> <li>• Availability of parties involved</li> <li>• Weather</li> <li>• Holidays</li> <li>• Workload</li> <li>• Budget</li> </ul>
2. Choosing an appropriate site	<ul style="list-style-type: none"> <li>• Budget</li> <li>• Type of program</li> <li>• Location</li> </ul>
3. Participants	<ul style="list-style-type: none"> <li>• Selection process</li> <li>• Invitations</li> <li>• Travel arrangements</li> <li>• Accommodations</li> </ul>
4. Facilitators	<ul style="list-style-type: none"> <li>• Selection</li> <li>• Hiring</li> </ul>
5. Materials and equipment	<ul style="list-style-type: none"> <li>• Manuals: transportation, photocopying, translation</li> <li>• Equipment: flip charts, markers, audio-visual equipment</li> </ul>

### On Site

### Answer Key

Main Issues	Examples of Factors to Consider
1. Registration	<ul style="list-style-type: none"> <li>• Distribution of course materials, information packages</li> <li>• Name tags</li> </ul>
2. Signage	<ul style="list-style-type: none"> <li>• Posting signs</li> <li>• Banners</li> </ul>
3. Setting up rooms	<ul style="list-style-type: none"> <li>• Tables, chairs</li> <li>• Flip chart stands</li> <li>• Equipment</li> </ul>
4. Checking, checking, checking	<ul style="list-style-type: none"> <li>• Everything!</li> </ul>

**Activity 3**  
(2.5 hrs.)

**A Model for Your Training Session**

Project Group Work

**Description** This is a two-part activity.

In **Part A** you will develop a model for your training session.  
In **Part B** you will present your model to the other project groups and get feedback.

**Part A** (1.5 hrs.)  
You will now develop a complete model for your training session by bringing together all the work you have done over the last 4 days. This model should help you design and implement training sessions that are more participatory.

A format is provided on **Worksheets 17a to 17d** to guide you through the process. Refer back to the training plan worksheets from the previous days. Review the information and transfer it onto **Worksheets 17a to 17d**, making any necessary changes.

Prepare to present this information to the other groups. Prepare a flip chart version of these worksheets for your presentation.

**Break** 30 min.

**Part B** (1 hr.)  
Present your model training session using the flip chart version of the worksheets.

## Training Plan Template

<b>1. Target Group</b>	<b>Refer back to:</b> Worksheets 8a and 8b
<b>2. Goal &amp; Objectives (based on needs)</b>	<b>Refer back to:</b> Worksheet 10

## Training Plan Template (cont'd)

3. Content	What topics, themes, issues, information will you include?	Refer back to: Worksheet 11b
K N O W L E D G E		
S K I L L S		
A T T I T U D E S		

## Training Plan Template (cont'd)

<b>4. Training Materials</b>	Materials to Create
	Existing Materials
	Readings

## Training Plan Template(cont'd)

<b>5. Logistics</b>	<b>Refer back to:</b> Worksheet 15
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<b>6. Evaluation &amp; Follow-Up</b>	
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## Workshop 12 – Transfer, Follow-Up and Evaluation

### Objectives

To develop a concrete plan of action for incorporating concepts and skills acquired during this training program into your work as trainers

To identify follow-up activities which will enhance the learning process begun during this program

To provide feedback about this training program by completing an evaluation questionnaire

**Time Frame**

**2 hr.**

**TOTAL**

### Activity 1

Workshop 12 Overview (10 min.)

### Activity 2

My Action Plan (20 min.)

### Activity 3

Effective Program Follow-Up (30 min.)

### Activity 4

Program Evaluation (1 hr.)

**Activity 1**  
(10 min.)

**Workshop 12 Overview**

**Description** The facilitator will introduce the learning objectives and activities for the workshop.

**Activity 2**  
(20 min.)

**My Action Plan**

**Description** The aim of this activity is to help you convert the new learning from this training program into concrete plans for action in your own training work.

In the space provided below, identify 2 to 3 concrete measures that you will undertake as a result of this training session.

Share your plans with the group.

**My Action Plan**

As a result of this training I plan to:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Activity 3      Effective Program Follow-Up****(30 min.)**

**Description**      Well-planned follow-up activities are essential to helping you retain and put into practice what you have learned during this or any other training session.

In order to ensure that we at the Canadian Human Rights Foundation (CHRF) are on the right track, we would like your input on our planned follow-up activities. We would also like your suggestions as to what else we can do to enhance the impact of this training session.

**Planned Follow-Up Activities for Training  
the Human Rights Trainers Program**

1. On-going communications with the CHRF and other participants through the CHRF listserv where possible, and through mail, fax, phone, on topics related to the program.
2. Distribution, by the CHRF, of the Evaluation Report for this program to all participants.
3. A follow-up questionnaire (prepared by the CHRF and completed by all participants) to evaluate your success in using the concepts and skills learned during the program. (March '98)
4. A Critical Incident Report, prepared by participants, describing how tools and techniques acquired during this program were helpful in a training situation. The CHRF will prepare and distribute to participants a format for preparing this report. (July '98)
5. Other...

## **Activity 4      Program Evaluation**

(60 min.)

**Description**      This is a two-part activity.

In **Part A** you will address some questions, first individually, then as a group.

In **Part B** you will complete the Evaluation Questionnaire for this program.

### **Part A**      (15 min.)

To help you reflect on the week's learning experience, answer the following questions for yourself, then discuss your answers with the group.

1. What was my greatest learning during this program?
2. What was my greatest contribution?
3. Will the training I do change as a result of this program?

### **Part B**      (45 min.)

Complete the Evaluation Questionnaire distributed by the facilitator.

## Glossary of Educational Terms

This glossary describes the terms used in the training manuals. The definitions of the terms have been culled from various sources<sup>1</sup>; while many of them are cited as in the original sources, others have been adapted for our purposes.

### **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 behaviors.

### **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, then share it with the audience.

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<sup>1</sup> The sources used to compile this list can be found at the end of the glossary.

**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.

**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.

**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.

**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 behavior, attitudes and relationships in the training situation.

**Field trip**

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

**Focus group**

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

**Forum**

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

**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.

**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.

**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.

**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.

**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."



**Needs analysis**

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

**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 behavioral objectives because they can be demonstrated and they affect the behavior of the learner. Action verbs are used for objectives. Example: By the end of this training, participants will have designed teaching materials.

**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.

**Question period**

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

**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.

**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 behaviors 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.

**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 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 planning**

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).

**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.

**Transfer of training**

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

**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.

**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.”

**Sources**

Centre for Development and Population Activities (CEDPA). (1995). *Training trainers for development: Conducting a workshop on participatory training techniques*. Washington (D. C.): CEDPA.

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United Nations. (2000). *Professional training series no. 6: Human rights training: A manual on human rights training methodology*. New York: United Nations.

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