

Human Rights Education and Promotion

Workshop Manual



Building the Capacity of the National Human Rights Commission, Nepal

Kathmandu, Nepal
7 - 11 March 2005



Canadian Human Rights Foundation
Fondation canadienne des droits de la personne



National Human Rights Commission, Nepal

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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 be 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.

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Canadian International
Development Agency



Canadian Human Rights Commission

FORD FOUNDATION

Strengthen democratic values, reduce poverty and injustice,
promote international cooperation and advance human achievement

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)

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

Time

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 ▶ ▶ ▶

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](#) ▶ ▶ ▶

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

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.

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.

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

- 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 ■

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 ■

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.

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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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

Target group:

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)**

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.

Cont'd ► ► ►

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) ICYF Evaluation Concept Sheet. [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**.
2. 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 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?
<p>Skills:</p> <ul style="list-style-type: none">- 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			

Human Rights Content	Actual	Ideal	How will you bridge the gap?
<p>Knowledge:</p> <ul style="list-style-type: none">- Concepts & principles- Historical developments- Human rights documents- Human rights violations- Human rights law and its enforcement- People & agencies responsible for promoting and protecting human rights- Human rights terminology			

Human Rights Content	Actual	Ideal	How will you bridge the gap?
<p>Attitudes:</p> <ul style="list-style-type: none"> - 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 			

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

Examples of performance verbs include:

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

Reference: Rosof, A. (1992). *Starting Objectives*. In *Continuing Medical Education: A Primer*. Praeger: Westport, Connecticut.

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

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

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.

Cont'd ▶ ▶ ▶

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 ■

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

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.

Cont'd ▶ ▶ ▶

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.
- 2. Group Leaders, Recorders, Spokespersons**
Permit these roles to emerge naturally. If participants have difficulty deciding, have random methods ready.
- 3. Getting Started Activities**
Use openers/icebreakers appropriately.
- 4. Assignment of Tasks**
Select tasks that are relevant and challenging. Ensure that instructions are clear.
- 5. Composition of Small Groups**
Change groups often to engage participants.
- 6. Monitoring Group Work**
Key facilitation skills required: sensing, listening, and intervening if necessary.
- 7. Participant Seating**
Organise seating to make movement into small groups quick and easy.
- 8. Problem Participants**
View them as a challenge rather than a headache.

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

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
<p>Step 1</p> <p>Identify your TARGET GROUP</p>	<ul style="list-style-type: none"> • Who are the participants? Their occupation? gender? education level? • What problems do they face? • What is the context in which the participants work? 	
<p>Step 2</p> <p>Determine NEEDS</p>	<ul style="list-style-type: none"> • What is/are the participants' current knowledge? attitudes? skills? • What is/are knowledge, attitudes, skills, that the participants need to develop? 	

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.

End of Activity ■

Worksheet 9: Evaluation Grid for a Training Session

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

Module 4: Educational Evaluation

<i>Activity</i>		<i>Time</i>
Activity 1	The Continuous Improvement Cycle	45 min
Activity 2	Evaluation Techniques	1 hour



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

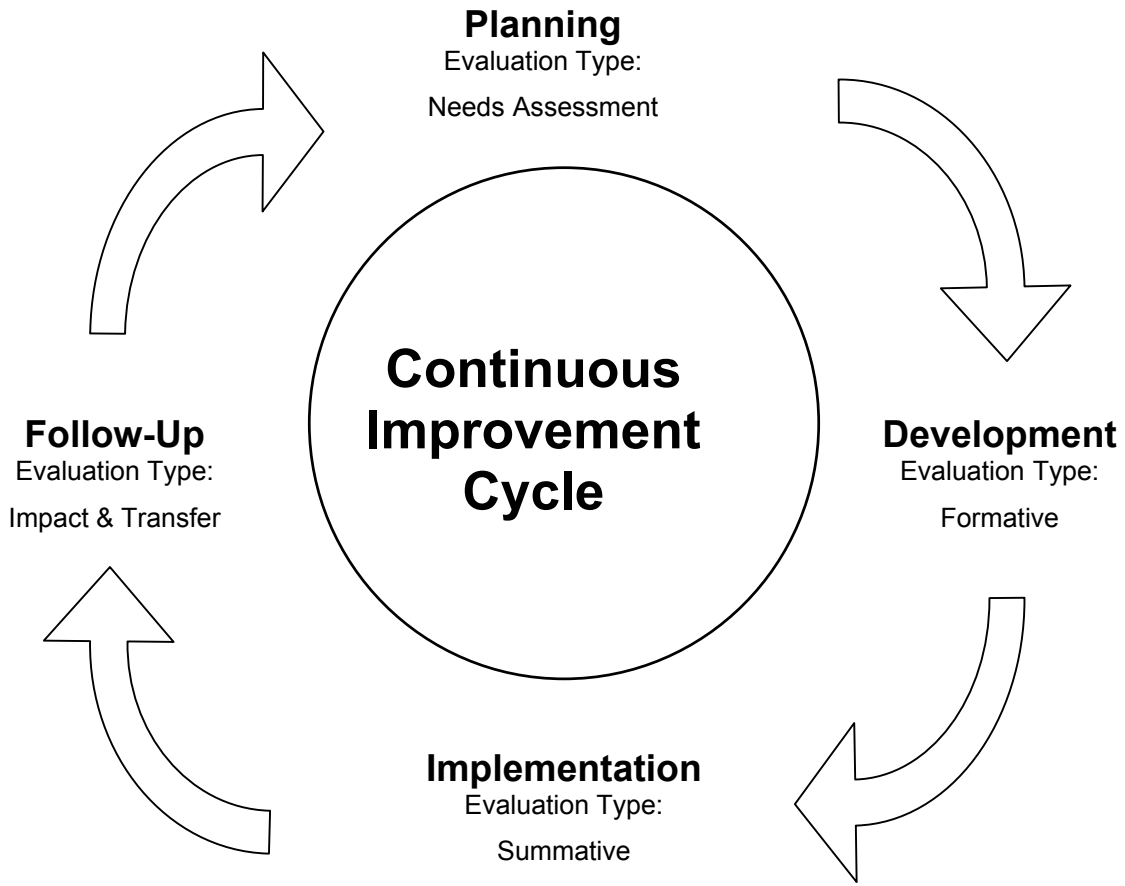
Discuss your experience with evaluation. Questions to consider:

1. What does “educational evaluation” mean to you?

2. Why do we evaluate?

Cont'd ▶ ▶ ▶

Reference Sheet 13: The Continuous Improvement Cycle



Types of Evaluation	
<p>Needs Assessment</p> <p>This type of evaluation is conducted before developing a training program to ensure that the program meets the needs of participants.</p>	<p>Summative Evaluation</p> <p>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.</p>
<p>Formative Evaluation</p> <p>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.</p> <p>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.</p>	<p>Impact Assessment</p> <p>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.</p>

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.

End of Activity ■

Worksheet 10: Evaluation Techniques

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

Advantages

Disadvantages

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

Advantages

Disadvantages

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

Advantages

Disadvantages

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Module 5: Human Rights Education for Social Change



<i>Activity</i>		<i>Time</i>
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

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:

Cont'd ▶ ▶ ▶

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 can be quite different.

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.

Cont'd ► ► ►

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). Advocacy for Social Justice: A Global Action and Reflection Guide. Bloomfield, CT: Kumarian Press.

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

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?

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.

