

Training for Human Rights Trainers Book 2

critical analysis ♦ reflection ♦ action ♦ education for
transformation ♦ experiential learning ♦ participatory ♦
learner-centered ♦ empowerment ♦ knowledge ♦ values
& attitudes ♦ skills ♦ brainstorming ♦ case studies ♦
focus groups ♦ dialogue ♦ debate ♦ group dynamics ♦
HRE Marketplace ♦ transfer ♦ evaluation ♦ social change

Participant's Manual



Canadian Human Rights Foundation

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This second book in our series **Training for Human Rights Trainers** draws upon the materials developed and skills and knowledge gained while delivering Phases II and III of our Training for Human Rights Trainers program in Samarkand, Uzbekistan, in February 1999 and in Almaty Kazakhstan, in March 2000, respectively.

Many dedicated human rights educators, working hand in hand with our partners in Central and Eastern Europe and Central Asia, have contributed to this publication, which we hope will be of benefit to human rights trainers everywhere.

This publication is the result of the commitment and hard work of Vincenza Nazzari, Director of Education at CHRF who has expertly guided the development process. Instructional Design Consultant, Diane Proudfoot, was instrumental in shaping a coherent manual out of the training materials from the previous phases.

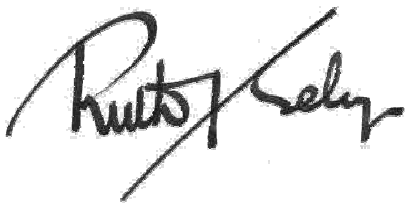
In the early stages of development, we were skillfully aided by David Donahue, Kendall-Jane Rundle, Marcy Slapcoff, and Mariela Tovar.

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A handwritten signature in black ink, appearing to read 'Ruth Selwyn', with a stylized, flowing script.

Ruth Selwyn
Executive Director
Canadian Human Rights Foundation

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Introduction

The **Training for Human Rights Trainers** series was developed by the Canadian Human Rights Foundation to strengthen the capacity for developing training materials and the 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 practise 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. Although the training program outlined in **Book 2** reviews the basic steps of training design, it also provides opportunities to focus on developing specific skills such as writing case studies and designing activities. **Book 2** also emphasizes the importance of continuous evaluation through a variety of daily evaluation activities. The role of the facilitator is central in **Book 2** as he or she provides the model for delivery from the presentation of clear instructions to the debriefing of activities.

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.

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 2 Overview

The Overview on pages x and xi 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 3 workshops, with the objectives of each listed in the adjacent 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. A typical day begins at 8:30 or 9 a.m. and ends by 5 or 5:30 p.m., with 20 minute breaks in the morning and afternoon and a lunch of an hour and a half.

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. Remind participants to refer to it when necessary.

Training for Human Rights Trainers - Book 2 Overview

| Day | Workshops | Objectives | Time |
|-----|--|---|--------------|
| 1 | #1 - Getting Started | <ul style="list-style-type: none"> To get to know the members of the group and develop a productive group dynamic To examine individual expectations and available resources in the group To review the program objectives and define individual learning objectives | 1 hr. 50 min |
| | #2 - Reflecting on the Way We Work | <ul style="list-style-type: none"> To examine our own human rights perspectives and their impact on our work as trainers To review the principles of a participant-centered methodology for human rights education To explore the concept of transfer and its role in the training process | 2 hr. 35 min |
| | #3 - The Basic Steps of Training Design | <ul style="list-style-type: none"> To review the basic steps for developing a training session To determine the elements of a training plan To create a planning tool for developing a session | 2 hr. |
| 2 | #4 - Working With Human Rights Education Content | <ul style="list-style-type: none"> To determine the various components of human rights education content To identify techniques that are appropriate for human rights education content | 3 hr. 15 min |
| | #5 - Using Case Studies | <ul style="list-style-type: none"> To explore possible uses of case studies in human rights education To determine the basic elements of a case study and design a tool for critique To develop and review a case study for human rights education | 3 hr. 30 min |

| Day | Workshop | Objectives | Time |
|-----|--------------------------------------|--|--------------|
| 3 | #5– Using Case Studies cont'd | <ul style="list-style-type: none"> To develop and review a case study for human rights education | 2 hr. 10 min |
| | #6- Educational Evaluation | <ul style="list-style-type: none"> To examine the role and practical benefits of educational evaluation To explore and apply the continuous improvement cycle To discuss five techniques for evaluation: questionnaires, interviews, focus groups, document consultation and reflection To practise reflection by writing a reflective journal entry | 3 hr. 50 min |
| 4 | #6 – Educational Evaluation cont'd | <ul style="list-style-type: none"> To discuss the characteristics of a good evaluation | 1 hr. |
| | #7 – HRE Activity Marketplace | <ul style="list-style-type: none"> To practise developing, implementing and evaluating human rights education activities | 4 hr. 10 min |
| 5 | #7 – HRE Activity Marketplace cont'd | <ul style="list-style-type: none"> To participate in a Human Rights Education Marketplace and analyze the experience | 3 hr. 25 min |
| | #8 – Transfer and Evaluation | <ul style="list-style-type: none"> To develop a concrete plan of action for incorporating concepts and skills acquired during this training program into your work as trainers To provide feedback about this training program by completing an evaluation questionnaire | 2 hr. 30 min |

Workshop 1 – Getting Started

Objectives

- To get to know the members of the group and develop a productive group dynamic
- To examine individual expectations and available resources in the group
- To review the program objectives and define individual learning objectives

Time Frame
1 hr. 50 min
Total



Activity 1

Orientation and Workshop 1 Overview (30 min)

Activity 2

Meeting the Group (25 min)

Activity 3

Relating Expectations and Resources to Program Content
(40 min)

Activity 4

Setting Individual Learning Objectives (15 min)

Activity 1
(30 min) **Orientation and Workshop 1 Overview**

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

Activity 2
(25 min) **Meeting the Group**

Description This is a two-part activity.

In **Part A** you will participate in a game that involves questioning other participants.

In **Part B** the facilitator will take up the answers.

Part A (10 min)

The objective of the game is to complete **Worksheet 1: Find a person who...** as quickly as possible.

When the facilitator gives the signal, begin to question other participants and try to find a person for each number on **Worksheet 1**.

Once you have located the person, write his/her name in the space provided.

Continue questioning participants until you have a name beside each number. When your sheet is complete, call "time". The first participant to finish will be awarded a small prize.

You can only write the same name once, including your own name.

Part B (15 min)

Your facilitator will take up the information from **Worksheet 1: Find a person who...** with the group.

Worksheet 1: Find a person who ...

1. Speaks 3 or more languages. _____



2. Plays a musical instrument. _____



3. Enjoys the opera. _____



4. Has traveled to Canada. _____



5. Has at least one child. _____



6. Loves to cook. _____



7. Has lived in the same country for most of his/her life. _____



8. Carries with them a picture of someone they care for. _____



9. Knows at least 5 people at the training program. _____



10. Has been a human rights worker for more than 7 years. _____

Activity 3 **Relating Expectations and Resources to Program Content** (40 min)

Description This is a two-part activity.

In **Part A** you will discuss your expectations for this training session and what resources you can contribute.

In **Part B**, as a group, you will examine these expectations and resources in relation to the program content.

Part A (20 min)

The facilitator will begin by reviewing the program goal, objectives, and content.

Then, together with your facilitator, discuss the following questions.

- Do you feel that the program content reflects your needs?
- What do you want to focus on during the program?
- What can be done during or after this session to address individual needs?
- What do you think you can contribute?

Now answer the questions below.

Name ONE of your expectations for this training session, i.e., what you expect to be able to do at the end of the program. Please explain.

Name ONE resource you feel you can offer the group. Please explain.

In order to speed up the process of preparing the large expectations and resources chart in **Part B**, also write the information on the metacards (or strips of paper) provided by the facilitator, i.e., one piece of information per metacard.

Paste the completed metacards on the flip chart version of ***Worksheet 2: Group Expectations and Resources Chart*** which your facilitator will provide.

Part B (20 min)

The facilitator will now discuss how the program can address your expectations as well as use the resources you have to offer.

Worksheet 2: Group Expectations and Resources Chart

| N Name | E My Expectations | R My Resources/ What I Can Offer |
|------------------|-----------------------------|---|
| | | |

Activity 4 Setting Individual Learning Objectives

(15 min)

Description Work individually.

Drawing on the discussions about the program objectives and about the expectations and resources of the group, take some time to reflect on what you would like to be your focus during the training.

Write down **one** or **two** personal learning objectives on **Worksheet 3: Personal Learning Objectives**. Make sure that your objectives are realistic and attainable within the timeframe of the training.



Worksheet 3: Personal Learning Objectives

One or two learning objectives I would like to see myself meet during this session are:

[illegible]

Workshop 2 – Reflecting on the Way We Work

Objectives

- To examine our own human rights perspectives and their impact on our work as trainers
- To review the principles of a participant-centered methodology for human rights education
- To explore the concept of transfer and its role in the training process

Time Frame
2 hr. 35 min
Total



Activity 1

Workshop 2 Overview (10 min)

Activity 2

Beginning with Ourselves (50 min)

Activity 3

A Participatory Approach (35 min)

Activity 4

The Transfer of Training (60 min)

Activity 1
(10 min) **Workshop 2 Overview**

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

Activity 2
(50 min) **Beginning with Ourselves**

Description As human rights educators we bring to our training events our particular knowledge, experience, and perspectives on human rights as well as our knowledge of human rights education. It is important to reflect on our individual human rights concepts in order for us to better understand and respond to the needs of our participants.

This is a two-part activity.

In **Part A** you will work individually to examine your dual role as human rights activist and human rights educator.

In **Part B** you will share your ideas with the rest of the group.

Part A Work individually. (15 min)

Your facilitator will go over the instructions for completing **Worksheet 4: Beginning with Ourselves**.

Part B (35 min)

Share your answers with the group and together, consider these questions:

- How do the roles of human rights activist and human rights educator compare?
- What aspects of our role as human rights activists can improve our work as educators?
- What aspects of our role as human rights educators can improve our work as activists?

Worksheet 4: Beginning with Ourselves

As human rights workers who do education/training we hold two different yet compatible roles. On one hand, we are activists whose goal is to further our cause. On the other hand, we are educators who want to respect our participants' perspectives and give them room to learn. How do we manage these two roles?

Complete the chart below. Describe the main goal, responsibilities, skills and knowledge, and personal characteristics desirable for each role.

| | Human Rights Activist | Human Rights Educator/ Trainer |
|-----------------------------|-----------------------|-----------------------------------|
| Goal | | |
| Responsibilities | | |
| Skills & Knowledge | | |
| Personal Characteristics | | |

Activity 3
(35 min)**A Participatory Approach****Description**

The facilitator will review the elements of a participatory approach referring to:

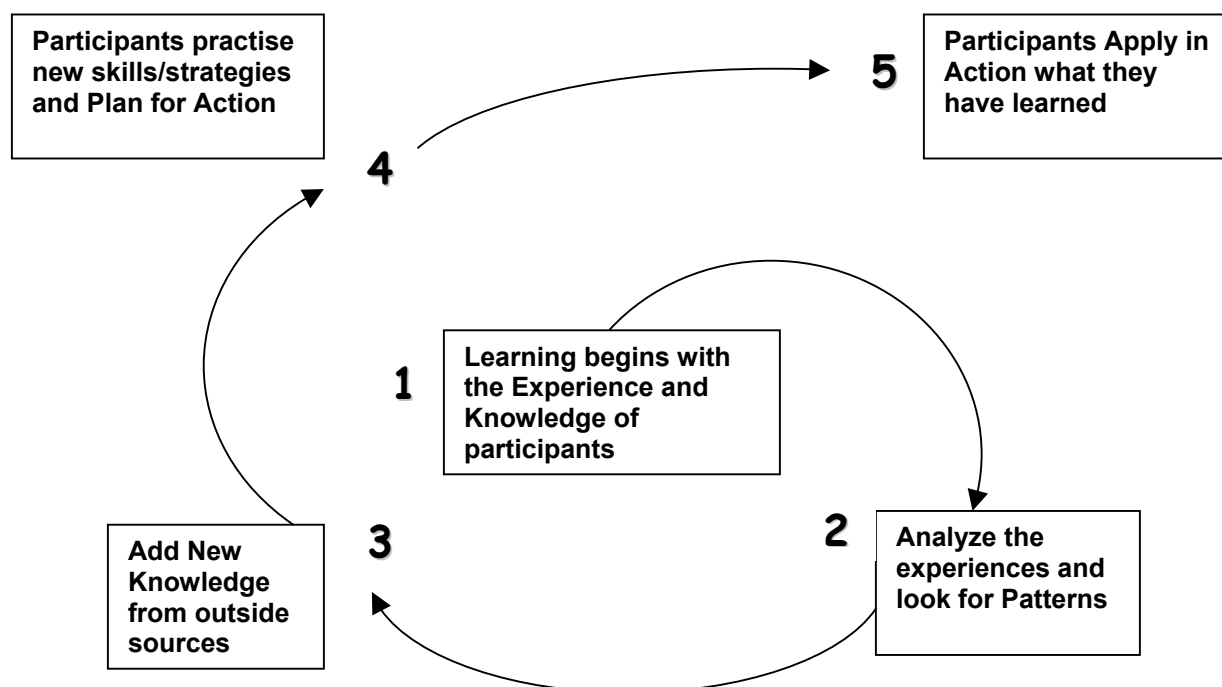
- ***Reference 1: Participatory Approach – The Learning Spiral***
- ***Reference 2: Keys to Successful Learning***



As a group, discuss the following questions:

- Do you use participatory methods in your human rights training?
- 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 have encountered in using this approach?
- How could these difficulties be overcome?
- Do you use a participatory approach in other aspects of your human rights work besides training?

Reference 1: Participatory Approach – The Learning Spiral



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

- The program provides the framework for drawing out content from participants. 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.

B. The Curriculum Design Model - The Learning Spiral

1. A participatory approach places the participant (learner) at the center of the learning process. Learning begins with the experience and knowledge of the participants.
2. After participants have shared their experiences, they analyze them and look for commonalities or patterns.
3. New information or theory is added from outside sources.
4. Participants need to practise what they have learned; to practise new skills, to develop strategies and plan for action.
5. Participants apply in action what they have learned.

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

Reference 2: 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.

Reference 3: Why A Participatory Approach for Human Rights Education?

Four reasons why a participatory approach to human rights training is appropriate:

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

1. *Human Rights - Part of Our Experience*

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

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

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

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

2. *Based on Conflicting Values*

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

¹ John Dewey, (1859-1952) was an influential American philosopher and educator who changed the current education practice of his day by focusing on "learning-by-doing" rather than rote-learning.

Reference 3 cont'd

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

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

3. Human Rights Education - Social Transformation

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

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

Paulo Freire² stated: "Our reason for being is to be a subject, not an object, to act upon and transform the world."

Learning to act upon the world implies a different relation between students and teachers: "Individuals gain back the right to say his or her own word, to name the world." (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.

² Paulo Freire (1922-1997) was a Brazilian educator, who worked mainly in the field of literacy among the rural poor. Considered by many scholars to be among the most influential theorist of his time, his approach to education was called emancipatory, and included an emphasis on critical awareness and critical thinking. He advocated learning activities that start from the realities of the participants.

Reference 3 cont'd**4. Human Rights Education - Sparks Reflection**

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

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

Adapted from notes by David M. Donahue.

Activity 4 The Transfer of Training

(60 min)

Description

This is a three-part activity.

In **Part A** you will discuss the meaning of the concept of transfer.

In **Part B** you will brainstorm with your group on how to promote transfer during the different stages of a training session.

In **Part C** you will share the results of your discussion with the other groups.

Part A

(10 min)

Together with your facilitator, discuss the following questions:

- What do we mean by the “transfer” in the training context?
- What can trainers do to ensure that learning is transferable?
- When should trainers think about transfer?

Part B

Work in a small group. (25 min)

Together with the members of your group, brainstorm ways to promote transfer. Consider how you have promoted transfer in your own training programs or how you would like to.

Think of as many ideas as possible without considering the constraints.

After about 10 minutes, stop and evaluate your ideas.

Part C (25 min)

The facilitator will have three sheets hanging at the front of the room - one with the heading “**Planning Stage**”, the second with the heading “**Development and Implementation Stage**”, and the third with the heading “**Follow-up Stage**”.

The facilitator will go through each phase, asking each group to present their brainstorming ideas. Together, review the ideas generated by the small groups. You may also add other ideas.

Discuss how they apply to your own context.

Reference 4: Promoting Transfer at Every Stage of the Program

Planning Stage

- a. Involve target group(s) from the beginning to determine:
 - who needs training
 - what type of training is needed
 - how training methods and materials need to be adapted to cultural values and contexts
- b. Gather information about the participants' environment to ensure the training is appropriate for this environment.
- c. Gather information about the human rights situation of the participants:
 - What human rights violations affect them?
 - What human rights situations can they have an impact on?
 - What hinders or stops these participants from acting to change their situation?
 - What are the historical, cultural, religious or ideological factors which might explain their acceptance of human rights abuses/violations?

Development and Implementation Stage

- a. Define goals and objectives so participants understand what they will gain by participating in the training session.
- b. Design an activity where participants are asked:
 - what they want to learn from the training program
 - what they want to be able to do or know as a result of training program
 - what they can contribute to the training program
- c. Focus on a few key concepts and skills that are most likely to be applied after the training. Emphasize how to apply these.
- d. Provide opportunities for practise of new skills so that :
 - trainers can judge participants' level of success or difficulty
 - participants can ask questions, try alternatives, gain confidence
- e. Provide opportunities for reflection so participants can determine how they will integrate new knowledge and skills into their own context.

Reference 4 cont'd**Development and Implementation Stage (cont'd)**

- f. Design an activity where participants prepare an action plan of how they will apply what they have learned during the training program.
- g. Develop pre-course materials for participants to:
 - prepare for the training program
 - give them insight as to what they know or do not know about the topic of the training program
- h. Provide materials that participants can use when they return home, e.g., a training manual, reading materials.

Follow-up Stage

- a. Design another program a few months after the training to continue the learning process.
- b. Keep in touch with participants after the training program and provide ongoing support in the form of materials, references, counseling, contacts, etc.
- c. Design a problem-solving session in which participants share success stories and/or areas of difficulty.
- d. Create a network or association, where participants meet at regular intervals for continued growth and development.
- e. Develop a newsletter, a website, or a listserv where participants can share their own experiences and learn from one another.
- f. Instead of running programs over a short period of time, stretch out the training dates over an entire year, so participants have time to apply new skills gradually.
- g. Continue to gather information about the environmental factors that affect your participants so that you can provide them with appropriate follow-up support.
- h. Evaluate whether participants are using the materials provided during training. If not, modify these materials and re-distribute them to participants.

Workshop 3 – The Basic Steps of Training Design

Objectives

- To review the basic steps for developing a training session
- To determine the elements of a training plan
- To create a planning tool for developing a session

Time Frame

2 hr.

Total



Activity 1

Workshop 3 Overview (10 min)

Activity 2

A Planning Challenge (20 min)

Activity 3

The Questions We Should Be Asking (60 min)

Activity 4

Synthesis and Reflection – “Using a Questionnaire”
(30 min)

Activity 1 **Workshop 3 Overview**
(10 min)

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

Activity 2 **A Planning Challenge**
(20 min)

Description You will work individually to review the steps for developing a training session on ***Worksheet 5: Steps for Developing a Training Session.***

You will then discuss your answers with the group.

Worksheet 5: Steps for Developing a Training Session

Below are steps to follow when developing a training session. Determine a logical order for the steps by numbering them from 1 to 7. Write the number of the step in the box.

- ☐ Determine content
- ☐ Determine an appropriate timeframe
- ☐ Set program goal and objectives
- ☐ Identify learners
- ☐ Design evaluation and follow-up tools/activities
- ☐ Prepare training materials
- ☐ Determine learners' needs (skills, knowledge, attitude)

Activity 3 The Questions We Should Be Asking

(60 min)



Description This is a two-part activity.

In **Part A** you will work in a small group to develop questions that need to be answered at one stage of the training design process.

In **Part B** you will share your questions with the other groups and create a planning tool for future use.

Part A Work with a small group. (20 min)

Together with the members of your group, review the six-step process outlined on **Worksheet 6: Developing Your Training Session**. Then focus on the step assigned to your group and determine the questions that need to be answered in order for you to carry out this step in the process.

Write the questions your group develops in the appropriate space on **Worksheet 6**.

Part B (40 min)

Share the questions your group has developed. Together with the facilitator and the other groups, complete **Worksheet 6** by filling in the questions developed by the other groups as well.

By the end of this activity, you should have a tool that can be of use to you when planning training sessions in the future.

Worksheet 6: Developing Your Training Session

Think of one of your training activities. Together with the members of your group, determine what questions you need to answer in order to carry out the different steps in developing a training session or event.

| Main Steps | What questions do you need to answer? |
|---|--|
| <i>Step 1</i> Identify your TARGET AUDIENCE | |
| <i>Step 2</i> Determine NEEDS | |
| <i>Step 3</i> Set GOAL & OBJECTIVES | |
| <i>Step 4</i> Determine CONTENT | |
| <i>Step 5</i> Develop CONTENT | |
| <i>Step 6</i> Determine TIME FRAME | |
| <i>Step 7</i> Design EVALUATION & FOLLOW-UP TOOLS | |

Activity 4 **Synthesis and Reflection – “Using a Questionnaire”**
(30 min)

Description Together with the facilitator and the members of your group, you will review the day's activities. You will then complete the evaluation questionnaire in Appendix 1.

Workshop 4 – Working with Human Rights Education Content

Objectives

- To determine the various components of human rights education content
- To identify techniques that are appropriate for human rights education content

Time Frame
3 hr. 15 min
Total



Activity 1

Workshop 4 Overview (10 min)

Activity 2

Three Areas of Human Rights Content (80 min)

Activity 3

Training Techniques for Human Rights Education (60 min)

Activity 4

Selecting Appropriate Content & Techniques for a
Human Rights training Program (45 min)

Activity 1
(10 min) **Workshop 4 Overview**

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

Activity 2
(80 min) **Three Areas of Human Rights Content**

Description This is a three-part activity.

In **Part A** you will review a checklist and discuss the types of content to include in human rights training.

In **Part B** you will work with a partner to examine a training program you know.

In **Part C** you will share your ideas with the rest of the group.

Part A Work individually. (20 min)

Read over **Worksheet 7a: Checklist of Human Rights Content** for examples of types of content for learning about human rights.

- information about human rights
- values and attitudes
- skills for taking action

Together with the facilitator and other participants, discuss the checklist and make any changes/additions that you feel are necessary.

Part B Work with a partner. (45 min)

The facilitator will go over the instructions for **Worksheet 7b: Human Rights Content in Your Training Programs**. Think about a recent training event in which you have participated either as a planner, a facilitator or a participant. Complete the worksheet together with your partner.

Part C (15 min)

The facilitator will discuss some of the questions on ***Worksheet 7b***.
Share some of your responses with the rest of the group.

Worksheet 7a: Checklist of Human Rights Content

Human Rights Information

- ☐ Concepts & principles
- ☐ Historical developments
- ☐ Human rights documents
- ☐ Human rights violations
- ☐ Human rights law and its enforcement
- ☐ People & agencies responsible for promoting and protecting human rights
- ☐ Human rights terminology

Human Rights Values & Attitudes

- ☐ Developing a sense of empowerment
- ☐ Appreciating the rights of others
- ☐ Developing an acceptance of others
- ☐ Showing empathy for those who are denied rights
- ☐ Understanding the relationship between rights and responsibilities
- ☐ Recognizing our own biases
- ☐ Examining how our actions impact on the rights of others
- ☐ Taking responsibility for defending the rights of others

Human Rights Skills for Taking Action

- ☐ Developing critical thinking skills
- ☐ Developing strategic action plans
- ☐ Analyzing situations at a macro and micro level to determine cause and effect factors
- ☐ Adopting methods of peaceful conflict resolution
- ☐ Analyzing factors that cause human rights violations
- ☐ Practising participatory decision-making
- ☐ Applying human rights instruments and mechanisms

Worksheet 7b: Human Rights Content in Your Training Programs

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

With a partner, discuss a human rights education program that you know well. It could be a program you developed, facilitated or participated in. A series of questions are provided below to help guide your analysis of the program you have selected to discuss. Refer to the checklist on **Worksheet 7a** to guide you in answering some of these questions.

1. What was the title of the training program?

2. What was the goal?

3. What were the objectives?

4. Who was the target group?

Worksheet 7b cont'd

5. What human rights **information** did the program include?

6. What human rights **values and attitudes** did the program promote?

7. What human rights **skills for taking action** did the program focus on?

8. Where was the emphasis in the program, in terms of the three human rights content areas (information, values and attitudes or skills for taking action)?

Worksheet 7b cont'd

9. Looking at the content of the training program, what are its strengths and weaknesses?

10. Could the three content areas of human rights have been better integrated? How?

Give some concrete examples.

11. How could this information be useful to you in future programs?

Activity 3 (15 min)

Training Techniques for Human Rights Education

Description You will share your experience with different training techniques with the group.

The facilitator will lead a brainstorming session on training techniques. Name/describe any training techniques that you know or have seen used. If you can, state the purpose for which the technique was used.

Worksheet 8: Training Techniques is provided below to record the information from the group.

Worksheet 8: Training Techniques

| For the purpose of giving information about human rights | For the purpose of changing values and attitudes | For the purpose of skills for taking action |
|--|--|---|
| | | |

Activity 4 Selecting Appropriate Content & Techniques for a Human Rights Training Program

(45 min)

Description This is a two-part activity.

In **Part A** you will work in a group to determine appropriate content and training techniques for a particular training program.

In **Part B** you will present your ideas to the rest of the group.

Part A Work in a small group. (25 min)

The facilitator will divide you into three groups and assign a different Program Profile to each group:

- **Worksheet 9a: Program Profile 1** –
Human Rights Training for Teachers
- **Worksheet 9b: Program Profile 2** –
Training in Lobbying for Women's Human Rights
- **Worksheet 9c: Program Profile 3** –
Advocating for Minority Rights

Read over the Program Profile assigned to your group.

Together with the members of your group determine some relevant content items that should be included in the program to help meet the stated goal.

Then identify some appropriate techniques and activities to present this content. Write your group's ideas on a flip chart version of **Worksheet 10: Developing a Human Rights Training Program**.

Remember that the objective is to identify **some** content items and the appropriate techniques to present this content. You are not required to design a complete training program.

Part B (20 min)

Present your group's ideas to the other groups. Provide feedback to each other.

Reference 5: Effective Training Techniques

| To Give Information | To Teach Skills, Behaviours | To Change Attitudes, Values |
|--|---|--|
| <ul style="list-style-type: none"> • Presentation: One resource person presents information or his/her point of view on an issue. • Panel Presentation: Two to three resource persons present different aspects of a common topic (moderator required). • Debate: Two resource persons state conflicting views and argue their points (moderator required). • Dialogue: Informal, conversational discourse between two resource persons. • Dramatic Presentation: A prepared play or skit. <p>Appropriate follow-up activities to presentations of one or more resource persons involving an audience:</p> <ul style="list-style-type: none"> • Forum: Free, open, question/discussion period immediately following a presentation. • Question Period: Opportunity for anyone in an audience to directly question presenters. • Buzz Groups: Sub-groups of 4 to 6 individuals take about 5 minutes to discuss particular issue or question raised by the resource person, then share it with the audience. | <ul style="list-style-type: none"> • Case Study: Presentation of a problem or case for a group to analyze and solve. • Demonstration: Facilitator verbally explains and performs an act, procedure, or process. • Games, Structured Experiences: Participants participate in a game requiring particular skills, usually led by the facilitator. • Simulation: Participants learn skills in a setting that simulates the real setting where skills are required. • Teaching/Learning Team: Working cooperatively, small groups of 3 to 6 persons each teach and help each other develop skills. <p>Appropriate activities for follow-up and practise of skills:</p> <ul style="list-style-type: none"> • Application Projects: Activities which enable participants to practise skills in their own context and situations during the training. • Practise: Specific activities to apply learning after the training in their work context. | <ul style="list-style-type: none"> • Circle Response: Question posed to members of a group seated in a circle, each person in turn expressing a response. • Field Trips, Tours: Viewing or experiencing situations first hand for observation and study. • Games: Experiencing a game and discussing its application to real life. • Group Discussion: Mutual exchange of ideas and opinions by members of small groups (8 to 20) on a problem or an issue of common concern for about 10 to 40 minutes depending on the size of the group. • Role Playing: Impromptu dramatization of a problem or situation followed by discussion. • Simulation: Experience in a situation as realistic as possible, followed by discussion. • Skit: Short, rehearsed dramatic presentation followed by a discussion. |

Worksheet 9a: Program Profile 1

| |
|--|
| <p>PROGRAM: Human Rights Training for Teachers</p> |
| <p>TARGET GROUP</p> <p>Teachers of middle school (children aged 12 to 14) and staff of NGOs working with youth</p> <p>Participants' Profile</p> <ul style="list-style-type: none"> • 20 teachers — 18 women and 2 men; ages 35 to 50; 19 (95%) are members of the majority population of the country • 5 NGO workers — 3 women and 2 men; ages 25 to 40; 3 (60%) are members of the majority population of the country |
| <p>NEEDS ASSESSMENT</p> <p>Process</p> <p>Needs were identified through: a) questionnaires completed by 30 teachers in 5 schools; b) discussions with human rights trainers from other NGOs; c) discussions with NGOs dealing with youth; d) review of teacher-training curriculum, government Ministry of Education curriculum and school curriculum; e) discussions with human rights education specialists and human rights experts with a good knowledge of the context</p> <p>Results</p> <p>Information gathered from the various sources outlined above indicated that:</p> <ul style="list-style-type: none"> • Teachers have: <ul style="list-style-type: none"> ○ a basic knowledge of human rights ○ limited understanding of how human rights come into effect in their everyday lives and of the link between rights & responsibilities ○ an appreciation of the need for creating a human rights environment in the school but lack the knowledge, tools and skills needed to make the changes • NGOs have: <ul style="list-style-type: none"> ○ a good knowledge of human rights ○ limited knowledge of the current school curriculum and school environment • In addition: <ul style="list-style-type: none"> ○ teachers show a great deal of favouritism according to certain distinctions among their students (religious, ethnic, learning abilities, etc.) ○ discipline is harsh and, at times, humiliating ○ students are not permitted to question their teachers or make suggestions for the classroom ○ students play no part in basic decision making ○ there is very little room for individualism in the classroom |
| <p>PROGRAM GOALS</p> <ul style="list-style-type: none"> • To strengthen the capacity of school teachers to teach <i>about</i> and <i>for</i> human rights by providing them with practical tools for planning, designing and carrying out human rights lessons. • To explore how human rights education can be integrated both into the formal and non-formal school curricula, as well as within the teaching methods employed. |

Worksheet 9b: Program Profile 2

| |
|---|
| <p>PROGRAM: Training in Lobbying for Women's Human Rights</p> |
| <p>TARGET GROUP NGO workers dealing with women's human rights issues. Desired areas of intervention include information and advice.</p> <p>Participants' Profile</p> <ul style="list-style-type: none"> 18 participants—15 women and 3 men; ages 25 to 45. |
| <p>NEEDS ASSESSMENT</p> <p>Process Needs were identified through: a) focus group meetings with 3 NGOs working on women's issues; b) discussions with women's rights experts with a good knowledge of the context</p> <p>Results Information gathered from the various sources outlined above indicated that:</p> <ul style="list-style-type: none"> NGOs have: <ul style="list-style-type: none"> reasonable knowledge/understanding as to how specific issues impact on women minimal skills regarding how to go about protecting and promoting women's rights - ways, means. e.g., presentations, advocacy, letter writing, petitioning In addition: <ul style="list-style-type: none"> the tradition among women's rights groups in the region has been to lobby for recognition of rights abuses in the public sphere, leaving issues surrounding abuses in the private sphere largely untouched. there exist only a small number of NGOs and community groups in the region who are dedicated to the rights of women. Members of these groups are largely female and their education efforts focus on empowering women. women's human rights concerns are primarily addressed by women's rights groups and rarely by NGOs in the region. |
| <p>PROGRAM GOAL</p> <ul style="list-style-type: none"> To provide skills-building training in the protecting and promotion of women's human rights to staff of NGOs dealing with women's rights issues. |

Worksheet 9c: Program Profile 3

PROGRAM: Advocating for Minority Rights

TARGET GROUP

NGO workers dealing with issues surrounding the rights of minority groups.

Participants' Profile

- 18 participants: 10 women and 8 men; ages 30 to 50; 75% members of the majority population of the country; 12 of participants are lawyers, 2 are journalists and the rest are human rights workers.

NEEDS ASSESSMENT

Process

Needs were identified through: a) meetings with umbrella organizations working in the region; b) discussions with NGOs working directly with minority groups; c) background documents prepared by human rights monitoring groups working in the area of minority rights.

Results

Information gathered from the various sources outlined above indicated that:

- NGOs have:
 - fairly sound knowledge as to how specific issues impact on the rights of minority groups
 - solid skills regarding lobbying international bodies
 - minimal skills regarding advocacy at the grassroots level
- In addition:
 - there is a general feeling within the local community of intolerance towards minority groups.
 - issues affecting minority groups are given very little respect within the local political arena.
 - some concern has been expressed that members of NGOs and community groups in the region who are dedicated to the rights of minority groups still show certain levels of favoritism towards some groups and intolerance towards others.

PROGRAM GOALS

- To provide skills-building training to staff of NGOs dealing with human rights issues affecting minority groups, particularly at the grassroots level.
- To affect attitudinal change towards minority groups within the region.

Worksheet 10: Developing a Human Rights Training Program

| | | |
|--|----------------------|--|
| Program Title: | | |
| Types of Content | Content Items | Training Techniques and Possible Activities |
| Human rights information | | |
| Human rights values and attitudes | | |
| Human rights skills for taking action | | |

Workshop 5 – Working with Case Studies in Human Rights Education

Objectives

- To explore possible uses of case studies in human rights education
- To determine the basic elements of a case study and design a tool for critique
- To develop and review a case study for human rights education

Time Frame
5 hr. 40 min
Total



Activity 1

Workshop 5 Overview (10 min)

Activity 2

Analyzing a Case Study (45 min)

Activity 3

Interactive Presentation: Basic Elements of a Case Study (45 min)

Activity 4

Writing Your Own Case Study (110 min)

Activity 5

Case Study Gallery (90 min)

Activity 6

Synthesis and Reflection – “Focus Group” (40 min)

Activity 1
(10 min) **Workshop 5 Overview**

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

Activity 2
(45 min) **Analyzing a Case Study**

Description This is a two-part activity.

In **Part A** you will read a case study and review the facts.

In **Part B** you will determine possible uses and tasks for the case study.

Part A Work individually. (15 min)

The facilitator will ask you to read the case study on **Worksheet 11: The Vakiastanland Human Rights Institute**.

Prepare to discuss the information presented in the case by addressing the following questions:

What are the events taking place?

Who are the individuals/groups involved?

Why are they interacting?

Part B

Group discussion. (30 min)

Imagine that you are developing a training for trainers lesson. You want to use the Vakiastanland case study. To determine how you will use this case, address the following questions. Remember, there is more than one possible answer to each question.

1. What would be your main purpose in using this case study? What learning objectives would you like to achieve?

2. What task or type of task would you assign to participants?

3. What are some specific questions you would ask participants to discuss?

Worksheet 11: Case Study – The Vakiastanland Human Rights Institute

Background

Mikhail and Jana were beginning their second year of working for the Vakiastanland Human Rights Institute with great anticipation. Encouraged by trainers from the Canadian Human Rights Foundation, they had applied for and received a two-year grant from the Open Minds Foundation to develop a training program on human rights and the environment.

The grant came at a good time. Mikhail and Jana were getting discouraged because of the difficulty of raising funds and the slow pace of change in human rights work. In addition, their director was more interested in attending conferences in Geneva than in developing new programs. This year would be different. The director did not understand much about how human rights connect to the environment, but he signed their grant application without asking any questions and congratulated Mikhail and Jana for receiving the grant.

Development of the Training Program

Mikhail and Jana believed their program, called “Our Planet, Our Rights”, would meet an important need in Vakiastanland. During year one, the first part of the program, set for September, called for training human rights workers about the environment. The second part, in October, would train environmentalists in human rights. During the summer, Jana created the program agenda, invited prominent experts, developed goals for the training session, and designed the activities for the workshops. Mikhail focused on logistics: finding meeting rooms, getting train tickets, translating materials, and answering the many phone, FAX, and email questions.

Program Implementation

Their well-organized plans started to fall apart during the first day of the September workshop. Jana felt a headache develop as she read the participants’ comments on the evaluation forms at the end of the day:

“Too theoretical.”

“This information doesn’t apply to my country.”

“Why aren’t we talking about the right to work?”

“The environment is less of a problem than other human rights issues.”

Worksheet 11 cont'd

She gave the evaluations to Mikhail and said, "We need to talk." Mikhail replied, "You're right. We need to think this over, but not now. We should talk about October's training before that becomes a crisis." He explained that the conference center he reserved had a fire, that half of the participants could not get visas, and he had to write the status report on the project for Open Minds this week as well. Next week was no better because the whole organization was doing a three-day strategic planning meeting.

Mikhail could not have predicted what happened in October. Because a lot of environmentalists from other countries could not get visas, Mikhail invited many scientists from the local university at the last minute because he promised Open Minds that 30 people would be at the training. The scientists had no knowledge of or experience with participatory training methods. One said, "Brainstorming is the silliest thing I have ever heard. Where are the experts who will give me the information?" Another asked, "Why are people who have not been to university teaching us?" When the trainers asked everyone to draw pictures for an activity called "Webs of Connection", the scientists rebelled and walked out. They wrote a letter to Open Minds saying that the Foundation's money was being wasted in Vakiastanland.

Conclusion

A few days later, the Director of the Vakiastanland Human Rights Institute called Jana and Mikhail to his office. He was red in the face. He had just finished a phone call with the Regional Officer for the Open Minds Foundation in New York. The officer was very upset about the letter from the scientists and said that the Human Rights Institute might lose its funding for the second year unless it could explain what happened. The Director exploded at Jana and Mikhail, "What is happening here?"

Activity 3 Basic Elements of a Case Study

(45 min)

Description Your facilitator will facilitate a half-hour session on the basic elements of a case study. Refer to **Reference 6: Basic Elements of a Case Study**.

The session will focus on the following elements:

- the definition of a case study
- the elements of a case study
- formats used
- the use of case studies
- tips for facilitators
- case study checklist

Questions to consider:

What do you think makes a good case study?

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

Reference 6: Basic Elements of a Case Study

1. What is a case study?

A case study is:

- A technique designed to develop problem-solving and decision-making skills.
- “From a writer’s point of view, I would describe a case as an account of real events that seem to include enough intriguing decision points and provocative undercurrents to make a discussion group want to think and argue about them.” Hansen and Christensen (as cited in Hutchings, 1993)
- “[Cases provide] a forum for presentation and critical examination of theoretical principles and alternative approaches, which take into consideration the constraints and complexities of a classroom situation. Using cases as the basis of deliberation and analysis provides opportunities for teachers...to test their [participants’] knowledge of theory with practice.” Shulman (as cited in Hutchings, 1993).
- “The goal [of case discussion] is what Roland Christensen terms ‘education for judgment.’ Ideally, that means [that] participants arrive at informed judgments that integrate a complex array of perspectives.” The Washington Center Casebook (as cited in Hutchings, 1993).

The main features of a case study are:

Source: Hutchings, 1993.

- **Authenticity.** Cases stimulate serious discussion and reflection only when they are believable. This is not to say that cases must be precise reports of actual incidents, though they might be. An authentic case is one where the characters, situations and dilemmas described seem true. For the case writer, the issue is not “reality vs. fiction” but rather how to select and represent experiences so as to stimulate meaningful discussion.
- **Concrete Detail.** Concreteness helps create authenticity. It’s the capacity of cases to represent the particulars of the situation/incident that makes them powerful in raising a variety of issues.
- **Narrative or Story Form.** Cases engage our attention for some of the same reasons a piece of fiction does: we read to see the action unfold, to find out what happens next, often identifying with the actors, feeling personally involved in their choices and playing out the consequences.
- **Open-Ended.** Complex and information-rich cases depict incidents that are deliberately open to interpretation - raising questions rather than answering them, encouraging problem solving, calling forth collective intelligence and varied perspectives, and promoting more reflective practise.

Reference 6 cont'd

Formats

Cases can take a variety of different forms. Different case forms and formats suit different target audiences. All formats, however, have the same purpose - to get participants to **think critically**. A case does not need to be long to excite participant interest and encourage creative efforts at problem resolution.

Examples of different formats are:

- narrative or story drawn from real/fictitious situation
- film
- audiotape
- live case
- dialogue
- newspaper articles
- monologue

2. Why use case studies?

Some of the reasons trainers use case studies:

- **Participatory.** They put the burden of thinking on the participants and arouse their interest by making them active rather than passive.
- **Real.** Participants examine situations that have actually occurred.
- **Specific.** Participants deal with specific facts and events rather than with generalities. The method brings about the recognition that formulae and principles are of little value in specific situations and that each situation requires its own understanding and reaction.
- **Allow for a sharing of experience.** Provide an occasion for participants to share experiences and expertise - to try new ideas, trade points of view, and share stories.
- **Adopt another point of view.** Enable the participants to see that other people look at situations in different ways.
- **More than one answer.** Demonstrate that the types of problems discussed do not have a single subject or answer.
- **Complex.** Teach participants to tolerate incompleteness of information and ambiguity of situations as this reflects the real world.

Reference 6 cont'd**Case studies focus on the development of skills:**

- In critical analysis, problem-solving and decision-making
- In thinking of and appraising alternative courses of action, reaching a reasonable decision among them, and in planning to make the decisions effective
- In oral communication and persuasion
- In dealing with multidimensional issues, formulating appropriate action plans, and managing time

3. What makes a good case study?

Source: Eittington, 1996.

- Subject matter is realistic; it contains believable situations, events, difficulties.
- Facts are presented clearly, sequentially, and briefly.
- Facts are adequate to carry out the tasks.
- Characters are believable.
- The case includes conflict or friction points among the characters.
- Unnecessary detail is avoided.
- The case is open-ended. Solutions are neither given nor implied.
- Multiple solutions are quite possible. There is no single best answer.
- The case is short enough so that it can be read quickly in class.
- The case is very likely to provoke discussion or debate.
- The case study could be used again for other purposes.

Reference 6 cont'd

4. Tips for Facilitators

Source: Hutchings, 1993.

Preparation:

Facilitators must be well-prepared for working with the case study. They should :

- become very **familiar with the subject matter** of the case
- understand the **characteristics of their learners** and the dynamics of group interaction
- continuously think about the integration of **content and process**
- develop a set of **learning objectives**
- **construct outlines** that include key concepts and related questions for use during the discussion, keeping in mind how to frame and connect the contributions of the participants

During the Discussion:

The facilitator needs to maintain a delicate balance between involving participants and retaining control. Sometimes a discussion needs strict guidance. Even when discussions are participant-driven, the facilitator still exerts a strong influence on the learning process through active listening, skillful questioning, and appropriate silences.

Some techniques:

- **Clarify the issues.** Ask questions and when necessary restate them; summarize responses; relate case material to the overall program or session.
- **Guide discussion.** Ask new questions; redirect/refocus the discussion; encourage deeper thinking and broader perspectives by asking, “what if-type questions”; organize and consolidate issues which have emerged.
- **Challenge participants.** Ensure that everyone has the opportunity to speak; use debates on unresolved issues; encourage deeper thinking by asking participants to develop ideas further; ask participants to hypothesize; question them on their assumptions.
- **Explain.** Provide examples from your own experience; relate case issues and learning to participants’ work situations.

Reference 7: Where to Look for Case Study Materials

Cases and material to prepare cases may be obtained from:

- Human Rights Watch reports
- Articles in newspapers and magazines
- Experiences of colleagues
- Personal experiences
- Websites



Below is a list of websites you may find useful:

| Website | Address |
|--|--|
| Amnesty International | www.amnesty.org |
| UN Commission on the Status of Women | www.un.org/womenwatch/daw/csw/ |
| Committee on the Elimination of Discrimination Against Women | www.un.org/womenwatch/daw/cedaw/ |
| Council of Europe Human Rights Web | www.humanrights.coe.int |
| Council of Europe | www.coe.int |
| Derechos Human Rights | www.derechos.org |
| International Centre for Human Rights and Democratic Development | www.ichrdd.ca |
| Fédération internationale des ligues des droits de l'Homme | www.fidh.org/index2.htm |
| Human Rights Internet | www.hri.ca/welcome.cfm |
| Human Rights Quarterly | http://muse.jhu.edu/journals/hrq |
| Human Rights Watch | www.hrw.org |
| International Monetary Fund | www.imf.org |
| International Commission of Jurists | www.icj.org |
| International Committee of the Red Cross | www.icrc.org |
| International Labour Organization | www.ilo.org |
| Lawyers' Committee for Human Rights | www.lchr.org |
| Organisation mondiale contre la torture | www.omct.org |

Reference 7 cont'd

| Website | Address |
|---|--|
| Organization for Security and Cooperation in Europe | www.osce.org |
| DIANA – International Human Rights Database | www.yale.edu/lawweb/avalon/diana |
| UN Development Programme | www.undp.org |
| UN High Commissioner for Human Rights | www.unhcr.ch/cgi-bin/texis/vtx/home |
| UNICEF | www.unicef.org |
| UN Development Fund for Women | www.unifem.undp.org |
| UN Division for the Advancement of Women | www.un.org/womenwatch/daw |
| United Nations | www.un.org |
| World Health Organization | www.who.int/home-page |
| Center for Refugee Studies | www.yorku.ca/crs |

Activity 4 Writing Your Own Case Study (110 min)

Description This is a two-part activity.

In **Part A**, you will review and discuss the steps involved in developing a case study.

In **Part B** you will work in a group to design a case study.



Part A (10 min)

Refer to **Worksheet 12: Developing a Case Study**. Together with your facilitator discuss the steps outlined on the worksheet. Are there things you do not agree with? Are there other steps you would add?

Part B Work in a small group. (100 min)

You will work in a small group (2 to 3 participants) to develop your own case study. Each group will present their cases and receive feedback during the Case Study Gallery activity scheduled for the following day.

To develop your case study:

- Refer back to **Reference 6**, and to the sample case on **Worksheet 11**.
- In selecting the subject matter of your case, remember to focus on dilemmas inherent to human rights, keeping in mind your target audience.
- Use the guidelines set out in **Worksheet 12** to develop your case.
- Write the text of your Case Study on **Worksheet 13: Your Case Study**.
- Review your draft and make any necessary modifications.

The facilitator(s) will be available to assist you.

Worksheet 12: Developing Your Case Study

| What to do | How to do it | Result/Product |
|---|---|---|
| 1. Determine the PURPOSE of the case: <ul style="list-style-type: none"> • main issues • goal • objectives | <ul style="list-style-type: none"> • Interview or discuss with colleagues • Interview expert practitioners • Conduct research • Ensure a sound knowledge of the context | <p>Your draft of the:</p> <p>ISSUES</p> <hr/> <hr/> <hr/> <hr/> <p>GOAL</p> <hr/> <hr/> <hr/> <hr/> <p>OBJECTIVES</p> <hr/> <hr/> <hr/> <hr/> <hr/> |

Worksheet 12 cont'd

[illegible]

Worksheet 12 cont'd

[illegible]

Worksheet 12 cont'd

[illegible]

Worksheet 13: Your Case Study

Title: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity 5
(90 min)

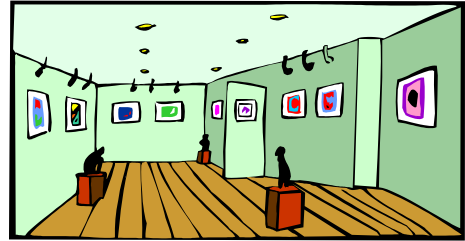
Case Study Gallery

Description

This is a two-part activity.

In **Part A**, you will read case studies prepared by the other groups.

In **Part B**, together with the members of your group, you will critique other case studies and receive feedback about your own case study.



Part A

(45 min)

Walk around the room and read the case studies other groups have prepared during this time.


Part B

Work in a small group. (45 min)

Using **Worksheet 14: Case Study Checklist**, critique two case studies prepared by other groups. You should also provide some concrete ideas for improving the case study if you can. Write these in the space provided on the checklist sheet. When you have finished, post your critique beside the case study on the wall.

Read through the comments others have provided regarding the case study you have written. Think about how this feedback might improve your case study.

Worksheet 14: Case Study Checklist

| | |
|---|---|
|  | What makes a good case study? |
| <input type="checkbox"/> | Subject matter is realistic; it contains believable situations, events, difficulties. |
| <input type="checkbox"/> | Facts are presented clearly, sequentially, and briefly. |
| <input type="checkbox"/> | Facts are adequate to carry out the tasks. |
| <input type="checkbox"/> | Characters are believable. |
| <input type="checkbox"/> | The case includes conflict or friction points among the characters. |
| <input type="checkbox"/> | Unnecessary detail is avoided. |
| <input type="checkbox"/> | The case is open-ended. Solutions are neither given nor implied. |
| <input type="checkbox"/> | Multiple solutions are quite possible. There is no single best answer. |
| <input type="checkbox"/> | The case is short enough so that it can be read quickly in class. |
| <input type="checkbox"/> | The case is very likely to provoke discussion or debate. |
| <input type="checkbox"/> | The case study could be used again for other purposes. |
| | |
| | |
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| | |
| | |
| | |

Activity 6 Synthesis and Reflection – “Focus Group”

(40 min)

Description

Together with your facilitator and the members of other groups, you will organize a focus group in order to evaluate the previous day’s activities. You will:

- select a sample group for the focus group, and determine observers and one or two recorders to take notes
- respond to questions asked by the facilitator

After the activity has finished, you will be asked for your reflections about using the focus group as an evaluation technique.



Reference 8: How to Conduct a Focus Group

| Step 1: Preparing for the Group | | | | |
|---|--|--|--------------------------------------|---|
| <p>Be clear about why you are gathering the people</p> <ul style="list-style-type: none">• Assess what you really need to know• Determine which questions the group will answer <p>Establish an agenda which will achieve your purpose</p> <ul style="list-style-type: none">• Determine the number of participants and their roles• Decide on the purposes of the Focus Group - (include content and outcome)• Devise the process rules for the Focus Group• Fix time, place and duration of the Focus Group <p>Select Participants and allocate roles</p> <ul style="list-style-type: none">• Select who and how many• Arrange for leader-facilitator• Plan for an individual to record the Focus Group <p>Arrange the setting and the tools</p> <ul style="list-style-type: none">• Determine the room set up• Determine tools needed (flip chart, markers, name tags...)• Arrange for accommodations of participants of necessary | Step 2: Launch the Group | | Step 4: Following-up the Focus Group | |
| | <p>Introductions</p> <ul style="list-style-type: none">• Introduce facilitator• Introduce participants <p>Explain the Agenda</p> <ul style="list-style-type: none">• Explain the purpose of the Focus Group• Clarify roles of the participants• Establish process rules<ul style="list-style-type: none">• Neutral role of facilitator• Recorder role as group memory• Nature of the meeting (Brainstorming, Decision-making)• Conflict Resolution Procedure• Administrative Issues (breaks, messages, starting times...) | Step 3: Running the Focus Group | | <ul style="list-style-type: none">• Do what you agreed on <p><i>Adapted from Rossett, A.(1987) Training Needs Assessment. Englewood Cliffs, N.J. Educational Technology Publications.</i></p> |
| | | <p>Progress towards purpose</p> <ul style="list-style-type: none">• Guide the focus group such that it is working the purpose initially identified• Introduce participants <p>Ensure participation is towards purpose</p> <ul style="list-style-type: none">• Will you need more information from these people?• Will you reassemble this group?• Was the process satisfactory?• How would you handle the focus group differently? | | |

Workshop 6 – Educational Evaluation

Objectives

- To examine the role and practical benefits of educational evaluation
- To explore and apply the continuous improvement cycle
- To discuss five techniques for evaluation: questionnaires, interviews, focus groups, document consultation and reflection
- To practise reflection by writing a reflective journal entry
- To discuss the characteristics of a good evaluation

Time Frame
4 hr. 50 min
Total



Activity 1

Workshop 6 Overview (10 min)

Activity 2

Defining Educational Evaluation (20 min)

Activity 3

Integrating Evaluation into the Design Process (70 min)

Activity 4

Tools of the Trade: Evaluation Techniques (70 min)

Activity 5

Synthesis and Reflection – “Focus on Reflection” (60 min)

Activity 6

Characteristics of a Good Evaluation (60 min)

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

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

Activity 2
(20 min) **Defining Educational Evaluation**

Description You will individually reflect on your understanding of educational evaluation and its purposes. Refer to ***Worksheet 15: Educational Evaluation***.

You will then share your ideas with the other members of the group.

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

[illegible][illegible]

Activity 3 (70 min) **Integrating Evaluation into the Design Process**

Description In **Part A** you will examine “The Continuous Improvement Cycle” on **Worksheet 16: The Continuous Improvement Cycle** .

In **Part B** you will work in a group to apply the different phases of the cycle to a case study.

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

Part A Your facilitator will explain the “The Continuous Improvement Cycle” on **Worksheet 16**. (20 min)

Part B Work in a small group. (20 min)

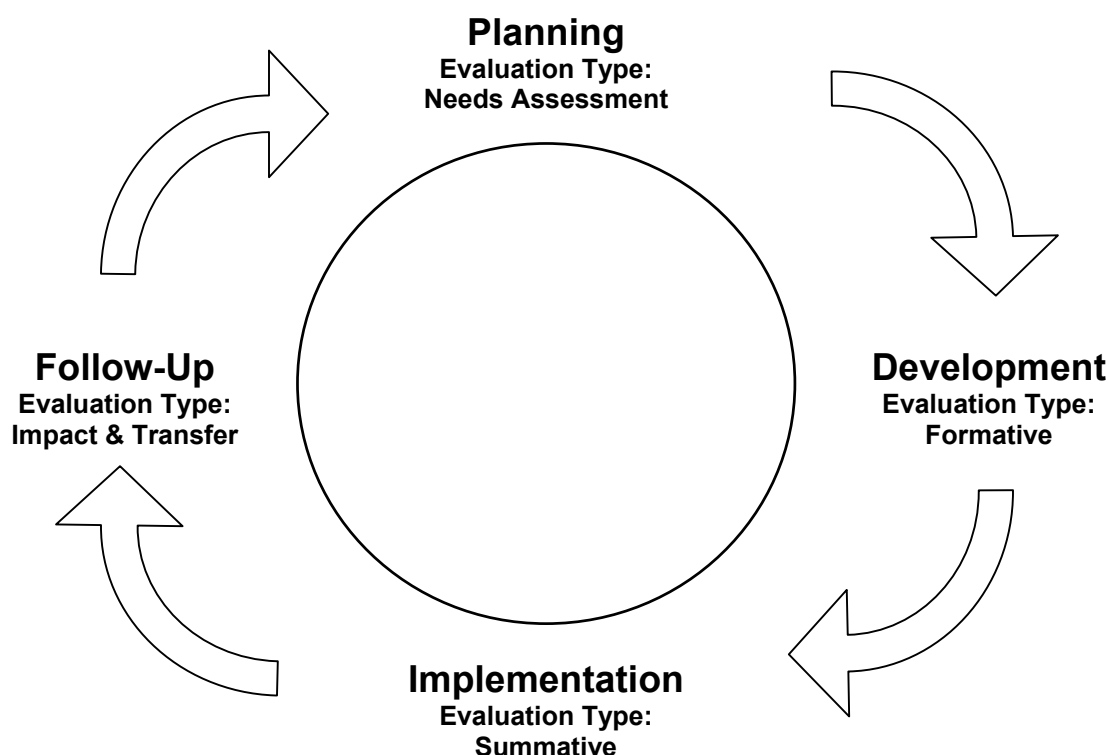
Together with the members of your group, you will examine the “Vakiastanland Human Rights Institute Case Study” from an evaluation perspective.

The facilitator will assign one phase of “The Continuous Improvement Cycle” to each group. Refer to the appropriate worksheet for instructions on how to proceed:

- **Worksheet 17a: Planning Phase –**
Needs Assessment
- **Worksheet 17b: Program Development Phase –**
Formative Evaluation
- **Worksheet 17c: Program Implementation Phase –**
Summative Evaluation
- **Worksheet 17d: Follow-Up Phase –**
Evaluation of Impact and Transfer

Part C Each group will in turn present the results of their discussion. (30 min)

Worksheet 16: The Continuous Improvement Cycle



| Types of Evaluation | |
|--|--|
| Needs Assessment This type of evaluation is conducted before developing a training program to ensure that the program meets the needs of participants. | Summative Evaluation After a program has been completed, summative evaluations are carried out to see if the objectives were met and if the program was effective and if it should be used again. |
| Formative Evaluation As the program is taking shape, formative evaluation is done to make sure the program is on the right track. This evaluation informs decisions about the ways to design the program. It must be noted that this distinction is largely arbitrary. In practice, all evaluation is formative because it generally leads to changes to a program. | Impact Assessment This type of evaluation is conducted at a later stage and can help determine whether or not, in the longer term, the program had an impact on the participants' work. We use this to see if transfer occurred. |

Source: Newby et al, 1996.

Worksheet 17a: Planning Phase – Needs Assessment

Review the purpose for conducting a needs assessment then complete the **Task** discussed below.

Purpose:

- ⇒ to ensure that the program will be relevant to the participants
- ⇒ to verify our assumptions about the participants' needs, perceptions and attitudes towards the content of the training
- ⇒ to make the best use of resources available (time, people, facilities, materials)

Task:

Referring to the case study on **Worksheet 11: The Vakiastanland Human Rights Institute**, determine:

- the evaluation issues Jana and Mikhail should have taken into consideration in the Planning Phase of their training program
- the sources of information they could have consulted

Write your ideas on the chart provided below.

| What information is needed? | How could the information be obtained? |
|---|---|
| <p>What kind of information should they have looked for during this phase of the process? Some ideas are provided below:</p> <ul style="list-style-type: none"> • the target audience of the training • the human rights context • program specific issues regarding content and logistics <ul style="list-style-type: none"> - reason for the training - general goals - available resources - time-frame • ... | <p>What sources could they have consulted to get the information?</p> <ul style="list-style-type: none"> • • • • • |

Worksheet 17b: Program Development Phase – Formative Evaluation

Review the purpose for conducting formative evaluation then complete the **Task** discussed below.

Purpose:

- ⇒ to inform decisions regarding the best way to design the program for our target learners
- ⇒ to check our assumptions regarding the participants' needs, perceptions, and attitudes towards learning

Task:

Referring to the case study on **Worksheet 11: The Vakiastanland Human Rights Institute**, determine:

- the evaluation issues Jana and Mikhail should have taken into consideration in the Development Phase of their training program
- the sources of information they could have consulted

Write your answers on the chart provided below.

| What information is needed? | How could the information be obtained? |
|--|--|
| <p>What kind of information should they have looked for at this stage of the process? Some ideas are provided below:</p> <ul style="list-style-type: none"> • the target audience of the training • program specific issues regarding content <ul style="list-style-type: none"> - topics, themes - specific goals & objectives - methodology - human rights content • ... | <p>What sources could they have consulted to get the information?</p> <ul style="list-style-type: none"> • • • • |

Worksheet 17c: Program Implementation Phase – Summative Evaluation

Review the purpose for conducting summative evaluation then complete the **Task** discussed below.

Purpose:

- ⇒ to assess the effectiveness of the training program
- ⇒ to improve the training program for the future
- ⇒ to check our assumptions regarding the participants' needs, perceptions and attitudes toward learning

Task:

Referring to the case study on **Worksheet 11: The Vakiastanland Human Rights Institute**, determine:

- the evaluation issues Jana and Mikhail should have taken into consideration in the Implementation Phase of their training program
- the sources of information they could have consulted

Write your answers on the chart provided below.

| What information is needed? | How could the information be obtained? |
|--|---|
| <p>What kind of information should they have looked for at this stage of the process? Some ideas are provided below:</p> <ul style="list-style-type: none"> • the participants' learning • the program objectives • the program content • usefulness of the program to the participants • ... | <p>What sources could they have consulted?</p> <ul style="list-style-type: none"> • • • • |

Worksheet 17d: Follow-Up Phase – Evaluation of Impact and Transfer

Review the purpose for conducting evaluation of impact and transfer, then complete the **Task** discussed below.

Purpose:

- ⇒ to further assess the usefulness of the program to the participants
- ⇒ to determine how the training program has influenced participants' perspective on their human rights context
- ⇒ to provide continued support and opportunities for learning
- ⇒ to plan future programs

Task:

Referring to the case study on **Worksheet 11: The Vakiastanland Human Rights Institute**, determine:

- the evaluation issues Jana and Mikhail should have taken into consideration in the follow-up phase of their training program
- the sources of information they could have consulted

Write your answers on the chart provided below.

| What information is needed? | How could the information be obtained? |
|--|--|
| <p>What kind of information should they have looked for at this stage of the process? Some ideas are provided below:</p> <ul style="list-style-type: none"> • the participants' application of what they have learned in the program in their work/in their everyday life • factors that facilitate or inhibit participants' use of the skills learned in the program • gaps in skills and knowledge that may be filled by future programs • ... | <p>What sources could they have consulted to get the information?</p> <ul style="list-style-type: none"> • • • • |

Activity 4 (70 min)

Tools of the Trade: Evaluation Techniques

Description In **Part A** you will share your experience with evaluation techniques.

In **Part B** you will work in a group to discuss the advantages and disadvantages of an evaluation technique using **Worksheet 18: Evaluation Techniques**.

In **Part C** you will share your ideas with the other groups.

Part A (15 min)

Discuss your experience with evaluation. Questions to consider:

Have you carried out evaluation activities in your work?

What are some evaluation techniques you have used?

Describe how and why you used the technique.

Part B Work in a small group. (25 min)

The facilitator will assign one of the evaluation techniques listed on **Worksheet 18** to your group. Discuss this technique by answering the questions provided.

Questions to consider:

- Not every technique is appropriate for every context or every purpose. When would you use the technique assigned to your group? What factors would influence your choice?
- What are the advantages and disadvantages of the technique?

Note your responses on **Worksheet 18** and give examples where possible.

Part C

(30 min)

Share your ideas and examples with the large group.

Worksheet 18: Evaluation Techniques

1. Questionnaire: a series of written questions to gather information

Use:

Advantages

Disadvantages

2. Interview/conversation: informal talk or planned series of questions with selected individuals

Use:

Advantages

Disadvantages

3. Focus Group : discussion session with a group of selected individuals around a topic

Use:

Advantages

Disadvantages

Worksheet 18 cont'd

4. Existing Records: reliable documents
available for public consultation

Use:

Advantages

Disadvantages

5. Observation: observer records
information without interfering

Use:

Advantages

Disadvantages

6. Reflection: regular practice of noting
events, behaviours and reflecting critically

Use:

Advantages

Disadvantages

Activity 5

(60 min)

Description

Synthesis and Reflection – “Focus on Reflection”

In **Part A** you will consider a reflection journal and its use. Refer to **Reference 9: Reflection Journal**.

In **Part B** you will write a reflection journal entry using **Worksheet 19: Reflection Journal** and provide feedback to others on their entries.



Reference 9: Reflection Journal

What is a reflection journal?

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

Why is it useful to keep a journal?

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

When is it best to keep a journal?

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

How is it done?

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

- What?
- So what?
- Now what?

What? Answering the "What?" question means describing your experience.

So what? The "So what?" question should promote writing about your analysis and interpretation as well as emotions and feelings about your experience.

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

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

Adapted from notes by David M. Donohue. Mr. Donahue is part of the Educator's Network of Amnesty International, USA.

Worksheet 19: Reflection Journal Entry

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

Your Reflections

Your Partner's Comments

Activity 6 **Characteristics of a Good Evaluation** (60 min)

Description This is a two-part activity.

In **Part A** you will first discuss the characteristics of evaluations listed on ***Worksheet 20: Characteristics of a Good Evaluation***.

Then you will work with a partner to develop questions to keep in mind when designing an evaluation. You will record your questions on ***Worksheet 20***.

In **Part B** you will share your ideas with the other groups.

Take note that in doing this activity, you are creating a “tool” to evaluate your evaluation instrument.

Worksheet 20: Characteristics of a Good Evaluation

Good Evaluations begin with a **clear purpose**. The reason for conducting the evaluation is understood by all the stakeholders.

Good Evaluations are:

useful

They provide information that can be used to make relevant decisions.

practical

They can be carried out with the resources available.

ethical

They respect the rights of those involved.

accurate

They produce valid information.

Questions to consider

Keeping in mind these characteristics and drawing on your own experience, list some of the questions that you would ask yourself when designing or reviewing an evaluation process.

Workshop 7 – A Marketplace of HRE Activities

Objectives

- To practise developing, implementing and evaluating human rights education activities
- To participate in a Human Rights Education Marketplace and analyze the experience

Time Frame
7 hr. 35 min
Total



Activity 1

Workshop 7 Overview (10 min)

Activity 2

HRE Activities Within a Program Framework (45 min)

Activity 3

Adapting Activities: the Effects Wheel (60 min)

Activity 4

Presentation of the HRE Marketplace (15 min)

Activity 5

Planning and Developing HRE Activities (120 min)

Activity 6

Facilitating an Activity (15 min)

Activity 7

Synthesis and Reflection – “Evaluation Interview” (40 min)

Activity 8

HRE Activity Marketplace (120 min)

Activity 9

Formative Evaluation /
Peer Review (30 min)

Activity 1
(10 min) **Workshop 7 Overview**

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

Activity 2
(45 min) **HRE Activities Within a Program Framework**

Description Activities you select or design for use in your training programs should be viewed within the overall program framework. Activities in the program must be appropriate for your particular target group and for the goals and content of the training.

This is a two-part activity.

In **Part A**, you will review a program development model and determine the specifics of your individual training context.

In **Part B** as a group you will discuss different factors to consider in designing a program and developing activities.

Part A (30 min)

Together with your facilitator review the program development model outlined on **Worksheet 21: The Program Development Model**, Columns 1 and 2. Then, individually, complete Column 3 using the information from your particular training context.

Part B (15 min)


Together with your facilitator go over the various factors you need to take into consideration in order to design a successful training session.

Questions to consider:

- What sorts of factors did you take into consideration in order to determine each of the steps?
- How do you go about finding this information?
- How does a needs assessment affect your program design?

- Why is it important to consider these factors when selecting, adapting or designing activities?
 - the target audience?
 - their needs?
 - the goal and objectives?
 - the content?
 - the logistics?
- Why are evaluation and follow up important?

Worksheet 21: The Program Development Model

| Program Development Model | | | INFORMATION ABOUT YOUR TRAINING |
|---|--|---|---------------------------------|
| Description of Target Audience WHO are the participants? | <ul style="list-style-type: none"> - Occupation - Average Age - Gender - Educational level - Main human rights problems | <ul style="list-style-type: none"> - Human rights problems that arise because of target group's actions - Motivation for participating - Other important facts | |
| WHY is training needed? | <p>NEEDS?</p> <p>Determined through dialogue among: potential participants; front-line actors and organizers; external forces (funders, content experts, education and training experts)</p> <div>  <div> Knowledge Skills Attitudes </div> </div> | | |
| WHAT FOR? What will the participants be able to do after the training? | <div> <div>↑↑ ↓↓</div> <p>GOAL & OBJECTIVES</p> <div>↑↑ ↓↓</div> </div> | | |

Worksheet 21 cont'd

| Program Development Model | | INFORMATION ABOUT YOUR TRAINING |
|--|---|---------------------------------|
| WHAT will the training include? | <p style="text-align: center;">CONTENT</p> <p style="text-align: center;">↓</p> <p>Based on the needs identified and the goal and objectives set to meet these needs, determine:</p> <ol style="list-style-type: none"> 1. Topics, themes, issues, information to be included. 2. Content that will come from the outside, e.g., presentations, texts. 3. Content expected to come from the participants. <p style="text-align: center;">METHODS</p> <p style="text-align: center;">↓</p> <ol style="list-style-type: none"> 4. Techniques, activity types that will be used. <p style="text-align: center;">TIME FRAME</p> <ol style="list-style-type: none"> 1. Determine time frame: i.e., number of days? number of hours per day? 2. Is the time frame realistic considering the amount of material you plan to include? <p style="text-align: center;">EVALUATION & FOLLOW-UP</p> <ol style="list-style-type: none"> 1. Determine appropriate evaluation mechanisms. 2. Determine mechanisms for promoting follow-up activities. | |
| WHEN? & HOW LONG? | | |
| HOW will success be measured? | | |

Activity 3 Adapting Activities: The Effects Wheel (60 min)

Description Developing appropriate training activities is a time-consuming process. Often an existing activity can be easily adapted for use in your training context. In many cases, the basic ideas are good, but the context or content is not quite appropriate. By analyzing an activity, you can determine how it can be modified to suit your needs.

This is a two-part activity.

In **Part A** you will work in small groups to analyze an activity and propose ways it can be modified for use in other contexts.

In **Part B** you will present your ideas to the other groups.

Part A Work in a small group. (40 min)

Read the description of the activity on ***Worksheet 22: The Effects Wheel***.

Together with the members of your group, analyze the content and possible uses of the “Effects Wheel” activity by answering the questions provided on ***Worksheet 23: Analyzing the “Effects Wheel” Activity***.

Then using ***Worksheet 24: Your Adaptation of the “Effects Wheel” Activity***, determine how you could use this activity in your own training. Suggest modifications that you would make. Note the modifications your group would propose and be prepared to describe the activity to the group.

Part B (20 min)

Present your group’s adaptation(s) of the “Effects Wheel” to the other groups. Be prepared to give each other feedback.

Worksheet 22: The Effects Wheel

This version of The Effects Wheel is an adaptation of the activity developed by Sue Lewis and Ann Davies, in *Gender Equity in Mathematics and Science*, Canberra, Australia: Curriculum Development Center, 1988.

| | |
|-------------------|--|
| Objective: | To raise awareness, clarify thinking and generate discussion about the interrelatedness and consequences of women's human rights abuses. |
| Time: | 30 minutes |
| Materials: | Chart paper and markers; copies of the "Effects Wheel" for each small group. |

1. Illustrate

Demonstrate how the "Effects Wheel" works by starting with a general question related to women's human rights issues phrased as *"If..."*, then what are the effects? Write the statement in the centre of the "Effects Wheel."

For example:

- *"If only women could own property, then..."*
- *"If women shared equally in the decision-making in the family, then..."*
- *"If girls received less food and health care than boys, then..."*
- *"If women held as many elected positions as men in our government, then..."*
- *"If women were given an equal voice in planning development projects, then..."*

Ask participants to call out responses to the statement and record them in the "First Order Effects" ring on the wheel.

For example, in response to, *"If girls received less food and health care than boys, then..."*, these might be some of the First Order Effects:

- *"Girls would be more susceptible to disease."*
- *"Boys would be more vigorous and energetic than girls."*
- *"More baby girls would die than baby boys."*
- *"Girls' mental and physical development would be stunted."*

Take one or more of responses in the First Order of Effects and follow it out to the Second Order and to the Third Order of Effects rings.

For example, in the response to the effect *"Boys would be more vigorous and energetic than girls,"* these might be some of the further effects:

- *"Traditional gender roles of aggressive males and passive females would be reinforced."*
- *"Girls would experience less academic or athletic success."*
- *"Girls would be less likely to be ambitious."*

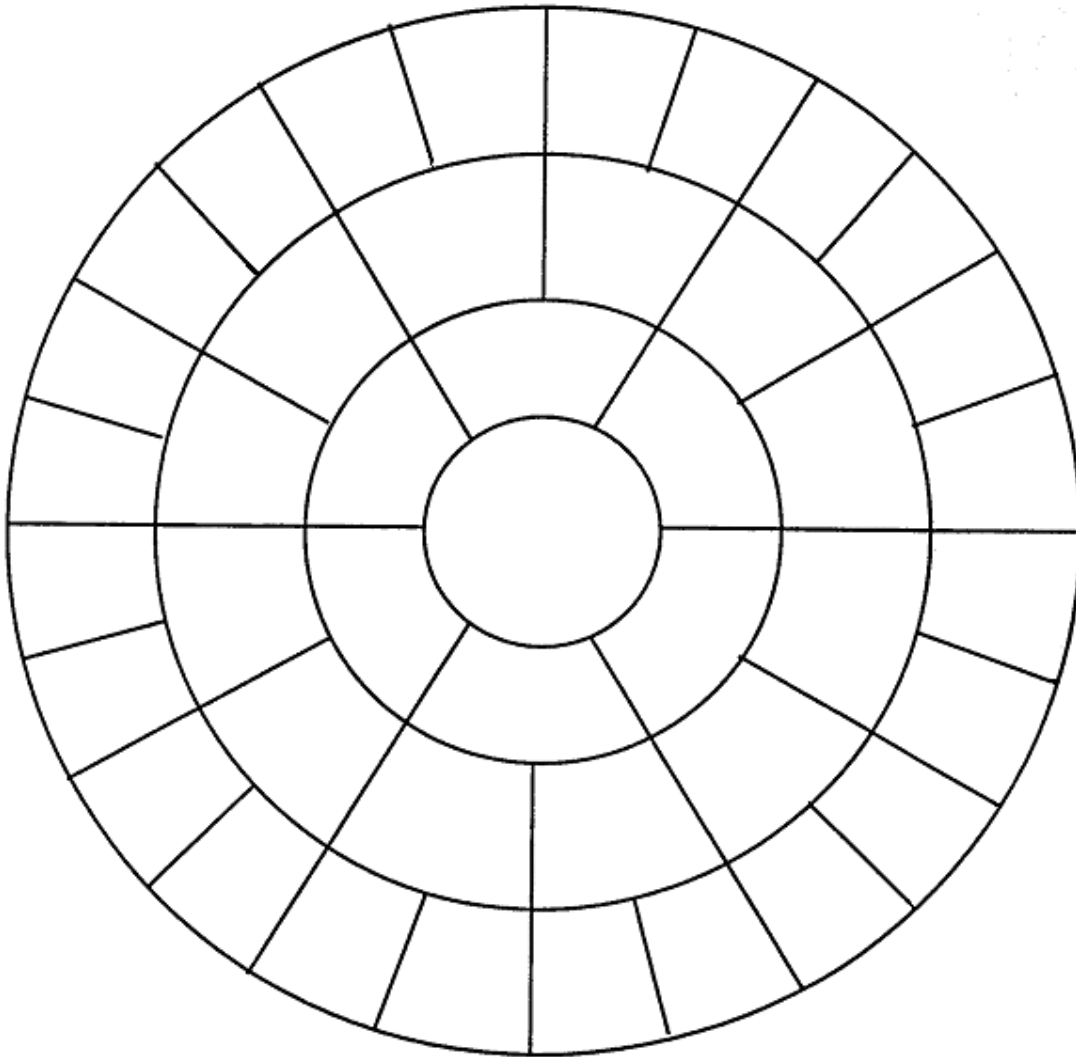
Worksheet 22 cont'd**2. Complete**

Divide the participants into small groups and ask each to develop a similar *"If..."* statement about a women's human rights issue and write it in the centre of their chart. Each group should then develop First, Second and Third Order Effects as far as possible.

3. Discuss

Ask a spokesperson from each group to present its wheel. Discuss the results:

- Are you surprised by some of the effects?
- Which of these effects are desirable for your community?
- What must be done to change the undesirable effects?

The Effects Wheel

Worksheet 23: Analyzing the “Effects Wheel” Activity

The questions below will guide your analysis and help you focus on some of the features that define an activity.

1. For what types of audiences would this be an appropriate activity?

2. How could the activity be modified if the participants were self-conscious about their ability to write?

3. How could it be modified if the participants were embarrassed to speak publicly?
Can you think of a group for whom this might not be an appropriate activity?

4. How could this activity be used with different content (i.e., environmental rights, rights of prisoners, or children’s rights instead of women’s rights)?

5. Is there any content for which this would **not** be an appropriate activity?

Worksheet 23 cont'd

6. How could the activity be modified if a trainer had less time? More time?

7. In what kinds of settings would you imagine using this activity?

8. Are there any settings where it might not be appropriate?

Worksheet 24: Your Adaptation of the “Effects Wheel” Activity

1. Your target group.

2. The overall goal of the training session in which you would use this activity.

3. The content area of your training session (e.g., children’s rights).

4. The specific objective(s) of the activity.

5. Changes you would make to the process. (e.g., what the participants will do, the amount of time you would allow for this activity).

**Activity 4 Presentation of the Human Rights Education (HRE)
Marketplace**

(15 min)

Description The remaining activities of Workshop 7 are to prepare you to take part in the HRE Marketplace.

In this activity, the facilitator will describe the HRE Marketplace.
See ***Reference 10: The HRE Marketplace***.

Reference 10: The HRE Marketplace

1. What is the HRE Marketplace?

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

2. Why call this activity a “Marketplace”?

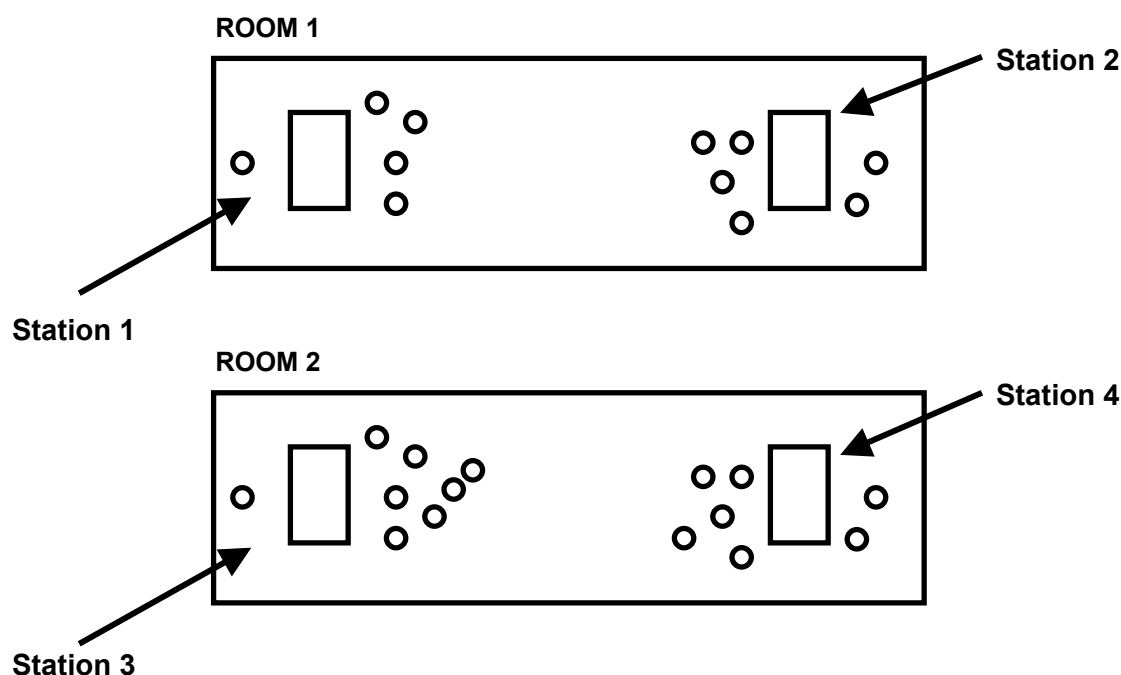
The “Marketplace” is an appropriate metaphor for this activity for two reasons:

- It will be a place for exchange, in this case an exchange of ideas, instead of the usual goods and services associated with a marketplace.
- The HRE Marketplace will be like a real marketplace because many activities will be happening simultaneously.

3. Setting up the Marketplace

For the Marketplace, we usually secure two large rooms allowing four different activities to take place at the same time. At each end of a room, a participant will present or facilitate an activity at a “stall” in the Marketplace. The activities and their location will be “published” on a map so the participants can find the activities in which they are most interested.

Illustration of Marketplace Set Up



Reference 10 cont'd

4. The Presenter's Task

The total time for the Marketplace is 120 minutes. Each presenter should plan on repeating same activity three or four times. The aim is to have participants see a number of quick activities that other trainers have found effective in their training work.

Selecting an activity

Try to choose an activity that can be demonstrated in 20 to 30 minutes.

If the activity you select requires more time, then have a poster or some photographs of people taking part in this activity during a previous training session. In this case you would be more of an “explainer” than a “presenter”. Ideally you should demonstrate and explain.

Materials required

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

During the Marketplace

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

5. The Participant's Task

For each activity you observe in the HRE Marketplace, complete a copy of the chart provided on **Worksheet 27: Activity Profile – Notes from the Marketplace**. You should be able to record information related to:

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

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

Activity 5 Planning and Developing HRE Activities

(120 min)

Description You will work in small groups to plan and develop a HRE activity which you will present during the HRE Marketplace.

Planning and developing an activity will enable you to apply many of the notions you have learned during this training program so far. By participating in the HRE Marketplace, you will also have the opportunity to exchange ideas with the other participants.

Your facilitator will assign you to a group. Together with the members of your group you will prepare an activity to present at the HRE Marketplace according to the guidelines presented on ***Worksheet 25a: Guidelines for Preparing Your Marketplace Activity***.

Worksheet 25a: Guidelines for Preparing your Marketplace Activity

Determining the Training Context

Your group must first decide on a training context for your activity. You can choose: to focus on one of the Program Profiles described on **Worksheets 9a, 9b, and 9c** or you can select a real training context that you or one of your group members knows well, e.g., one of the programs you described in Activity 2 of this workshop.

Determining Your Activity

Before you determine an activity that will be appropriate for the training context you have chosen, you should decide whether you will adapt/modify an existing activity whether you will design a completely new activity.

If you decide to **Adapt** an activity, refer back to **Worksheets 23 and 24**.

If you decide to **Design** a new activity, refer back to **Workshop 4, Activity 3**.

Throughout this program you have covered much material related to developing activities. You may find it useful to review worksheets from the beginning of the program as you apply what you have been learning.

Choose an activity that can be demonstrated in 20 to 30 minutes.

Prepare a description of your group's activity using the chart on **Worksheet 25b**. The description should be written in such a way that others may be able to use it or adapt it in the future. Make sure to include information on the target group, human rights content, objectives, training techniques, and logistical concerns.

Worksheet 25b: Marketplace Activity

Activity Name _____

☐ New:

☐ Adapted from:

| | |
|--|--|
| The Training Context <ul style="list-style-type: none"> • Intended audience • Type and length of training session | |
| Activity Description | |
| HR Content | |
| Objectives | |
| Techniques Information about how the activity works | |
| Logistics (time, materials, resources) | |

Activity 6 **Facilitating an Activity**
(15 min)

Description The facilitator will review the phases in facilitating an activity
(**Reference11: Phases in Facilitating and Activity**) in preparation for
the HRE Marketplace.

Reference 11: Phases in Facilitating an Activity

Phase 1 – Preparations – What the facilitator needs to do

| | |
|---|--|
| <p>Before the training session, ensure that:</p> <ul style="list-style-type: none"> • the activity is appropriate for your target group • you understand the mechanics of the activity and make necessary adjustments • you prepare all necessary materials | <p>Before the participants begin the activity, ensure that:</p> <ul style="list-style-type: none"> • participants understand the task • they have all the necessary materials to carry out the tasks • the grouping of participants is appropriate |
|---|--|

Phase 2 – Implementation – What the facilitator needs to do

| |
|---|
| <p>While the participants are doing the activity...</p> <ul style="list-style-type: none"> • ensure that participants remain on task • provide assistance as requested • ask open-ended questions • encourage participants to answer each others' questions • observe and record any important points or issues that are raised by individuals or groups and ensure that they are communicated to the other participants • ensure that discussions keep on track • summarize discussions to ensure that everyone understands • observe the mechanics of the activity and be prepared to make adjustments |
|---|

Phase 3 – Debriefing – What the facilitator needs to do

| |
|---|
| <p>Once the activity is completed...</p> <p>As the facilitator, you should:</p> <ul style="list-style-type: none"> • Discuss with the participants their feelings about the activity and during the activity. Ask questions like: "How did you feel when...?" • Have participants describe facts. Ask questions like: "What happened when you...?", "What real-life situation does this resemble?" • Discuss possibilities for transfer. Ask questions like: "How can you apply these lessons to real life?" • Inform the participants that you are available for questions after the session. |
|---|

Activity 7 **Synthesis and Reflection – “Evaluation Interview”**
(40 min)

Description Work in pairs.

For today’s evaluation, you will interview your partner. You may use the questions on ***Worksheet 26: Evaluation Interview*** as your guide, or you may add some of your own.

Worksheet 26: Evaluation Interview

The interview is an evaluation technique that enables you to probe deeply and to get beyond superficial answers. Ask your partner the questions below and record his/her answers, then switch roles.

1. I am going to name some of the activities we did today: Characteristics of a Good Evaluation, HRE Activities Within a Framework, Adapting Activities – The Effects Wheel, and Planning and Developing HRE Activities

- a. Which of these activities do you feel you benefited from the most? Why?

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

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

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

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

Activity 8
(120 min) **HRE Marketplace**

Description You will present your activity to others in the group and participate in the activities others have designed.

Activity 9
(30 min) **Formative Evaluation / Peer Review**

Description Together with your facilitator and the other participants, you will discuss the activities of the Marketplace.

Give feedback: Tell the other groups what you thought of the activities they developed.

- What worked?
- What didn't work?
- How could the activity be improved?

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

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

Refer to **Reference 12: Tips on Getting and Giving Feedback** to help you formulate your feedback.

Worksheet 27: Activity Profile – Notes from the Marketplace

| | |
|--|-----------------------|
| Name of Activity: | Your Comments: |
| Audience: | |
| Content: | |
| Objectives: | |
| Techniques: | |
| Logistics (time, materials, resources): | |

Reference 12: Tips on Getting and Giving Feedback

Source: Marshall, 1991.

- **Talk in the first person.**
Statements such as "I felt..." or "Your idea about..." communicate personal responsibility for responses. They do not claim to speak for others.
- **Be specific.**
Statements such as "When you said this, I..." or "Your idea about..." focus on the particular action or statement. Avoid general comments such as "You keep..." or "You always...".
- **Challenge the idea or action, not the person.**
It doesn't help to draw attention to the pitch of someone's voice or a stutter. Focus on actions or 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.

Reference 12 cont'd

- **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.

Workshop 8 – Transfer 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 provide feedback about this training program by completing an evaluation questionnaire

Time Frame
2 hr. 30 min
Total



Activity 1

Workshop 8 Overview (10 min)

Activity 2

Individual Learning Objectives (20 min)

Activity 3

My Action Plan (60 min)

Activity 4

Program Evaluation (60 min)

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

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

Activity 2
(20 min) **Individual Learning Objectives**

Description In this activity you will read over the learning objectives you set for yourself at the beginning of the training and then consider the following questions:

- Did you meet all your learning objectives?
- Are there any objectives that were not met? If yes, explain why you think they were not met.

Activity 3
(60 min) **My Action Plan**

Description This is a two-part activity.

In **Part A** you will work individually to fill out and develop your own Action Plan.

In **Part B** you will work in small groups to give and get feedback about the Action Plans.

Part A Work individually. (30 min)

Complete **Worksheet 28: Action Plan**, developing an action plan for when you return home.

Part B Work in small groups. (30 min)

Present your plan to others in your small group. Each of you will have the opportunity to present your plan while the other members of your group comment and give feedback.

Worksheet 28: Action Plan

Select a project you are involved in at work. You may choose a training program you are developing or facilitating now or in the near future. If you are not currently involved with a training program, choose another project you are working on.

1. One human rights project I will work on in the next 12 months is:

2. A general description of my project is:

3. One of the main things I would like to accomplish with this project is:

4. In order to achieve this goal:

- I need to do the following new things - or old things differently:

Worksheet 28 cont'd

- My colleagues (name them) need to do the following new things - or old things differently:

5. The positive factors that will help me make the changes:

6. The negative factors that may prevent me from making the changes:

7. Things I might do to increase the strength of the positive factors are:

8. Things I might do to reduce the strength of the negative factors are:

Worksheet 28 cont'd

9. What personal strengths can I draw on in this work? and what new capabilities may I need to acquire?

10. How will I ensure that my organization benefits from my learning during this training program?

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.

- What was my greatest learning during this program?


- What was my greatest contribution?

- Will the training I do change as a result of this program?

Part B

(45 min)

Complete the Evaluation Questionnaire distributed by the facilitator.



Appendices

Appendix 1: Day One Evaluation

1. The items listed below were discussed in today's workshops. Rate each item by checking (✓) the appropriate response. Explain your response in the space provided.

A. The elements of a participatory approach

- ☐ Very useful ☐ Somewhat useful ☐ Not very useful

Why? _____

B. The concept of transfer

- ☐ Very useful ☐ Somewhat useful ☐ Not very useful

Why? _____

C. The basic steps of developing training

- ☐ Very useful ☐ Somewhat useful ☐ Not very useful

Why? _____

D. Creating a planning tool for developing training

- ☐ Very useful ☐ Somewhat useful ☐ Not very useful

Why? _____

2. General Comments

In addition to the items covered in the workshops, I also learned about...

I want to know more about...

Name (optional): _____

Thank you!

Appendix 2: Program Evaluation

Part A: General information

1. What is your title/responsibility at your organization?

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

2. What is your primary occupation?

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

3. Age:

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

4. Gender:

- ☐ Male ☐ Female

5. What is your highest level of formal education?

- | | |
|---|---|
| <input type="checkbox"/> Secondary school | <input type="checkbox"/> Undergraduate Degree |
| <input type="checkbox"/> College, trade school or technical college | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Some College or University | <input type="checkbox"/> Ph.D. |

6. If you have a college diploma or university degree please specify degree and major subject (e.g., B.A. in Economics, Masters of Fine Arts in Graphic Design):

7. What is the main activity of your organization?

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

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

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

9. How many training sessions does your organization conduct each year?

- ☐ 1 to 5
- ☐ 6 to 10
- ☐ More than 10

10. What is the average duration of the training sessions?

- ☐ 1/2 day
- ☐ 1 day
- ☐ 2 to 3 days
- ☐ Other (specify) _____

11. How many times have you facilitated training sessions?

12. Have you attended other training for trainers programs?

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

Part B: Logistics

1. Please evaluate your main facilitator on the following:

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

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

| | Poor | Average | Good | Very Good |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. General Quality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Usefulness during workshops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Usefulness in my work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Clarity of instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Appropriateness of language level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Please evaluate the following:

| | Poor | Average | Good | Very Good |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Accommodations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Classrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Food quality and service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Correspondence prior to arrival on-site | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Overall organization of the event. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Comments. | | | | |

Part C : Objectives and Activities

1. Were the following program objectives met?

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

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

b. To explore and to practise writing case studies for human rights training:

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

c. To examine various evaluation techniques and reflect on the role and practical benefits of educational evaluation:

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

d. To develop a concrete action plan for transfer of learning from this training program to your work as trainers:

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

e. *To experience participatory learning:*

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

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

- ☐ Yes ☐ No

Explain.

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

- ☐ Yes ☐ No

Explain.

4. Was this program what you expected?

- ☐ Yes ☐ No

Explain.

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

- ☐ Yes ☐ No

Explain.

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

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

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

| | Not at all important | Not important | Important | Very important |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. To strengthen training skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. To improve instructional design skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. To network with other trainers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Other (explain): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part D: Follow Up

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

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

Name (optional): _____

*Thank you very much for taking the time
to complete this questionnaire.*

Part E: Additional Information

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

Organization: _____

Name: _____

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

☐ Yes, the address is: _____
Please print clearly

☐ No

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

☐ Yes

☐ No

3. Does your organization have a web-site?

☐ Yes, the address is: http:// _____
Please print clearly

☐ No

Thank you!



Glossary of Educational Terms

This glossary describes the terms used in the training manuals. The definitions of the terms have been culled from various sources³; 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.

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

³ The sources used to compile this list can be found after the glossary.

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.”

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