Human Rights Education and Promotion

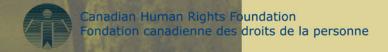


Workshop Manual



Building the Capacity of the National Human Rights Commission, Nepal

Kathmandu, Nepal 7 - 11 March 2005





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Introduction

Program Goal

The goal of the workshop is to build the capacity of the National Human Rights Commission of Nepal to conduct human rights education and promotion activities.

Objectives

The workshop objectives are to build the capacity of the staff of the NHRC to:

- **Conduct** effective training programs for specific target groups.
- **Develop** human rights training curricula.
- Analyse advocacy and public awareness campaigns.

The training will be conducted in the context of furthering economic, social and cultural rights in Nepal.

Participants

The workshop is for five days and includes approximately 20 participants. The participants are senior staff of the NHRC and its regional offices.

Methodology

The workshop methodology is based on a participatory approach to learning. A basic assumption in this approach is that much of the content comes from the participants and that the workshop serves as the framework for drawing out this content. There will a combination of small group work, presentations by resource persons, case studies and plenary discussions. A gender approach is integrated throughout the program in order to recognise the different effects certain policies and practices related to human rights may have on men and women and to examine the need to develop gender-sensitive strategies to address these differences.

About the Manual

This manual outlines the five-day workshop with objectives, descriptions of activities, and suggested time frames for each Module. There are **Worksheets** and **Reference Sheets** for several of the activities. There are also **Appendices** with supplementary reference material.

About the Organisers

The Canadian Human Rights Foundation (CHRF) is a non-profit, non-governmental organisation dedicated to the protection and promotion of human rights through education, in Canada and around the world.

Recognising the potential of National Human Rights Institutions (NHRIs) to promote awareness and education on human rights, the CHRF has developed a special program aimed at the creation and strengthening of independent and effective NHRIs in conformity with the Paris Principles. The CHRF National Institutions Program involves education and training initiatives designed to strengthen the capacity of these institutions to promote and protect human rights, in particular economic, social and cultural rights. Through the participatory methodology practiced by the organisers and the presentations by highly qualified resource people from around the world, the program contributes to a greater understanding by the participants of the unique role of NHRIs in the promotion and protection of human rights. In particular, participants gain knowledge regarding general principles governing NHRIs; deepen their understanding of issues and standards related to human rights; and explore investigation, monitoring and education strategies for the promotion and protection of such rights.

To date, activities of CHRF's National Institutions Program have been focused in Asia with initiatives in Indonesia, the Philippines, Thailand, Malaysia and Nepal.

The **National Human Rights Commission, Nepal (NHRC)** was established in May 2000, with a mandate to protect and promote human rights.

In regard to the protection of human rights, the NHRC accepts and investigates complaints of human rights violations, as well as conducts observation tours to prisons, with the aim of developing recommendations on prison reform. Since June 2002, the NHRC has been implementing a project called Responding to the Crisis to deal with human rights issues arising from the internal conflict. Key aims of this project are: accurate and timely reporting of human rights violations, disseminating findings to stakeholders, and producing and disseminating reports on the humanitarian situation in affected areas in order to influence and motivate both government and civil society to alleviate human suffering.

The NHRC has also undertaken several activities aimed at the promotion of human rights, including: training sessions for government officials and the general public about human rights protection, stressing the obligations of the government under international standards; and awareness raising about caste-discrimination and protecting the rights of Dalits. In 2002, the NHRC established the Office of National Rapporteur on Trafficking in Women and Children.

The NHRC joined the Asia Pacific Forum of National Human Rights Institutions (APF) as a member in 2000.

Acknowledgements

The following Curriculum Development Team developed this training manual: Paul McAdams, Vincenza Nazzari, Sneh Aurora, Lauren Matthews, and Anita Devkota.

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Workshop Schedule

DAY 1 – March 7, 2005

Module 1: Introductions and Workshop Overview

Activity 1: Getting to Know Participants and Their Expectations (1 hr)

 Participants, facilitators and resource persons are introduced. They also learn about each other's expectations for the workshop as well as the resources participants have to offer, (i.e., the knowledge, skills and experience they can bring to the process).

Activity 2: Workshop Overview (1 hr)

 A facilitator will present the objectives and content of the workshop and make the links to the expectations and resources expressed by participants in the first activity.

Activity 3: Participatory Methodology and Human Rights Education (2 hrs)

- The aim of this activity is to have participants explore the arguments in favour of a participatory approach to education. The facilitator will present the key elements of a participatory approach to learning which is the methodology that will be used in the workshop. He/she will then lead a discussion on why this approach is appropriate for human rights education.
- Participants will also begin to examine human rights education and advocacy.

Activity 4: The NHRC's Promotion Mandate (40 min)

- Participants will discuss the human rights education and promotion mandate of the NHRC through an examination of the Commission's governing legislation, as well as Strategic Plan.
- Participants will also examine the current situation of human rights in Nepal and the impact of the internal political conflict on their work.

Module 2: Basic Steps of Training Design

Activity 1: Basic Steps of Training Design (1 hr 30 min)

• The aim of this activity is for participants to examine the basic steps in developing a human rights education training session.

DAY 2 - March 8, 2005

Activity 2: Assessing Participants' Needs (3 hrs)

- The aim of this activity is for participants to evaluate the purpose of a training needs assessment and to identify the training needs of specific target groups.
- Participants will also review and evaluate past training programs they have conducted (this will be the case throughout the Module).

Activity 3: Determining Program Goal and Objectives (1 hr 30 min)

• The aim of this activity is for participants to practice examining the usefulness of setting goals and objectives in the training process and to practice writing measurable goals and objectives.

Activity 4: Determining Program Content (1 hr 30 min)

- The aim of this activity is for participants to determine the content of a human rights training program.
- There will be a specific focus on economic, social and cultural rights and human rights education in conflict environments.

DAY 3 – March 9, 2005

Activity 4: Determining Program Content (continued, 1 hr 30 min)

Activity 5: Determining Program Materials (3 hrs)

 The aim of this activity is for participants to explore the different types of training techniques and materials they can use for a human rights education training program.

Module 3: Developing a Human Rights Training Program

Activity 1: Creating Effective Group Dynamics (1 hr 30 min)

• The aim of this activity is to examine some aspects of group dynamics and explore ways to use small groups effectively.

DAY 4 - March 10, 2005

Activity 2: Facilitating a Training Session (1 hr)

• The aim of this activity is to examine the elements of climate setting and their impact on a training situation, to describe a facilitator's role in climate setting and to identify appropriate techniques to enhance participants' performance.

Activity 3: Developing a Human Rights Training Session (2 hrs 30 min)

• The aim of this activity is for participants to develop specific human rights training sessions for specific target groups (i.e., employees of the Public Service Commission, police cadres) that fall within the NHRC's promotion mandate and Strategic Plan.

Activity 4: Presentation of Participants' Training Sessions (2 hrs)

 Participants will present their plans for their sessions to other participants and get feedback from them.

Module 4: Educational Evaluation

Activity 1: The Continuous Improvement Cycle (45 min)

 The aim of this activity is for participants to explore and apply the continuous improvement cycle.

DAY 5 - March 11, 2005

Activity 2: Evaluation Techniques (1 hr)

• The aim of this activity is for participants to develop and reinforce skills for evaluating training sessions.

Module 5: Human Rights Education for Social Change

Activity 1: What Is Human Rights Advocacy? (2 hrs)

• The aim of this activity is to define what is meant by advocacy within the context of the NHRC's promotion mandate.

Activity 2: Advocacy, Power, and Conflict (1 hr 30 min)

• The aim of this activity is to examine the relationships between human rights advocacy, power, and conflict.

Activity 3: Next Steps (1 hr)

• The aim of this activity is to discuss the next steps for the participants.

Conclusion and Evaluation (30 min)

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Module 1: Introductions and Workshop Overview

Activity		Time
Activity 1	Getting to Know Participants and Their Expectations	1 hr
Activity 2	Workshop Overview	1 hr
Activity 3	Participatory Methodology and Human Rights Education	1 hr 30 min
Activity 4	The NHRC's Promotion Mandate	40 min



Day 1 • • • • • • • • • • • • • • •

Activity 1 Getting to Know Participants and Their Expectations

Objectives

- To get to know the participants and develop a productive group dynamic
- To examine individual expectations and available resources in the group

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1 hr

Description

This activity is divided into two parts.

In **Part A**, you will introduce yourselves to the members of the group.

In **Part B**, you will examine your expectations and resources for the workshop.

40 min Part A Icebreaker

In this icebreaker, the facilitator invites participants to share their understanding of what "human rights education" means to them. Participants also begin to reflect on the impact of the current situation of human rights in Nepal and the impact of the internal political conflict on the NHRC's work.

20 min Part B Group Discussion

Using the information compiled from the **Pre-Workshop Assignments** completed by participants, the facilitator presents on flipchart paper their expectations and resources (needs and offers) with respect to 1) information/knowledge and 2) skills/experience (refer to the table on the next page). Similar expectations and resources will be grouped together.

The facilitator reviews expectations and resources named by participants and maps connections between the expectations and resources listed on flipchart paper. Participants are invited to add any needs and resources they feel are missing.

Cont'd ▶ ▶ ▶

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Activity 1 cont'd

The facilitator comments on the commonalities in expectations and resources available in the groups. He/she also highlights expectations which may or may not necessarily be met during this workshop.

Table. Needs and Offers

	Needs	Offers
a) Information/ Knowledge		
b) Skills/ Experience		

End of Activity ■

Activity 2 Workshop Overview

Objective

To provide an overview of the project and the workshop and to set ground rules for working as a group.

Time

1 hour

Description

This activity is divided into three parts.

In **Part A**, the facilitator will provide an overview of the workshop.

In **Part B**, you will review the articles of the UDHR.

In **Part C**, you will establish ground rules for working as a group during the workshop.

40 min Part A Workshop Overview

The facilitator provides an overview of the workshop, referring back to participants' expectations and resources expressed in Activity 1.

5 min Part B Articles of the UDHR

Read the summary of the articles of the Universal Declaration of Human Rights on the next page and reflect on how they can be used to create ground rules for working together as a group.

About Ground Rules:

Ground rules serve as a set of guidelines for the facilitator and the participants. They serve as a tool for identifying and improving unhealthy group interactions and evolving toward productive and healthy interactions. Just as significantly, participants learn to check, and reflect on, their experience in comparison to their ground rules; then they adjust their interactions to make their experience a more productive and satisfying one.

Cont'd ▶ ▶ ▶

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Activity 2 cont'd

Summary of the Articles of the UDHR

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

Cont'd ▶ ▶ ▶

Day 1 • • • • • • • • • • • • •

Activity 2 cont'd

15 min Part C Setting Ground Rules

Together with your facilitator, develop a number of ground rules for working together as a group.

The facilitator writes them on flipchart and posts them in the room for the remainder of the workshop. It is important that all members of the group, including the facilitators, feel comfortable with the rules and commit to respecting them.

Ground Rules for Our Group:		

End of Activity ■

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Participatory Methodology and Human Rights Education Activity 3 Objectives To explore principles of adult learning and participant-centered methodology and to examine the application of these principles in the area of human rights education. Time 2 hrs Description This activity is divided into four parts. In **Part A**, you will reflect on a personal learning experience. In **Part B**, you will identify keys to successful learning. In **Part C**, the facilitator will discuss a participatory approach to learning. In **Part D**, the facilitator will lead a discussion on using a participatory approach to human rights education. 5 min Part A A Personal Learning Experience Answer Questions 1 and 2 below individually and then share your answers with the group. You will then discuss Question 3 as a group. 1. Think of something that you know how to do well (which may or may not be related to your work). Write it down below. 2. Now write down a few words explaining how you became good at it.

Cont'd ▶ ▶ ▶

Day 1 • • • • • • • • • • • • • • Activity 3 cont'd 3. Group Discussion: Based on your own experience and the experiences shared by the other participants, what elements do you feel are key to learning? 5 min Part B **Keys to Successful Learning** Discuss the following questions as a group: 1. What are some of the key elements to successful learning that have been discussed so far? 2. How do they relate to your understanding of a participatory approach to education? 20 min Part C The Spiral Model The facilitator discusses the participatory training approach of this workshop. The learning model used for this workshop is that of the "Spiral Model" as illustrated in the diagram on **Reference Sheet 2**. Questions for discussion related to a participatory approach: 1. Why is a participatory approach appropriate for human rights education?

Cont'd ▶ ▶ ▶

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Activity 3 cont'd

2.	What are the advantages of using a participatory approach?
3.	Have you ever used the participatory approach? If so, what are some of the difficulties you have encountered in using this approach?

1 hr 30 min

Part D Interactive Presentation

The facilitator leads participants through the presentation "Why a Participatory Approach to Human Rights Education".

End of Activity ■

Reference Sheet 1: Keys to Successful Learning

1. Doing

 Learning by experiencing, results in successful learning.

2. Feedback

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

3. Sharing

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

4. Responsibility for Learning

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

These keys to successful learning are also central features of a

Participatory Approach

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Reference Sheet 2: Participatory Approach

Underlying Beliefs

People learn more effectively when:

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

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

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

Some Assumptions About Ourselves as Educators

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

The Curriculum Design Model

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

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

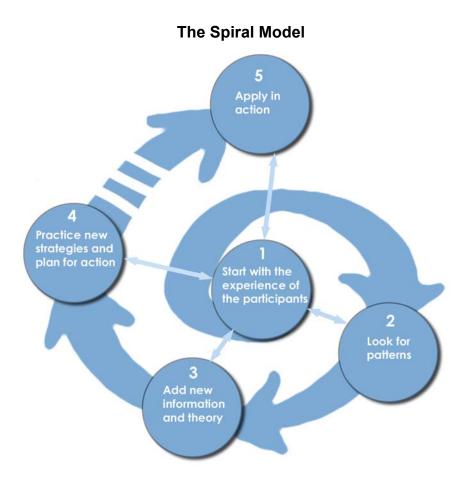
- 1. Learning begins with the experience or knowledge of the participants
- 2. After the participants have shared their experience, they look for patterns or analyse that experience (i.e., what are the commonalties? what are the patterns?)

Day 1 • • • • • • • • • • • • • •

3. To avoid being limited to the knowledge and experience of the people in the room, we also collectively add (from outside sources) or create, new information or theory

- 4. Participants need to practice what they have learned, to practice new skills, develop strategies and plan for action
- 5. Afterwards (usually when they are back in their organisations and daily work) they apply in action what they have learned

Reflection and evaluation are built into the program design, and are carried out throughout the entire program. They are not done just at the end.



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Reference Sheet 3: Why a Participatory Method for Human Rights Education

This reference sheet is based on notes from the human rights educator Dave Donahue.

Objectives:

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

Connection between participatory education and human rights content (10 min)

Four reasons why participatory approach to human rights training is appropriate

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

1) Human rights are part of our experience

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

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

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2) Human rights are based in conflicting values

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

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

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

3) HRE is about social transformation

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

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

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

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

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

4) HRE should spark reflection

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

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

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

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

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

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

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Activity for "Why a Participatory Method for Human Rights Education"

1. Individually (10 min.)

Imagine a country where government, tradition, religion, and the family all fully recognize and support human rights. What would your life be like if you lived there? OPTIONAL ADDITIONAL QUESTIONS: Your education? Your work? Your family? Your opportunities? How would the government show its support? The community? The family? What would be the biggest change from your present life? How realistic is this dream? What positive steps should your society, community, government, media, religious, and cultural leaders take to make the dream a reality?

2. Small group (15 min.)

- 1. Share the answers to the previous part.
- 2. Divide the paper in three columns.
- 3. Make a list of the human rights that should be guaranteed to achieve a world like the one imagined in the first column. Write each item on a separate line. Discuss whether everyone in the group agrees if an item is a human right. In the second column write if any law in your country exists to protect that right.

3. Whole group (20 min.)

- 1. Consolidate group lists into a single list.
- 2. Is anything listed that anyone thinks is not a human right? If not, then we agree that everything on the list meets our definition of a human right. What were our criteria for deciding if something was a human right?
- 3. Put a sticker next to the right that is most personally important to you. Why are some rights chosen most often? Why are other rights not chosen? Why are some rights more controversial? What do the unchosen rights say about ourselves and our work as human rights educators?
- 4. If a law exists to protect human rights, are people in fact able to exercise that right?

4. Small group (15 min.)

- 1. Read the articles of the UDHR to find articles that support the rights you identified as a large group. Write down the article in the third column of the chart. What rights are not mentioned in the UDHR?
- 2. Put a mark next to the rights that are mentioned in the UDHR that are not mentioned in the group's list. Explain their omission from your group's list.

5. Debriefing the activity (10 min.)

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

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

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- Where did this happen? (small group discussions, examination of whether the rights were human rights)
- Add knowledge from other sources
 - Where did this happen? (UDHR)
 - Practice new understandings
 - Where did this happen? (when in large group, we addressed the same questions of what is a human right)
 - Develop strategies for action
 - Reflection on action

6. Practicing reflection (10 min.)

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

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

End of Activity ■

Day 1 • • • • • • • • • • • • • • •

Activity 4 The NHRC's Promotion Mandate

Objectives

- To examine the promotion mandate of the NHRC and its role within the NHRC's Strategic Plan.
- To examine the current situation of human rights in Nepal and the impact of the internal political conflict on the NHRC's work.

Time

40 min

Description

This activity is divided into two parts.

In **Part A**, a resource person will present the NHRC's Promotion Mandate. Refer to **Reference Sheet 4**.

In **Part B**, there will be a group discussion.

20 min

Part A Presentation of the NHRC's Promotion Mandate A resource person presents the NHRC's Promotion Mandate.

20 min

Part B Group Discussion

The resource person leads a discussion.

End of Activity ■

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Reference Sheet 4: National Human Rights Commission of Nepal Promotion Mandate

Human Rights Commission Act, 2053 (1997)

Chapter 3 - Provisions Relating to the Functions and Procedures of the Commission

Article 9(1) It shall be the primary responsibility of the Commission to protect and promote human rights.

Article 9(2) In order to perform the responsibility mentioned in sub-section (1), the Commission may carry out the following functions:

. . .

(i) Publicize and propagate human rights education among the various sections of society through various seminars, symposia, conferences and also build consciousness and awareness about the guarantees bestowed by law for the protection of human rights,

. . .

(m) Carry out such activities, as it may deem necessary and appropriate for the enforcement, promotion and protection of human rights.

Mission Statement of the NHRC

Our mission is to develop a culture of human rights in the country by taking a leading role as an independent and impartial national institution for the protection and promotion of human rights in accordance with universally recognized human rights principles.

The NHRC's Strategic Plan 2004-2008

Strategic Objective No. 2

To promote, monitor and enforce the guarantee of fundamental rights of the people with focus on the right to life, liberty, justice and equality.

Day 1 • • • • • • • • • • • • • •

Strategic Objective No. 3

To advocate right to food, health, shelter, education and work as the fundamental rights of the people with special attention to improving the human rights situation in the most underdeveloped regions of Nepal.

Strategic Objective No. 7

To promote, develop and provide education, information and advice about human rights.

Strategic Objective No. 8

To transform the image of the organization by increasing its efficiency and acceptance across all sections of Nepalese society.

NHRC's Human Rights Promotional Activities

Activities which promote human rights go hand in hand with those that focus on human rights protection. Promotional activities reinforce protection work, as well as prevent human rights violations. The NHRC's promotional activities aim to contribute to a culture of human rights throughout the country and for all people in Nepal.

Human rights promotional activities at the NHRC broadly fall into three main categories:

- A. Human Rights Education
- B. Promoting the NHRC and its priorities
- C. Advocacy

A. Human Rights Education

- 1. Human Rights Training and Awareness Raising
 - 1. Design training programs
 - 2. Curriculum development
 - 3. Conduct training
 - 4. Evaluation
 - 5. Provision of resource persons
 - 6. Training of trainers (NGOs)

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Target Groups:

- a. Professional groups (media, lawyers, judges)
- b. HMG and state agencies (civil servants, police, military)
- c. Civil society, NGOs
- d. Politicians

2. Human Rights Publications and Dissemination

- 1. Production: design and content
- 2. Reports and research
- 3. Dissemination strategy (incl. what, how, target groups)
- 4. Modes of communication (print, electronic tv/radio, internet, theatre)

3. Review of Curricula

- 1. Review training curricula (content and delivery)
 - a. schools
 - b. civil servants (entry level PSC, TSC employees)
 - c. security personnel
- 2. Inclusion of human rights in curricula
- 3. Monitoring
- 4. Advocacy

B. Promoting NHRC and Its Priorities

- 1. Communications strategy (incl. media strategy using media effectively)
- 2. NHRC image

C. Advocacy

- 1. Policy change / implementation
- 2. Constitutional and legislative change / implementation
- 3. Networking / participation
- 4. Peace

This Workshop

This workshop focuses on building the capacity of the National Human Rights Commission staff to fulfill the human rights promotion mandate of the institution. More specifically, this workshop focuses on that portion of the Commission's mandate relating to Human Rights Education, and in particular, those activities relating to Human Rights Training and Awareness Raising.

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Module 2: Basic Steps of Training Design

Activity		Time
Activity 1	Basic Steps of Training Design	1 hr 30 min
Activity 2	Assessing Participants' Needs	3 hrs
Activity 3	Determining Program Goal and Objectives	1 hr 30 min
Activity 4	Determining Program Content	3 hrs
Activity 5	Determining Program Materials	3 hrs



Day 1 • • • • • • • • • • • • • • •

Activity 1 Basic Steps of Training Design

Objective

To examine the basic steps in developing a human rights education training session.

Time

1 hour 30 min

Description

This activity is divided into three parts.

In **Part A**, you will brainstorm in a large group to identify possible target groups for training sessions.

In **Part B**, you will do an exercise on the steps involved when developing a training session.

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

25 min Part A Brainstorm

The facilitator leads a brainstorming session to identify the possible target groups for the different human rights training sessions planned by the NHRC and set out in its Activity Plan. Use **Worksheet 1** to record the results.

The facilitator asks participants to share their experiences in training the different target groups.

25 min Part B Group Work

The facilitator divides participants into small groups. Each group looks at **Worksheet 2** and completes the exercise.

40 min Part C Group Discussion

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

End of Activity ■

Worksheet 1: Identifying Target Groups

	_		
roup:			
	roup:	roup:	roup:

Target group:

Target group:

Our training sessions will be for the following target groups:

Target group:

Target group:

Target group:

Worksheet 2: 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, attitudes)

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Activity 2 Assessing Participants' Needs

Objective

To determine the purpose of a training needs assessment and to identify the training needs of specific target groups.

Time

3 hours

Description

This activity is divided into five parts.

In **Part A**, you will reflect on identifying training needs.

In **Part B**, you will have a group discussion.

In **Part C**, you will identify specific training needs for a target group.

In Part D, you will present your findings.

In **Part** E, the facilitator will present examples of CHRF Pre-Workshop Assignments.

10 min Part A Buzz Groups

The facilitator divides participants into small groups of three or four and has them reflect on the questions below (one question per group):

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

Refer to the "Definition of Needs Assessment" box on the next page for more information.

Day 1 • • • • • • • • • • • • • •

Activity 2 cont'd

Definition of Needs Assessment:

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

- A gap between "what is" and "what should be."
- "A gap between real and ideal that is both acknowledged by community values and potentially amenable to change."
- May be different from such related concepts as wants ("something people are willing to pay for") or demands ("something people are willing to march for").

Needs assessment focuses on the future, or what should be done, rather than on what was done as is the focus of most program evaluations.

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

30 min Part B Group Discussion

Each group presents the results of their discussion to the larger group and the facilitator leads a group discussion.

1 hr 20 min Part C Group Work

Determine the training needs of your target group. Steps to follow:

- 1. Prepare a description of your target group using Worksheet 3a.
- Describe your perception of your target group's training needs. (Worksheet 3b)
- 3. Determine how you will verify your assumptions about their training needs. (**Worksheet 3c**)
- 4. Prepare to present this information to the other groups by completing **Worksheet 3d.** Prepare a flipchart version of this worksheet for your presentation.

40 min Part D Group Presentations

Present the information about your target group's needs using the flipchart version of **Worksheet 3d.**

20 min Part E Pre-Workshop Assignments

The facilitator presents some examples of Pre-Workshop Assignments used by the CHRF in preparing for workshops (refer to Appendix 1 for an example).

End of Activity ■

Worksheet 3a: Training Plan – Description of Your Target Group

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

Target Group:

Characteristic	Description
Occupation(s)	
Average age	
, wordge age	
Gender	
Education level	
Main human rights issues they face in their work	
Main human rights problems that arise because of target group's actions	
Other important facts	

Worksheet 3b: Training Plan – Your Perception of the Training Needs

Prepare a general description of the target group by completing the chart below.

Human Rights Content	Actual	Ideal	How will you bridge the gap?
Skills:			
- 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			

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Human Rights Content	Actual	Ideal	How will you bridge the gap?
Knowledge:			
- 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			

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Human Rights Content	Actual	Ideal	How will you bridge the gap?
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 			
- Recognising our own biases			
 Examining how our actions impact on the rights of others 			
 Taking responsibility for defending the rights of others 			

Worksheet 3c: Training Plan – Verifying Assumptions About Training Needs

Once you have filled in **Worksheet 3b** as best you can, consider the following questions:

Qu	estion	
1.	How will you check that your understanding of the actual and ideal situations is correct?	
2.	Who will you contact to verify that your information is correct?	
3.	What additional information do you need to develop training?	
4.	How will you get this information?	

Worksheet 3d: Presentation of Your Target Group's Needs

Description of our target group:
2. What we think their needs are:
2. What we think their needs are.
3. How we plan to check our assumptions:

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Activity 3	Determining Program Goal and Objectives
Objective	
	To examine the usefulness of setting goals and objectives in the training process and to practice writing measurable goals and objectives.
Time	
	1 hour 30 min
Description	
	This activity is divided into four parts.
	In Part A , you will discuss some questions about goals and objectives.
	In Part B, you will practice setting objectives.
	In Part C , you will practice writing goals and objectives for training sessions you will conduct.
	In Part D , the facilitator will synthesize the discussion.
15 min	Part A Group discussion Participants discuss the following questions with the facilitator:
	1. What is the difference between a goal and an objective?
	2. How do they help us in developing our training programs?

Day 2 • • • • • • • • • • • • • •

Activity 3 cont'd

	How do they help us in evaluating our training programs?

About Goals and Objectives:

A **goal** is a broad, generalized statement about what is to be learned. An **objective** is typically more specific, expressed in measurable, observable terms.

As trainers, setting a program goal and determining objectives helps us to be clear about what we want to do. Once we have set objectives, the rest of the planning follows naturally. We have to know where we are going before we decide how to get there.

Stating objectives for a training program assures that all efforts are directed towards achieving only the desired results. The key is to use ACTION WORDS, denoting something that can be measured or observed. For example, *understanding* is extremely difficult to measure. Words like *state*, *show* or *solve* are precise and measurable.

Clearly stated objectives enable participants to better understand what we (the trainers, facilitators) intend to do and also what is the expected outcome for them throughout the process.

Reference: Goad, T.W. (1982). <u>Delivering Effective Training.</u> San Diego: University Associates, pp. 63-76.

When thinking about objectives, keep in mind the following concepts. An objective should be "SMART":

- **Specific**. It should specify the nature of the change, the target groups, the target region, etc.
- **Measurable**. It can be measured by using indicators
- Achievable. It is realistic
- Relevant. It is an answer to the identified need
- **Time bound**. It can be achieved in the time frame of the project

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Activity 3 cont'd

15 min Part B Small Group Work

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

Focus on what you (the trainer) will do and what you reasonably can expect to happen as a result of the training. Use the guidelines on **Reference Sheet 5** to help you.

1. To know the stages of a training needs assessment.
2. To be aware of the relationship between participatory methodology and human rights education.
3. To understand the importance of addressing learners' needs in a training program.

30 min Part C Small Group Work

In your small groups, determine your overall training goal and two main objectives for a possible training session conducted by the NHRC. In constructing your objectives, consider the following questions:

- 1. Are the objectives realistic for the time you have?
- 2. Is there a clear verb that suggests an activity?

Day 2 • • • • • • • • • • • • • •

Activity 3 cont'd

- 3. Is it appropriate to the group? i.e., could you express this objective to the group and get support for it?
- 4. Is there a logical flow from one objective to another?
- 5. Do the objectives address what you want people to know? (*knowledge*)
- 6. Do the objectives address what you want people to be able to do? (*skills*)
- 7. Do the objectives address what you want people to feel? (attitudes) Write the objectives on **Worksheet 4**.

15 min Part D Synthesis and Reflection

The facilitator leads a discussion on the groups' findings.

End of Activity ■

• • • • • • • • • • • • • Day 2

Reference Sheet 5: Guidelines for Writing Objectives

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

list name describe explain tell identify

• For objectives related to learning **new skills**, use verbs like:

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

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

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

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

know be familiar with understand think about

be aware of

Reference Sheet 3 cont'd

Day 2 • • • • • • • • • • • • • • •

Examples of performance verbs include:

Application	Comprehension	Knowledge	Analysis	Synthesis	Evaluation
apply calculate complete demonstrate dramatize employ examine illustrate interpret interpolate locate	associate classify compare compute contrast describe differentiate discuss distinguish explain estimate	cite count define draw identify indicate list name point read recite	analyze appraise contrast criticize debate detect diagram differentiate distinguish experiment infer	arrange assemble collect compose construct create design detect formulate generalize integrate	appraise assess choose critique determine estimate evaluate judge measure rank rate
operate order predict practice relate report restate review schedule sketch solve translate use utilize	examine express interpret interpolate locate predict report restate review translate	recognize relate repeat select state tabulate tell trace write	inspect inventory question separate summarize	manage organize plan prepare produce propose	recommend revise score select test

Reference: Rosof, A. (1992). <u>Starting Objectives. In Continuing Medical Education: A Primer</u>. Praeger: Westport, Connecticut.

Worksheet 4: Training Plan – Goal and Objectives

Results: What results do you expect from reaching these objectives?

Day 2 • • • • • • • • • • • • • • •

Activity 4 Determining Program Content

Objective

To determine the content of a human rights training program.

Time

3 hours

Description

This activity is divided into three parts.

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

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

In **Part C**, you will discuss how to incorporate ways of addressing conflict in program content.

1 hr 20 min P

Part A Small Group Work

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

Steps to follow:

- 1. Refer back to the needs you identified (see **Worksheet 3d**) and the goal and objectives you have set for the session (see **Worksheet 4**).
- 2. Keeping this information in mind, decide on the content of your training session by addressing the questions on **Worksheet 5a**.

Prepare to present this information to the other groups by completing **Worksheet 5b**. Prepare a flipchart version of this worksheet for your presentation.

1 hr Part B Group Presentations

Present the information about the content of your training session using the flipchart version of **Worksheet 5b**.

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Activity 4 cont'd

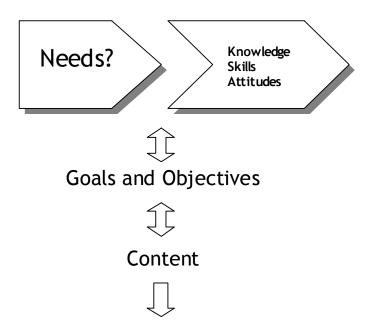
40 min Part A Group Discussion

The facilitator leads a discussion on how to incorporate ways of addressing conflict in program content.

End of Activity ■

Day 2 • • • • • • • • • • • • • • •

Worksheet 5a: Choosing the Content for Your Training Program



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

- 1. What topics, themes, issues, and information will you include in your training?
- 2. How much content will come from the outside, i.e., presentations, texts?
- 3. How much content do you expect to come from the participants?
- 4. What techniques do you plan to use?
- 5. What is the time frame of the session? number of days? number of hours per day?
- 6. Does the amount of material you are planning to cover seem realistic given the time frame of the session?

Worksheet 5b: Presentation of the Proposed Content for Your Training Session

Our target group:
Time frame:
Time mame.
Content we plan to include and some techniques we are thinking of using:

Day 3 • • • • • • • • • • • • • • •

Activity 5 Determining Program Materials

Objective

To explore the different types of training techniques and materials that can be used for a human rights education training program.

Time

3 hours

Description

This activity is divided into three parts.

In **Part A**, the facilitator will present examples of activities used in human rights training sessions.

In **Part B**, you will practice developing a training activity.

In **Part C**, you will try out your activity.

1 hr Part A Interactive Presentation

The facilitator presents a series of training techniques that can be used in a training workshop. Refer to **Reference Sheets 6 and 7** for more information. Before the interactive presentation, read over the questions below.

- 1. What factors do you consider when choosing a particular technique or activity for your training sessions?
- 2. How do "participatory" techniques/activities differ from more "traditional" education techniques?
- 3. In your experience, are some activities more appropriate and/or more successful than others? Why?

1 hr Part B Group Work

Participants work in small groups to design a training activity for a particular target audience. Each group will then present the activity to the other groups in Part C. Refer to **Reference Sheet 8** for guidelines on designing an activity.

• • • • • • • • • • • • Day 3

Activity 5 cont'd

1 hr Part C Group Presentations

Each group presents the activity they have developed by having the other participants work through it.

The activity will be evaluated by everyone using the checklist provided in **Worksheet 6**.

You will give each other feedback by commenting on the strengths and weaknesses of the activity.

End of Activity ■

Day 3 • • • • • • • • • • • • • •

Reference Sheet 6: Types of Training Techniques

Types of techniques can fall under several categories:

1. Group Building Dynamics:

- "Dinamicas"
- Icebreakers
- Energizers

2. Knowledge/Information Building Techniques:

- Presentations
- Reading texts and performing tasks
- Brainstorming

3. Values/Attitudes Techniques:

- Role plays
- Debates

4. Skills Practice/Application:

- Case studies
- Simulations

5. Critical Analysis/Reflection:

• Techniques that are a combination of the types listed above

Reference Sheet 7: Effective Training Techniques

To Give Information	To Teach Skills, Behaviours	To Change Attitudes, Values
Presentation: One resource person presents information or his/her point of view on an issue.	Case Study: Presentation of a problem or case for a group to analyze and solve.	Circle Response: Question posed to members of a group seated in a circle, each person in turn expressing a
Panel Presentation: Two to three resource persons present different aspects	 Demonstration: Facilitator verbally explains and performs an act, procedure, or process. 	response. • Field Trips, Tours: Viewing or
of a common topic (moderator required).	Games, Structured Experiences:	experiencing situations first hand for observation and study.
Debate: Two resource persons state conflicting views and argue their points (moderator required).	Participants participate in a game requiring particular skills, usually led by the facilitator.	Games: Experiencing a game and discussing its application to real life.
Dialogue: Informal, conversational discourse between two resource persons.	Simulation: Participants learn skills in a setting that simulates the real setting	Group Discussion: Mutual exchange of ideas and opinions by members of small arrange (9 to 20 pages) are problem of the control of the co
• Dramatic Presentation: A prepared play or skit.	 where skills are required. Teaching/Learning Team: Working 	groups (8 to 20 persons) on a problem or an issue of common concern for about 10 to 40 minutes depending on the size of the
Appropriate follow-up activities to presentations of one or more resource	cooperatively, small groups of 3 to 6 persons each teach and help each other develop skills.	group. • Role Playing: Impromptu dramatization of
persons involving an audience:	Appropriate activities for follow-up and practise	a problem or situation followed by
Forum: Free, open, question/discussion period immediately following a	of skills:	discussion.
presentation.	Application Projects: Activities which enable participants to practise skills in	Simulation: Experience in a situation as realistic as possible, followed by discussion. Skit: Short, rehearsed dramatic presentation followed by a discussion.
 Question Period: Opportunity for anyone in an audience to directly question presenters. 	their own context and situations during the training.	
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.	Practise: Specific activities to apply learning after the training in their work context.	

Reference Sheet 8: Guidelines to Help You Design Your Activity

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

Worksheet 6: Activity Evaluation Checklist

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

Day 3 • • • • • • • • • • • • • •

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Module 3: Developing a Human Rights Training Program

Activity		Time
Activity 1	Creating Effective Group Dynamics	1 hr 30 min
Activity 2	Facilitating a Training Session	1 hr
Activity 3	Developing a Human Rights Training Session	2 hrs 30 min
Activity 4	Presentation of Participants' Training Sessions	2 hrs



Day 3 • • • • • • • • • • • • • • •

Activity 1 Creating Effective Group Dynamics

Objective

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

Time

1 hr 30 min

Description

This activity is divided into four parts.

In **Part A**, you will discuss some key points about effective group work.

In **Part B**, you will examine diversity of participants in a training session.

In **Part C**, you will discuss strategies for dealing with difficult participants.

In **Part D**, the facilitator will synthesize the discussion.

15 min Part A Work in Pairs

Look over the key points about small group work listed on **Reference Sheet 9**. Discuss one or two of the issues with your partner. From your own experience, add other points regarding these issues that you feel would be helpful to the group. Then share your discussion with the group.

15 min Part B Work in Pairs

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

• • • • • • • • • • • • Day 3

Activity 1 cont'd

Participants share their findings with the other participants and the facilitator discusses the "Key to Working with Diversity" in **Reference Sheet 10**.

20 min Part C Work in Pairs

Together with your partner, look at the list of problem-type individuals listed below (Worksheet 7). Discuss strategies you might use for dealing with these difficult personalities. Share your thoughts and suggestions with the group.

As a facilitator, are there any problem types that you have come across in training sessions you have given that have not been included here? What strategies did you use with these participants? Did the strategy work? Why or why not? Did you adjust your facilitation style?

Have these situations ever occurred in training sessions where you were a participant? What did the facilitator do in those situations?

40 min Part D Synthesis and Reflection

The facilitator leads a discussion on the groups' findings.

End of Activity ■

Reference Sheet 9: Important Elements to Consider for Effective Group Work

1. Setting Ground Rules

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

3. Getting Started Activities

Use openers/icebreakers appropriately.

5. Composition of Small Groups

Change groups often to engage participants.

7. Participant Seating

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

2. Group Leaders, Recorders, Spokespersons

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

4. Assignment of Tasks

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

6. Monitoring Group Work

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

8. Problem Participants

View them as a challenge rather than a headache.

Reference: Eitington, J. (1996). <u>The Winning Trainer,</u>Third Edition. Gulf Publishing Company, Houston, Texas.

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Reference Sheet 10: Key to Working with Diversity

1. Have a good knowledge of the participants.

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

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

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

3. Design appropriate materials for the program.

- Materials must appeal to a variety of thinking and learning styles
- Varied instructional devices and techniques should be used, e.g.,

– worksheets– small group work

- checklists - interactive presentations

- charts - panel discussions

– examples– brainstorming

– hands-on type exercises– written texts

- class discussion- participant presentations

4. Have a thorough knowledge of:

- training materials
- learning objectives
- course outline

5. Be well prepared!

Worksheet 7: Participant Types and Helpful Strategies

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

• • • • • • • • • • • • • • • Day 4

Activity 2 Facilitating a Training Session

Objectives

- To examine the elements of climate setting and their impact on a training situation
- To describe the facilitator's role in climate setting and to identify appropriate techniques to enhance the participants' performance

Time

1 hour

Description

This activity is divided into three parts.

In **Part A**, you will brainstorm ideas on setting a climate conducive to learning.

In **Part B**, you will work with a partner to analyse situations that can happen in a training session.

In **Part C**, the facilitator will lead a group discussion.

10 min Part A Group Discussion

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

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

Day 4 • • • • • • • • • • • • • • •

Activity 2 cont'd

20 min Part B Work in Pairs

Work with a partner. Read each of the situations below and answer the questions. Refer to **Reference Sheets 11 and 12** for more information on facilitation techniques.

Situation 1

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

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

Group 1 completed their presentation in 10 min.

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

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

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

Situation 2

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

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

20 min Part C Group Discussion

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

• • • • • • • • • • • • • Day 4

Reference Sheet 11: The Facilitator's Style – An Important Element in Setting the Climate

Things to do:

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

Reference Sheet 12: Facilitation Skills

Tips on Time Management

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

Tips on Facilitator's Participation in a Discussion

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

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

Tips on Presentation

- Practice your presentation a number of times.
- Take along a bottle of water.
- Maintain regular eye contact with the audience (i.e., the participants).
- Use a conversational tone.
- Convey your enthusiasm for the material and the audience.

• • • • • • • • • • • • • Day 4

- Ask the audience periodically if they can hear and see everything.
- Move purposefully around the room and use natural gestures. Avoid movements and gestures that may distract the audience.
- Interact with the participants to create positive rapport with them.

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

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

Reference: University of Waterloo, Teaching Resources and Continuing Education. (2002). <u>Lecturing Interactively in the University Classroom</u>. Available from: http://www.adm.uwaterloo.ca/infotrac/interactiveUclassroom.html.

Day 4 • • • • • • • • • • • • • •

Activity 3 Developing a Human Rights Training Session

Objective

To develop specific human rights training sessions for specific target groups that fall within the NHRC's promotion mandate.

Time

2 hours 30 min

Description

You will now develop a complete model for your training session by bringing together all the work you have done over the course of the workshop.

A format is provided on **Worksheet 8** to guide you through the process. Refer back to the worksheets from the previous days to guide you. Review the information and transfer it onto **Worksheet 8**, making any necessary changes.

Prepare to present this information to the other groups. Prepare a flipchart version of **Worksheet 8** for your presentation.

Worksheet 8: Developing Your Training Session

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?	Your Training Plan
Step 1 Identify your TARGET GROUP	 Who are the participants? Their occupation? gender? education level? What problems do they face? What is the context in which the participants work? 	
Step 2 Determine NEEDS	 What is/are the participants' current knowledge? attitudes? skills? What is/are knowledge, attitudes, skills, that the participants need to develop? 	

Day 4 • • • • • • • • • • • • • • •

Main Steps	What questions do you need to answer?	Your Training Plan
Step 3 Set GOAL and OBJECTIVES	 Which needs will the program address? in terms of the participants? in terms of the human rights situation? in terms of the human rights agenda? 	
Step 4 Determine CONTENT	 What topics, themes, issues, information will you include? What content will come from the participants? How will outside expertise be included? presentations? videos? techniques? 	

• • • • • • • • • • • • Day 4

Main Steps	What questions do you need to answer?	Your Training Plan	
Step 5 Develop TRAINING MATERIALS (materials to create, existing materials, readings)	 What existing materials can be used? from your own organisation? from other sources? What materials need to be developed? What reading materials will be included? What manuals, handouts/audiovisual aids will be included? 		
Step 6 Determine TIME FRAME	 Number of days? Hours per day? Is the time frame realistic in relation to the amount of material you want to cover? 		

Day 4 • • • • • • • • • • • • • •

Main Steps	What questions do you need to answer?	Your Training Plan
Step 7 Design EVALUATION & FOLLOW-UP TOOLS	 What information do you want to obtain from the evaluation? What kinds of instruments will you use? What types of follow-up activities will you plan? 	

• • • • • • • • • • • • • • Day 4

Activity 4 Presentation of Participants' Training Sessions

Objective

To present participants' plans for their sessions to other participants and get feedback from them.

Time

2 hours

Description

Present your model training session using the flipchart version of the worksheets.

Each group has 10 minutes to present the template of their training session.

Using copies of the evaluation grid on **Worksheet 9**, evaluate the sessions that were presented. Make sure to provide useful feedback for other groups on their work.

Worksheet 9: Evaluation Grid for a Training Session

Main Steps	No/Somewhat/Yes	Comments
Step 1		
TARGET GROUP Were the right people targeted?		
Step 2		
Determine NEEDS Are the needs of the target audience clearly identified?		
Step 3		
Set GOAL & OBJECTIVES Is the session clear as to what it should achieve?		
Step 4		
Determine CONTENT Does the content meet the target audience's needs?		
Step 5		
Develop TRAINING MATERIALS Are the training materials suitable for the target audience?		
Step 6		
Determine TIME FRAME Is the time frame appropriate?		
Step 7		
Design EVALUATION & FOLLOW-UP TOOLS Do you think the suggested evaluation method will be appropriate and effective?		

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Module 4: Educational Evaluation

Activity		Time
Activity 1	The Continuous Improvement Cycle	45 min
Activity 2	Evaluation Techniques	1 hour



Day 4 • • • • • • • • • • • • • •

Activity 1	The Continuous Improvement Cycle
Objective	
	To explore and apply the continuous improvement cycle in educational evaluation.
Time	
	45 min
Description	
	This activity is divided into three parts.
	In Part A , you will share your experience with educational evaluation.
	In Part B , the facilitator will present the different types of evaluation in the "continuous improvement cycle."
	In Part C , there will be a group discussion.
15 min	Part A Group Discussion Discuss your experience with evaluation. Questions to consider:
	1. What does "educational evaluation" mean to you?
	2. Why do we evaluate?
	Cont'd ▶ ▶ ▶

• • • • • • • • • • • • • Day 4

Activity 1 cont'd

15 min Part B Presentation

The facilitator provides participants with a general overview of the different types of evaluation in the "continuous improvement cycle". Refer to the diagram and examples on **Reference Sheet 13**.

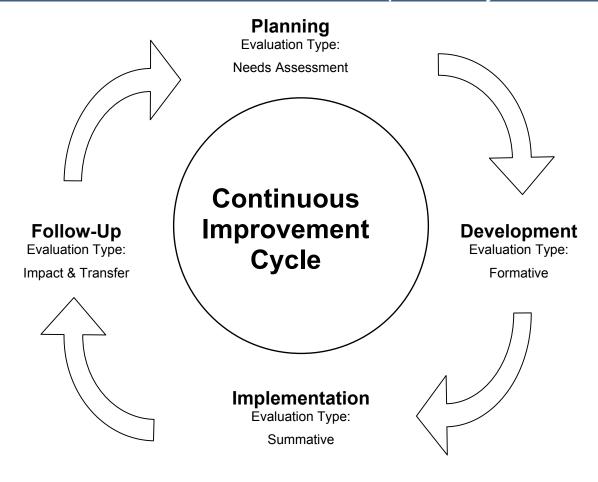
15 min Part C Group Discussion

The facilitator leads a group discussion on the continuous improvement cycle in **Reference Sheet 13**.

Question to consider:

 Have you used these types of evaluation throughout your own programs?

Reference Sheet 13: 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.

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.

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.

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 has occurred. • • • • • • • • • • • • • • Day 5

Activity 2 Evaluation Techniques

Objective

To develop and reinforce skills for evaluating training sessions.

Time

1 hour

Description

This activity is divided into two parts.

In **Part A**, you will work in a group to discuss the advantages and disadvantages of evaluation techniques.

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

20 min Part A Small Group Work

The facilitator divides participants in small groups and assigns one of the evaluation techniques listed on **Worksheet 10** to each group. Discuss the technique by answering the questions provided.

Questions to consider:

- 1. 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?
- 2. What are the advantages and disadvantages of the technique?

Note your responses on **Worksheet 10** and give examples where possible.

40 min Part B Group Discussion

Share your ideas and examples with the large group.

Day 5 • • • • • • • • • • • • • • •

Works	heet 10): Eva	luation '	Technic	iues
1101110			dation		100

1.	Questionnaire: a series of written questions to gather information	Use:
Adv	vantages	Disadvantages
2.	Interview/conversation: informal talk or planned series of questions with selected individuals	Use:
Adv	vantages	Disadvantages
3.	Focus Group: discussion session with a group of selected individuals around a topic	Use:
Ad	vantages	Disadvantages

• • • • • • • • • • • • Day 5

4.	Existing Records: reliable documents available for public consultation	Use:
Ad	vantages	Disadvantages
5.	Observation: an observer records information without interfering	Use:
Ad	vantages	Disadvantages
6.	Reflection: regular practice of noting events, behaviours and reflecting critically	Use:
Ad	vantages	Disadvantages

Day 5 • • • • • • • • • • • • • •

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Module 5: Human Rights Education for Social Change

Activity		Time
Activity 1	What Is Human Rights Advocacy?	2 hrs
Activity 2	Advocacy, Power, and Conflict	1 hr 30 min
Activity 3	Next Steps	1 hr



Day 5 • • • • • • • • • • • • • • •

Activity 1 What Is Human Rights Advocacy?

Objective

The aim of this activity is to define what is meant by advocacy within the context of the NHRC's promotion mandate.

Time

2 hrs

Description

This activity is divided into three parts.

In **Part A**, you will discuss different types of change that are a result of your training sessions.

In **Part B**, you will brainstorm the meaning of the term advocacy.

In **Part C**, you will examine outcomes and activities related to advocacy.

50 min Part A Small Group Discussion

Social change is a primary goal of human rights education. In designing training sessions for specific target groups, it is essential to reflect on potential changes that can materialise as a result of the training and to help participants in these training sessions strategise and plan for action.

Reflecting on the specific target groups you have identified, answer the questions on the next page in small groups. Each group is assigned one target group and shares the results of their discussion with the whole group.

• • • • • • • • • • • • • • • Day 5

Activity 1 cont'd

Once these target groups have participated in your training sessions, what do you expect will change as a result? Specifically, what will change at the following levels:

1.	The individual level (the people who attended your training session):
2.	The organisational level (the organisations they are from):
_	
3.	The societal level (the communities in which they live and operate)
4.	Within ourselves as human rights educators:

Day 5 • • • • • • • • • • • • • • •

can be quite different.

Activity 1 cont'd

40 min

Part B Brainstorming the Meaning of the Term Advocacy
Both human rights education and advocacy aim to influence and
ultimately change societal values and attitudes at all levels to reflect
human rights values and principles. Although the goals of human
rights education and advocacy intersect, the processes implemented

In small groups, brainstorm some key words associated with your understanding of advocacy and write the words in the box below.

Brainstorming the Meaning of the Term Advocacy				

The facilitator leads a discussion on the groups' findings and invites participants to develop a working definition of advocacy.

The Group's Working Definition of Advocacy				

Refer to Reference Sheet 14 for more definitions on advocacy.

• • • • • • • • • • • • • Day 5

Activity 1 cont'd

The facilitator leads a discussion on the desired outcomes of advocacy and the different types of advocacy activities. Questions to consider: 1. What types of activities does advocacy involve? 2. What are the outcomes of advocacy?

Day 5 • • • • • • • • • • • • • •

Reference Sheet 14: Definitions of Advocacy

Public interest advocacy:

Typically large-scale campaign-style advocacy often involving lobbyists, media experts, pollsters, fundraisers. These actors mobilize and influence in pursuit of policy reforms on social and political issues with the goal of serving the broad public interest.

Policy advocacy:

Policy advocacy initiatives focus on the policy agenda and have a specific policy goal.

Social justice advocacy:

The pursuit of influencing outcomes – including public-policy and resource-allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives. Advocacy consists of organized efforts and actions based on the reality of 'what is'.

Citizen-initiated advocacy:

Citizen-initiated advocacy aims at highlighting critical issues that have been ignored and submerged, influencing public attitudes, and enacting and implementing laws and public policies. Advocacy consists of actions designed to draw a community's attention to an issue and to direct policy-makers to a solution.

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

VeneKlasen, L., & Miller, V. (2002). <u>A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation</u>. San Francisco: The Asia Foundation.

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Activity 2 Advocacy, Power, and Conflict **Objective** The aim of this activity is to examine the relationships between human rights advocacy, power, and conflict. Time 1 hr 30 min **Description Individual Work** 20 min Part A Answer Questions 1 and 2 below individually and then share your answers with the group. You will then discuss your questions as a group. 1. What are the main sources of power in society? 2. Who has this power?

30 min Part B Presentation

The facilitator presents different concepts of power and how advocacy can be used to promote peace in conflict situations. Topics to discuss:

- The relationship between power and conflict
- Different types of political power: hidden, visible, invisible
- Effective advocacy strategies that can address power imbalances

Day 5 • • • • • • • • • • • • • •

Activity 2 cont'd

Refer to **Reference Sheets 15 and 16** for more information.

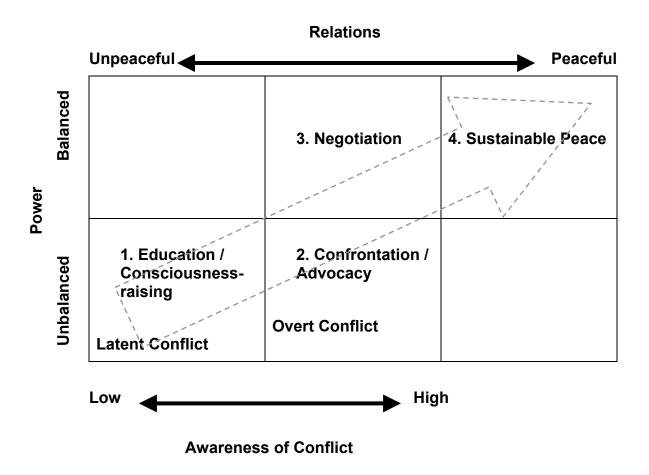
40 min Part C Group Discussion

The facilitator leads a discussion with the participants on the topic.

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Reference Sheet 15: Power, Advocacy, and Conflict

Adam Curle, one of the pioneers in conflict resolution, developed the following diagram establishing the link between power and conflict. The model emphasises the need for education, advocacy and negotiation as critical moments in the peacebuilding process.



Reference: Curle, A. (1972). Framework for Moving to Peaceful Resolutions in Making Peace.

Reference Sheet 16: Power, Political Participation, and Social Change

Mechanisms and	Visible Power	Hidden Power	Invisible Power
Strategies			
Mechanisms: Different expressions and forms of power Participation in public decision-making seems relatively straightforward on the surface. It appears to be determined by the political context, clout, resources, and expertise of different political actors. Yet invisible and hidden mechanisms of power shape the effectiveness of citizen participation. These mechanisms can lead to powerlessness, conflict, marginalisation, and resistance.	Formal institutions, officials and instruments: Visible mechanisms of power shape the formal ground rules of society. Formal institutions and officials: Royalty, President, Prime Minister, legislature, courts, ministries, police, military, etc. UN, IMF, World Bank; Private sector: industry, multinationals, corporations, chamber of commerce, businesses, etc. Instruments: Policies, laws, constitutions, regulations, budgets, conventions, implementing mechanisms, etc. Forms of discrimination: biased laws/policies (for example health care policies that do not address women's reproductive needs); closed and unrepresentative decisionmaking structures (parliaments, courts, etc).	Exclusion and delegitimization: Certain groups (and their issues) excluded from decision-making by society's and politics unwritten rules, practices, and institutions. The media does not often consider these groups' issues to be mainstream or newsworthy. They and their grievances are made invisible by intimidation, misinformation, and cooptation. Leaders are labelled as trouble-makers or unrepresentative; issues such as domestic violence are relegated to the private realm of the family and therefore not subject to public action	Socialization and control of information: Processes, practices, cultural norms, and customs shape people's understanding of their needs, roles, possibilities, and actions in ways that can deter effective action for change. Among marginalized groups, socialization internalises feelings of subordination, apathy, self-blame, unworthiness, hostility, anger, etc. Crucial information is concealed or inaccessible.
Strategies: Principal advocacy strategies to counter powerlessness and exclusion Social justice advocacy requires comprehensive action strategies that address the different forms of visible, hidden, and invisible power by tapping alternative sources of power.	 Lobbying and monitoring Negotiation and litigation Public education and media Policy research, proposals Shadow reports Marches and demonstrations Voting and running for office Collaboration Etc. 	- Building active constituencies around common concerns - Strengthening organisations, coalitions, movements, and accountable leaders - Mobilizing around shared agendas; demonstrating clout through direct action - Participatory research and dissemination of information that legitimizes the issues of excluded groups	 Education for confidence, citizenship, collaboration, political awareness, political analysis, and using alternative media. Sharing stories, speaking out and connecting with others, affirming resistance, linking concrete daily problems to rights Investigation, action research, and dissemination of concealed information

Reference: VeneKlasen, L., & Miller, V. (2002). <u>A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation</u>. San Francisco: The Asia Foundation.

Activity 3 Next Steps

Objective

The aim of this activity is to discuss the next steps for participants.

Time

1 hr

Description

The facilitator leads a discussion with the participants.

End of Activity ■

Workshop Evaluation

Time

30 min

Description

Participants evaluate the workshop.

Appendices

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Appendix 3: Phases in Facilitating an Activity	105
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Appendices • • • • • • • • • • • • • • •

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Appendix 1: Pre-Workshop Assignment

Workshop on Human Rights Education and Promotion NHRC, Nepal, 7-11 March 2005

(F) Familiar = Work with documents occasionally
(VF) Very Familiar = Work with documents regularly

a. Universal Declaration of Human Rights (UDHR)

e. Convention on the Rights of the Child (CRC)

b. International Covenant on Civil and Political Rights (ICCPR)

d. Convention on the Elimination of All Forms of Discrimination

c. International Covenant on Economic, Social and Cultural Rights

International Covenant on the Elimination of All Forms of Racial

Part 1: Participant				
Last Name:	First Name:			
Division:	Job Title:			
Main duties:				
Telephone (include extension number):	Email:			
Part 2: Your Familiarity with International and National Human Rights Systems				
1) International Human Rights Documents Rate your familiarity with each of the documents listed below by placing an (X) in the appropriate column. Use the legend below to guide you.				
Legend: (NF) Not familiar = No experience with document				
(SF) Somewhat familiar = Limited experience with document				

VF

(ICESCR)

Against Women (CEDAW)

Discrimination (CERD)

NF

Pa	rt 3: Human Rights Education
1)	Explain your understanding of "human rights education".
2)	If you have conducted human rights education activities, please provide a short description of your most successful ones (describe 1 to 3 activities).
	Human rights education activity 1: Title:
	Target audience: Goal:
	Duration:
	Explain why it was successful:
	Human rights education activity 2: Title:
	Target audience: Goal:
	Duration:
	Explain why it was successful:
	Human rights education activity 3:
	Title:
	Target audience: Goal:
	Duration:
	Explain why it was successful:
3)	Rate your skills in <u>developing</u> human rights training materials (place an (X) next to the appropriate answer). Good
	Average
	☐ Needs practice☐ I have not developed human rights training materials
4)	Rate your skills in <u>facilitating</u> human rights training sessions.
	☐ Good ☐ Average
	☐ Needs practice ☐ I do not facilitate human rights training sessions

Part 3: Human Rights Education		
5)	Rate your skills as a <u>resource person</u> for human rights training sessions. Good Average Needs practice I have not been a resource person for human rights training sessions	
6)	Rate your skills in using a <u>participatory methodology</u> in your human rights education work. Good Average Needs practice I do not use a participatory methodology in my human rights education work	
7)	Please provide a short description of lessons learned from your human rights education activities, i.e., things that worked well and things that didn't work well. For example: • appropriate match between program content and the target audience selected • program was too ambitious in terms of content	

Part 4: Needs and Offers

1) Complete the lists below by writing in **two (2)** of your "needs" (what you want get out of this workshop) and **two (2)** "offers" (what you have to offer) according to the two categories: a) information/knowledge and b) skills/experience.

	Needs	Offers	
a) Information/ Knowledge			
b) Skills/ Experience			

2) Complete the sentence: "From my participation in the workshop, I expect to gain...

Dhanyabad!

Thank you for taking the time to complete this pre-workshop assignment!

Appendix 2: Checklist of Human Rights Content

See also Worksheet 3b.

Human Rights Information/Knowledge

☐ Concepts & principles	Human Rights Values & Attitudes	
☐ Historical developments	Developing a sense of	Human Rights Skills for Taking Action
☐ Human rights documents	empowerment	
☐ Human rights violations ☐ Human rights law and its	☐ Appreciating the rights of others	Developing critical thinking skills
enforcement People & agencies	Developing an acceptance of others	Developing strategic action plans
responsible for promoting and protecting human rights	Showing empathy for those who are denied rights	Analyzing situations at a macro and micro level to determine cause and effect
☐ Human rights terminology	Understanding the relationship between rights and responsibilities	factors Adopting methods of peaceful conflict resolution
	Recognizing our own biases	Analyzing factors that cause human rights violations
	Examining how our actions impact on the rights of others	Practising participatory decision-making
	Taking responsibility for defending the rights of others	Applying human rights instruments and mechanisms

Appendix 3: Phases in Facilitating an Activity

Phase 1 – Preparations – What the facilitator needs to do

Before the training session, ensure that:

- the activity is appropriate for your target group
- you understand the mechanics of the activity and make necessary adjustments
- you prepare all necessary materials

Before the participants begin the activity, ensure that:

- 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

While the participants are doing the activity...

- 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

Once the activity is completed...

As the facilitator, you should:

- 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.

Appendix 4: Evaluation Techniques

Suggested key in italics from Worksheet 10.

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

Use:

Advantages

- ability to contact a large number of people
- can be anonymous
- yields a large amount of information at a relatively low cost
- does not require trained interviewers
- •

Disadvantages

- requires very clear questions and very clear instructions
- return rate tends to be low, unless there is a real incentive for participants to complete questionnaire
- .

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

Use:

Advantages

- interviewer get clarification of unclear answers or statements
- he/she can note non-verbal behaviour associated with various responses
- ...

Disadvantages

- requires certain skills of the interviewer
- interviewer may end up with biased information
- time-consuming
- expensive
- ...
- **3. Focus Group**: discussion session with a group of selected individuals around a topic

Use:

Advantages

- helps ensure acceptance from key individuals
- provides different perspectives at the same time
- interactions among the individuals and nonverbal behaviour can be observed
- ...

Disadvantages

- difficult to coordinate the schedules of key individuals
- sometimes difficult to obtain a common vision from the different perspectives
- ..

4. Existing Records: reliable documents available for public consultation

Use:

Advantages

- information already exists
- can provide valuable information on demographics and/or indications of change, e.g., health records
- ...

Disadvantages

- records may not be available
- information may not answer the evaluation questions directly

5. Observation: observer records information without interfering

Advantages

- possible to observe in natural, everyday setting
- participant responses are not influenced by pre-determined questions
- ...

Use:

Disadvantages

- difficult to record all information
- sometimes difficult to draw conclusions
- presence of observer can intimidate
- ...
- **6. Reflection:** regular practice of noting events, behaviours and reflecting critically

Advantages

- record of best practices and mistakes that can be looked back upon
- provides a means for improving skills through critical thinking
- requires only yourself

Use:

Disadvantages

- sometimes difficult to criticize oneself
- necessitates diligence, regularity

Appendix 5: 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 when designing or reviewing an evaluation process:

- Is the purpose of the evaluation clear to me and to the participants?
- Will the evaluation give the kind of information needed?
- Who will use the results of the evaluation?
- Who will benefit from the results?
- Is the evaluation respectful of the participants who will be involved?
- Is the evaluation easy for the participants to complete?
- Is the language clear and simple?
- Will the results be easy to compile?

Appendix 6: Human Rights Linked to Conflict Resolution

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As a topic, conflict transformation is extremely relevant to human rights education. As human rights educators we are working for social change in all our societies, and as most of us know, social change rarely occurs without quite a lot of social conflict.

Characteristics of Human Rights Conflicts

- Public policy conflicts. Human rights conflicts are not private conflicts, they are public concerns. If human rights conflicts are private, we need to work to make them public. The public nature of human rights conflicts stems from the fact that these conflicts involve human rights or entitlements.
- Moral conflicts. Human rights conflicts are about how we should treat each other as human beings, what our entitlements should be, and what is right and wrong.
- Involves power imbalances. It is usually the most vulnerable people in society who are affected by human rights conflicts.
- ♦ Human rights conflicts are embedded in social contexts that involve structural and cultural issues. These conflicts always occur with social and cultural relationships.
- ♦ Human rights conflicts affect the well-being, health and productivity of individuals, children, women and men within their networks of families, communities, institutions and ecosystems.

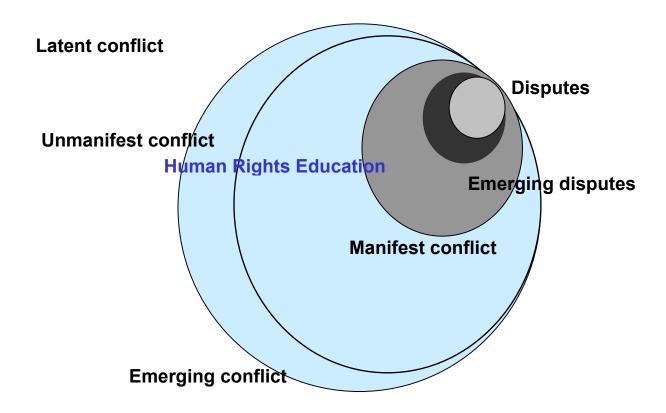
Latent Conflicts

There are sources of conflict that exist in every society, and that under certain circumstances will produce manifest conflict.

Potential sources of conflict are:

- ◆ Facts about past actions and future predictions. For example, conflicts can arise over facts about economic, environmental or social consequences of policies or practices.
- Interests. Conflicts over interests typically involve conflicts about resource allocation or distribution. For example, conflicts over land management and conflicts between management and unions about wages.
- Cultural, religious and moral values. Differing values by themselves do not cause conflict, rather the way we interact with others with different values may cause conflict.
- Political, social or individual relationships. Often historically conflicted relationships are sources of conflict. For example, colonialism still affects many societies and remains a source of conflicts.
- Social, political and economic structures. For example, legal systems and global economic systems contain many sources of conflict.

How does Conflict Emerge? The Process of Naming, Blaming, Claiming and Taming



Only a small fraction of conflicts emerge as disputes. Research in the United States in the early 1980s showed that only 4% of latent human rights conflicts (discrimination) emerged into disputes. This is mostly because people who experience human rights violations seem reluctant to make claims.

Conflicts often emerge in the following way:

- 1. People have unperceived injurious experiences. For example there may be pollution in the water which is causing many people to become sick. People accept this situation and do not perceive this as an experience that is causing injury.
- Human rights education takes place. A human rights educator points out that people are becoming sick because of pollution. This is called naming the problem. People then begin to perceive the situation as injurious.
- Human rights education identifies the sources of the pollution and blames those who are responsible.
- 4. Coalitions and NGOs may grow up around the issue. Through these coalitions and NGOs people may start demanding that factories stop polluting the water. We may refer to this as framing requests and claiming remedies.
- 5. As a result of the requests and claiming remedies, some negotiations may occur.
- In many cases the claims are denied. It is only when a claim is denied that a dispute occurs. Once disputes occur, stronger actions such as protest take place. Protests can sometimes result in violence.
- 7. Protest is often important to raise awareness about the injurious situation, and often gives people a greater degree of power. This shift in the balance of power leads to a situation of 'ripeness.' When power is more equally balanced between the polluters and the people, the government realizes that action must be taken to stop the violence and protest.

8. More negotiations may occur. At this stage, negotiations may be more constructive and may produce human rights dialogues, the development of human rights mechanisms, and the use of alternative dispute resolution mechanisms. We may refer to these processes as 'taming' the conflicts. Ideally these processes will work towards transformation of conflicts to eliminate sources of human rights conflict.

Human Rights Conflict is Dynamic

- ♦ Human rights conflicts are never static, rather they are always dynamic. Conflict is alive and is always in a state of transformation.
- People's perceptions and interactions are constantly transforming the conflict situation.
- Human rights conflicts always affect and are affected by an ever-changing internal and external context. This includes economic, social, political and environmental realities.

Human Rights and Dispute Creation

As human rights educators we are often involved in the creation of disputes. This is not because we want more disputes, but rather because the nature of our work calls attention to injuries and raises people's awareness that their injuries are related to social, political and economic injustices and inequities. As human rights educators, therefore, we will always be involved in dispute creation. The question is how we want to approach dispute creation.

Alternatives for Human Rights Interventions

The following responses to human rights conflicts are used by government agencies, companies or NGOs.

Type of Intervention	Risks and Benefits
 Suppression and repression – denial that a conflict exists 	 May delay the manifestation of conflict May result in frustration and conflict escalation
◆ Human rights education	 Goal is to shift norms Creates expectations May manifest conflicts May not address source of conflicts
 Create or reform institutions to address individual complaints. For example, create a Human Rights Commission or a legal system that will hear complaints 	 Allows for the creation of disputes Addresses some conflict sources Requires resources
◆ Institutional and structural transformation	 Aims to address all major sources of conflict Creates expectations Resistance to change Requires resources

Responsibilities of Human Rights Educators

Human rights educators need to be involved in the whole range of naming, blaming, claiming and taming.

- At the naming stage, human rights educators need to build capacity for victim support and conflict analysis.
- ♦ At the blaming stage, human rights educators need to build capacity for nonpartisan research, investigation, reporting and conflict analysis.
- At the framing and claiming stages, human rights educators need to build capacity for advocacy, mediation, negotiation and politically astute conflict analysis.
- At the claiming and taming stages, human rights educators need to build capacity for effective, non-violent engagement in conflict.

Throughout the process of naming, blaming, claiming and taming we need to employ strategies that move us towards the goal of negotiation. If we do this, we will create a climate where we will be able to engage in effective human rights dialogue and alternative dispute resolution mechanisms.