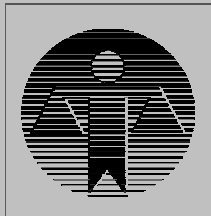


Developing Capacity for Teacher Training



Regional Workshop – Training for Teacher Trainers (I)

May 1-7, 2002
Bishkek, Kyrgyzstan



Canadian Human Rights Foundation

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The opinions expressed in this publication are those of the authors and do not represent the opinions or positions of the funding agencies that contributed to the design, development and implementation of this project.

Acknowledgments

This workshop is the first activity of a three-year program (2001-2004) undertaken by the Canadian Human Rights Foundation (CHRF), in partnership with non-governmental organizations (NGOs) in Central Asia. The overall goal of this initiative is to strengthen the capacity of NGOs in Central Asia to design and deliver human rights education training for teachers working in the school system.

The CHRF is indebted to all those who gave their time and expertise to the preparation of this workshop. We particularly acknowledge:

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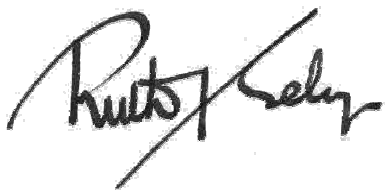
Tatiana Li, Regional Representative, Central Asia

Translation of the manual to Russian

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Many thanks to all of CHRF partner organization as well as others in the region who greatly contributed to the development of the program.

Finally, none of this would have been possible without the generous financial support of the Canadian International Development Agency (CIDA).

A handwritten signature in black ink, appearing to read 'Ruth Selwyn', with a stylized flourish at the end.

Ruth Selwyn
Executive Director
Canadian Human Rights Foundation

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Introduction

The goal of this program is to strengthen the capacity of non-governmental organization (NGO) trainers in Central Asia to design and deliver human rights education training for teachers working in the school system.

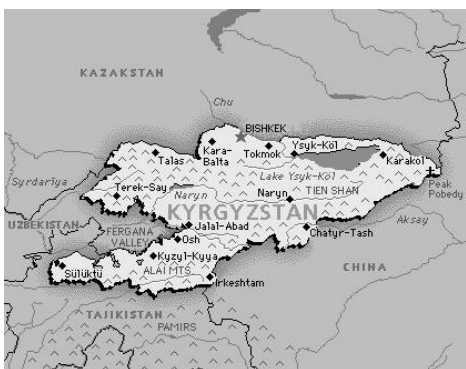
The objectives of this program are to:

- Develop a common understanding of the human rights and human rights education context.
- Examine appropriate content and methodology for human rights education of teachers.
- Facilitate networking and partnership activities.
- Develop a training plan for teacher training in human rights.

This project was realized thanks to the support offered by the Canadian International Development Agency (CIDA).

Workshop Schedule

Day Time	Wednesday May 1, 2002 Day 1	Thursday May 2, 2002 Day 2	Friday May 3, 2002 Day 3	Saturday May 4, 2002 Day 4	Sunday May 5, 2002 Day 5	Monday May 6, 2002 Day 6	Tuesday May 7, 2002 Day 7
Morning	Participants Arrive	Recap Session 2 cont'd <ul style="list-style-type: none"> •/Cont'd Underlying Principles of Human Rights • Rights and Responsibilities • Presentation Session 3 <ul style="list-style-type: none"> • Country Reports: The Current HR Situation 	Recap Session 4 <ul style="list-style-type: none"> • Elements of HRE • Human Rights Environment in the Schools 	Recap Session 5 <ul style="list-style-type: none"> • Personal Challenges for the Human Rights Educator • Our HRE Work • The Transfer of Training 	Recap Session 6 cont'd <ul style="list-style-type: none"> •/Cont'd Human Rights Content in Our Training • The UDHR, a Starting Point for HRE • Personal Notions of Child Rights • The Convention on the Rights of the Child 	Recap Session 7 <ul style="list-style-type: none"> •/Cont'd Preparing for the Human Rights Education Marketplace • Participating in the Human Rights Education Marketplace • Peer Review of the Human Rights Education Marketplace Session 8 <ul style="list-style-type: none"> • A Planning Challenge 	Recap Session 8 cont'd <ul style="list-style-type: none"> • Drafting the Outline for Your Teacher Training Session
Lunch							
Afternoon	Session 1 <ul style="list-style-type: none"> • Group Introductions • Setting Ground Rules • Expectations and Program Content • Participatory Methodology • Evaluating a Program Session 2 <ul style="list-style-type: none"> • My Understanding of Human Rights • Underlying Principles of Human Rights 	<ul style="list-style-type: none"> •/Cont'd Country Reports: The Current HR Situation • HRE Initiatives in Schools <i>Evaluation: Questionnaires</i>	<ul style="list-style-type: none"> • Presentation • Describing the Target Group and Their Learning Needs <i>Evaluation: Interview</i>	<ul style="list-style-type: none"> •/Cont'd The Transfer of Training Session 6 <ul style="list-style-type: none"> • Human Rights Content in Our Training <i>Evaluation: Reflection Journal</i>	<ul style="list-style-type: none"> •/Cont'd The Convention on the Rights of the Child • Training Techniques for HRE Session 7 <ul style="list-style-type: none"> • Presentation of the Human Rights Education Marketplace? • Preparing for the Human Rights Education Marketplace <i>Evaluation: Focus Groups</i>	Session 8 <ul style="list-style-type: none"> • Drafting the Outline for Your Teacher Training Session 	<ul style="list-style-type: none"> • Presenting Drafts for Feedback Session 9 <ul style="list-style-type: none"> • Feedback About the Program
Dinner							



Session 1: Introductions

Objectives	<ul style="list-style-type: none"> • To get to know other members of the working group • To lay the groundwork for developing a productive group dynamic based on mutual respect • To become familiar with the content and methodology of the teacher training program
Time	2 hr. 50 min
Activities	<p><u>Activity 1:</u> Group Introductions 1 hr.</p> <p><u>Activity 2:</u> Setting Ground Rules 20 min</p> <p><u>Activity 3:</u> Expectations and Program Content 30 min</p> <p><u>Activity 4:</u> Participatory Methodology 30 min</p> <p><u>Activity 5:</u> Evaluating a Program 30 min</p>

Activity 1: Group Introductions

Total Time



1 hr.

Description



The aim of this activity is to have participants and facilitators introduce themselves.

Instructions



This is a two-part activity.

Part A (20 min)

Work in a country group. Begin by introducing yourself to others. Give the following information:

- Name
- City
- Name of organization and your area of work
- Trademark—Draw something (object, symbol, animal, vegetable, mineral) that represents your personality. Explain to your group members why you chose this trademark.

Part B (40 min)

1. Prepare a 5-minute presentation of your group members. You can present your group in any manner you like, the more creative the better!
2. Present your country group to the rest of the participants.
3. After completing your presentation, indicate the city/town of your group members on the map of Central Asia with colored pushpins.

End of Activity ●

Activity 2: Setting Ground Rules

Total Time



20 min

Description



By setting ground rules we are establishing principles of mutual respect within the group. These principles apply to all group members regardless of their background. They can be used to address hierarchies that may impede group members from speaking or from being heard.

Instructions



“The setting of ground rules provides an opportunity to raise the difficult issues of power. It puts on the agenda the discomfort that most students feel on entering a new classroom. It anticipates difficulties that the class might face and provides a collectively generated framework for responding to them.”

From Briskin, L. "Using Ground Rules to Negotiate Power in the Classroom".

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

Examples of helpful ground rules include:

- Listen and "hear" what is being said
- Avoid put-downs (of yourself or others)
- Refrain from speaking too often or too long (give everyone a chance to speak)

Agree on a number of rules. Your facilitator will write the rules on a flip-chart and post them in the room for the remainder of the program. It is important that all members of the group, including the facilitator, feel comfortable with the rules and commit to respecting them.

End of Activity ●

Activity 3: Expectations and Program Content

Time



30 min

Description



The aim of this activity is to discuss participants' expectations and resources in relation to the program goal, objectives and content.

Instructions



1. The facilitator will begin by reviewing the program goal, objectives, and content.
2. Then, together with your facilitator, discuss the following questions.
 - Do you feel that the program content reflects your needs?
 - What do you want to focus on during the program?
 - What can be done during or after this session to address individual needs?
 - What do you think you can contribute?
3. Your facilitator will give each participant 3 metacards (i.e., strips of paper, 20 cm by 10 cm). Label the metacards as follows:

N – Name
E – Expectations
R – Resource

Instructions



4. Answer the questions below. Then write the information in point form on the appropriate metacard.

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

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

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

Once you have finished, paste your cards on the flip-chart version of **Worksheet 1**.

End of Activity ●

Worksheet 1



Personal Expectations and Resources		
N Name	E My Expectations	R My Resources/ What I Can Offer

Activity 4: Participatory Methodology

Time



30 min

Description



Participants will explore the elements of a participatory approach to education and the reasons why it is an appropriate approach for human rights education.

Instructions



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

- **Reference 1: Participatory Approach – The Learning Spiral**
- **Reference 2: Keys to Successful Learning**
- **Reference 3: Why a Participatory Approach for HRE?**

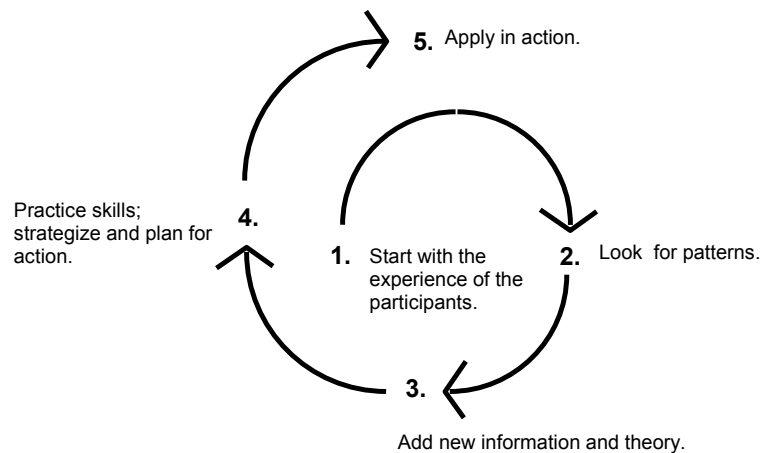
As a group, discuss the following questions:

- Do you use participatory methods in your human rights training?
- Why is a participatory approach appropriate for human rights education?
- What are the advantages of using a participatory approach?
- What are some of the difficulties you have encountered in using this approach?
- How could these difficulties be overcome?
- Do you use a participatory approach in other aspects of your human rights work besides training?
- Why is a participatory approach appropriate for teaching human rights to children?

Reference 1



Participatory Approach – The Learning Spiral



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

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

B. The Curriculum Design Model - The Learning Spiral

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

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

Reference 2



Keys to Successful Learning

1. Doing

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

2. Feedback

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

3. Sharing

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

4. Responsibility for Learning

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

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

Reference 3



Why a Participatory Approach for Human Rights Education?

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

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

1. *Human Rights - Part of Our Experience*

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

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

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

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

Reference 3



2. *Based on Conflicting Values*

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

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

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

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

Reference 3



3. *Human Rights Education - Social Transformation*

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

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

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

Learning to act upon the world implies a different relation between students and teachers:

"Individuals gain back the right to say his or her own word, to name the world."

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

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

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

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

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

Reference 3



4. *Human Rights Education - Sparks Reflection*

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

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

Adapted from notes by David M. Donahue.

5. *Participatory Methods – in Teaching Children*

The process of learning what the rights of all human beings are cannot be a passive one based on the directive and authoritarian teaching model. The rights of the child are also those of the pupil in the class, and the learner should be respected and have his or her dignity and freedom recognized. Accordingly, the most appropriate methods for presenting human rights place the pupil in the center of the educational process, and encourage independent thinking on his or her part.

UNESCO. (1997). Manual for human rights education: Primary and secondary levels. Paris: France, UNESCO.

Activity 5: Evaluating a Program

Time



20 min

Description



The aim of this activity is to introduce the concept of educational evaluation and some evaluation techniques that can be used in assessing human rights education (**Reference 4**). The facilitator will address the following questions:

- What is educational evaluation?
- Why do we evaluate?
- What are the advantages and disadvantages of different tools and techniques?

Reference 4



Educational Evaluation and Some Techniques

Educational evaluation is a systematic activity used to gather information in order to support decisions about how to improve educational events. Some of the reasons for evaluating are:

- to improve our training programs
- to determine the effectiveness of our training programs
- to plan future programs
- to validate the work we do

Questionnaire: a series of written questions to gather information

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

Advantages

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

Disadvantages

- *requires certain skills of the interviewer*
- *interviewer may end up with biased information*
- *time-consuming*
- *expensive to implement*

Reference 4



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

Advantages

- *helps ensure acceptance from key individuals*
- *provides different perspectives at the same time*
- *interactions among the individuals and non-verbal behavior can be observed*

Disadvantages

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

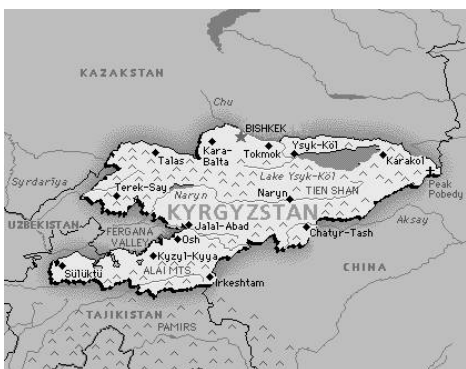
Reflection: regular practice of noting events, behaviours and reflecting critically

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*

Disadvantages

- *sometimes difficult to criticize oneself*
- *necessitates diligence, regularity*



Session 2: Our Understanding of Human Rights

Objectives	<ul style="list-style-type: none"> To reflect on individual notions of human rights To explore some of the basic human rights principles which inform the Universal Declaration of Human Rights
Time	4 hr.
Activities	<p><u>Activity 1:</u> My Understanding of Human Rights 30 min</p> <p><u>Activity 2:</u> Underlying Principles of Human Rights 1 hr. 20 min</p> <p><u>Activity 3:</u> Rights and Responsibilities 40min</p> <p><u>Activity 4:</u> Presentation – HR Standards and the UN Protection System 1 hr. 30 min</p>

Activities

Activity 1: My Understanding of Human Rights

Time

30 min

Description

The aim of this activity is to have participants reflect on their individual notions of human rights.

Instructions

This activity is divided into two parts.

Part A (5 min)

Take a few moments to respond individually to the question below.

What do "human rights" mean to you? Give some examples. Write your ideas in the space below.

Instructions



Part B (25 min)

1. Reflect on the definitions of human rights presented below:

Human rights have been defined as:

“...an international ethical vision of principles to live by.”

“...a value system that promotes the dignity and worth of all human beings.”

“...the universal rights of all, regardless of class, sex, or ethnic background by virtue of one’s humanity.”

Resource: Fisher, E & Mackay, L.G. (1996) Gender justice: Women’s rights are human rights. Unitarian Universalist Service Committee.

2. Consider some of these questions with the large group:

- Do you think that human rights are universal? Why or why not?
- Do you feel that the group shares a common concept of human rights?

End of Activity ●

Activity 2: Underlying Principles of Human Rights

Time



1 hr. 20 min

Description



The aim of this activity is to reflect on some of the basic human rights principles which inform the Universal Declaration of Human Rights (UDHR). The 30 articles of the UDHR form a comprehensive statement covering economic, social cultural, political, and civil rights. This document is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realization of one's humanity).

Instructions



This activity is divided into two parts.

Part A (30 min)

1. You will be divided into 4 small groups by random method.
2. The facilitator will assign your group two of the human rights principles listed below.

Human Rights Principles

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

3. Your group will prepare a 5-minute presentation on the principles you have been assigned.

Go over the descriptions of the principles provided (**Reference 5**) and add your own ideas. Use **References 6 and 7** for your work as well. Prepare to explain the terms to the larger group. Use a flip-chart for your presentation.

Part B (50 min)

The facilitator will invite each group in turn to present their understanding of the principles. S/he will then lead a class discussion on the interpretations and applications of the terms. (20 min)

Then as a group, address the following questions (30 min):

- What do these principles mean in your context?
- How are they applied?
- What are some barriers to their full application?

End of Activity ●

Reference 5



Underlying Principles of Human Rights

Equality

The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: "All human beings are born free and equal in dignity and rights."

Universality

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

Human dignity

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

Non-discrimination

The Universal Declaration of Human Rights and subsequent international human rights law afford the same rights and responsibilities equally to all women and men, boys and girls, by virtue of their humanity, and regardless of any role or relationship they may have.

Indivisibility

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

Interdependency

Human rights concerns appear in all spheres of life -- home, school, workplace, courts, markets -- everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.

Inalienability

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

Responsibility

Government responsibility: Human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.

Individual responsibility: Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.

Other responsible entities: Every organ of society, including corporations, nongovernmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights.

Sources: Flowers, N. (2000). The human rights education handbook: Effective practices for learning, action, and change. Minneapolis, MN: University of Minnesota.
Ravindran, D. J. (1998). Human rights praxis: A resource book for study, action and reflection. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

Reference 6



Introduction to the Universal Declaration of Human Rights (UDHR)

Rights for all members of the human family were first articulated in 1948 in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world's population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every person in the world is entitled and ensure that the future of humankind would be different.

The 30 articles of the Declaration together form a comprehensive statement covering economic, social cultural, political, and civil rights. The document is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realization of one's humanity). A **declaration**, however, is not a treaty and lacks any enforcement provisions. Rather it is a statement of intent, a set of principles to which United Nations **member states** commit themselves in an effort to provide all people a life of human dignity.

The influence of the UDHR has been substantial. Its principles have been incorporated into the constitutions of most of the more than 189 nations now in the UN. Although a **declaration** is not a legally binding document, the Universal Declaration has achieved the status of **customary international law** because people regard it "as a common standard of achievement for all people and all nations."

Resource: [Human rights here and now: Celebrating the universal declaration of human rights](#). (1998).
Human Rights Educators' Network, Amnesty International USA.

Reference 7



Universal Declaration of Human Rights (Abbreviated)

Article 1 Right to Equality	Article 16 Right to Marriage and Family
Article 2 Freedom from Discrimination	Article 17 Right to Own Property
Article 3 Right to Life, Liberty, Personal Security	Article 18 Freedom of Belief and Religion
Article 4 Freedom from Slavery	Article 19 Freedom of Opinion and Information
Article 5 Freedom from Torture and Degrading Treatment	Article 20 Right of Peaceful Assembly and Association
Article 6 Right to Recognition as a Person before the Law	Article 21 Right to Participate in Government and in Free Elections
Article 7 Right to Equality before the Law	Article 22 Right to Social Security
Article 8 Right to Remedy by Competent Tribunal	Article 23 Right to Desirable Work and to Join Trade Unions
Article 9 Freedom from Arbitrary Arrest and Exile	Article 24 Right to Rest and Leisure
Article 10 Right to Fair Public Hearing	Article 25 Right to Adequate Living Standard
Article 11 Right to be Considered Innocent until Proven Guilty	Article 26 Right to Education
Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence	Article 27 Right to Participate in the Cultural Life of Community
Article 13 Right to Free Movement in and out of the Country	Article 28 Right to a Social Order that Articulates this Document
Article 14 Right to Asylum in other Countries from Persecution	Article 29 Community Duties Essential to Free and Full Development
Article 15 Right to a Nationality and the Freedom to Change It	Article 30 Freedom from State of Personal Interference in the above Rights

Resource: [Human rights here and now: Celebrating the universal declaration of human rights.](#)
(1998) Human Rights Educators' Network, Amnesty International USA.

Activity 3: Rights and Responsibilities

Time



40 min

Description



The aim of this activity is to have participants reflect on the importance of addressing concepts of rights and responsibilities in human rights education.

Instructions



This activity is divided into two parts.

Part A (20 min)

1. Read the statement below regarding rights and responsibilities.

“Integral to learning about one’s rights is learning about the responsibilities that accompany all rights. Just as human rights belong to both individuals and society as a whole, the responsibility to respect, defend, and promote human rights is both individual and collective. The Preamble of the UDHR, for example, calls not only on governments to promote human rights, but also on ‘every individual and every organ of society’.”

Resource: [Human rights here and now: Celebrating the universal declaration of human rights](#). (1998). Human Rights Educators’ Network, Amnesty International USA.

2. Discuss your ideas regarding the concepts of rights and responsibilities.
 - What is the relationship between rights and responsibilities?
 - What are some situations where rights and responsibilities of different people conflict?
 - Learning about rights is empowering. How does learning about and accepting responsibilities empower individuals?
 - Why should human rights education for children include learning about responsibilities as well as rights?

Instructions



Part B (20 min)

A group of Year 6 primary school students in the U.K. were asked to identify a set of rights and responsibilities that were necessary to make sure that students/teachers are safe in the classroom.

1. Work with a partner. Review the list of rights identified by the students. Then together with your partner, prepare a list of responsibilities that you feel are associated with these rights.
2. The facilitator will then ask participants to share their answers.

What can be done in the classroom to make sure that students/teachers are happy and safe?	
Rights	Responsibilities
<p>We have the right...</p> <ul style="list-style-type: none"> • to be treated kindly, with politeness and respect • to be listened to • to tell the teacher what we feel and to ask for help when we need it • to a clean and comfortable classroom with enough paper and pencils • to somewhere to hang our coats and to our own drawer • to be able to go to the toilet during lessons with permission • to be able to work without being bothered • to a playtime if we finish our work • to go to school when it is raining if a teacher is in the building • to have some quiet time in class • not to be bullied <p>Year 6 Class St. Vincent's R.C. Primary School Rochdale, U.K.</p>	<p>It is our responsibility...</p>

End of Activity ●

Activity 4: Presentation – HR Standards and the UN Protection System

Time



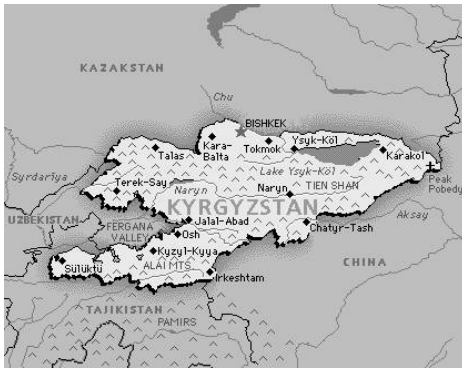
1.5 hr.

Description



The aim of this presentation is provide participants with a general overview of the international legal sources of human rights protection. The resource person will present:

- A brief historical overview of the development of international human rights law
- Key terms and concepts, e.g., declaration, covenant, convention, ratification, government applications, reservations, limitations
- The significance of the UDHR and the development of subsequent human rights treaties






Session 3: HR and HRE in Central Asia

Objectives	<ul style="list-style-type: none"> • To have an overview of the human rights issues in the four countries (Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan), in particular those issues affecting youth (i.e., the current situation and trends) • To determine what is being done in HRE in schools (primary & secondary) in each country • To examine the links between HRE in schools and the HR situation in the countries (i.e., what role HRE in schools plays in addressing the HR problems) • To explore the similarities and differences among the four countries in terms of the HR situation and HRE
Time	3 hr. 15 min
Activities	<p><u>Activity 1:</u> Country Reports – The Current Human Rights Situation 1 hr. 45 min.</p> <p><u>Activity 2:</u> HRE Initiatives in Schools 1 hr. 30 min.</p>

Activities

Activity 1: Country Reports – The Current Human Rights Situation

Time 	1 hr. 45 min
Description 	<p>The aim of this activity is to have participants prepare an overview of the current human rights situation in their respective countries.</p>
Instructions 	<p>This is a three-part activity.</p> <p>Part A (30 min)</p> <ol style="list-style-type: none"> 1. You will be divided into 4 country groups. 2. Using the information from your pre-training assignment, prepare a 10-minute presentation on the current human rights situation in your country. Use Worksheet 2 as a guide. You are encouraged to be creative in your presentations. <p>Part B (30 min)</p> <p>Present your report to the larger group.</p> <p>Part C (45 min)</p> <p>The facilitator will synthesize the presentations and lead a discussion on the following questions:</p> <ul style="list-style-type: none"> • What similarities and differences exist in the different countries? • What possibilities for mutual support and collaboration present themselves? <p style="text-align: right;">End of Activity ●</p>

Worksheet 2



Human Rights Situation Report

Country: _____

Principal human rights problems

Victims

Violators

Problems affecting children

Problems affecting women

Factors contributing to these human rights problems

What is currently being done to address human rights problems

Activity 2: HRE Initiatives in Schools

Time



1 hr. 30 min

Description



The aim of this activity is to have participants present the current HRE initiatives being undertaken in their schools and to explore the role of these initiatives in addressing HR problems in their societies.

Instructions



This is a three-part activity.

Part A (30 min)

1. You will be divided into four country groups. Using the information from your pre-training assignment (*Part II: Human Rights Education*), prepare a 5-minute presentation on what is currently being done in the area of HRE in your country's schools. Use **Worksheet 3** as a guide.

Part B (20 min)

Present your report to the larger group.

Part C (40 min)

The facilitator will synthesize the presentations and lead a discussion on the following questions:

- What possibilities for mutual support and collaboration present themselves?
- How can HRE in schools play a role in addressing HR problems?

End of Activity ●

Worksheet 3



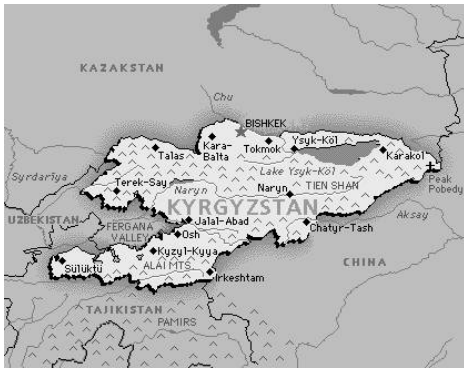
HRE in Schools Report

Country: _____

Does your country have a National Plan for HRE? If yes, how is it being implemented?

What HRE initiatives do you know of taking place for teachers and/or students in schools and/or in your country?

What groups influence human rights education in the schools?



Session 4: The School Context

Objectives	<ul style="list-style-type: none">• To share participants’ understanding of HRE• To reflect on the importance of teaching about HR in the formal school system• To consider the HR environment in their schools• To determine the characteristics and HR learning needs of teachers that the participants will be training												
Time	5 hr. 40 min												
Activities	<table><tr><td><u>Activity 1:</u></td><td>The Elements of Human Rights Education</td><td>1 hr. 10 min</td></tr><tr><td><u>Activity 2:</u></td><td>The Human Rights Environment in the Schools</td><td>1 hr. 30 min</td></tr><tr><td><u>Activity 3:</u></td><td>Presentation – Why Human Rights Education in Schools?</td><td>1 hr. 30 min</td></tr><tr><td><u>Activity 4:</u></td><td>Describing the Target Group and Their Learning Needs</td><td>1 hr. 30 min</td></tr></table>	<u>Activity 1:</u>	The Elements of Human Rights Education	1 hr. 10 min	<u>Activity 2:</u>	The Human Rights Environment in the Schools	1 hr. 30 min	<u>Activity 3:</u>	Presentation – Why Human Rights Education in Schools?	1 hr. 30 min	<u>Activity 4:</u>	Describing the Target Group and Their Learning Needs	1 hr. 30 min
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<u>Activity 3:</u>	Presentation – Why Human Rights Education in Schools?	1 hr. 30 min											
<u>Activity 4:</u>	Describing the Target Group and Their Learning Needs	1 hr. 30 min											

Activity 1: Elements of Human Rights Education

Time



1 hr. 10 min

Description



The aim of this activity is for participants to reflect on the meaning of HRE:

- What makes HRE distinct? Is it the goal, the content, the process, the role of the participants (students) and facilitators (teachers)?
- Why carry out HRE?

Instructions



This is a three-part activity.

Part A (30 min)

1. You will be divided into four groups by a random method and your facilitator will go over the instructions for **Worksheet 4**.
2. The facilitator will assign to each group one of the elements of HRE listed on **Worksheet 4**.

Part B (30 min)

1. Each group presents to the larger group a summary of your small group's discussion on HRE.
2. As each small group presents, the other participants are encouraged to add their ideas.
3. The facilitator will synthesize the discussion.

Part C (10 min)

1. Take a few moments to respond individually to the question below.
 - Why human rights education? Write your ideas in the space provided. Write key words on the metacard and post them on the wall.

End of Activity ●

Worksheet 4



Elements of Human Rights Education

Human Rights Education

“The General Assembly proclaims this Universal Declaration of Human Rights....to the end that every individual and organ of society, keeping this Declaration in mind, shall strive by teaching and education to promote respect for these rights and freedoms...”

excerpt from the Preamble of *Universal Declaration of Human Rights*

The reference to human rights education in the UDHR is broad. The purpose of this activity is to create a more detailed definition of ‘human rights education’ that distinguishes it from other forms of education.

In small groups, focus on one of the elements below and describe how this element is defined in terms of human rights education. As you work in your small groups, keep in mind how the element you are discussing is connected to the other elements listed on the worksheet.

What are the GOALS of HRE?

-
-
-

What should the CONTENT of HRE include?

-
-
-

What METHODS and TECHNIQUES are most appropriate for HRE?

-
-
-

Describe the ROLE of facilitator (teacher) & participants (students) for effective HRE:

-
-
-

Activity 2: The Human Rights Environment in the Schools

Time



1 hr. 30 min

Description



The aim of this activity is to have participants reflect on everyday school life from a human rights perspective.

You will work in your country groups to analyze different aspects of school life. It is important to note that the aim of the discussion questions is not to attack the discipline and order of the school, but to make teaching for human rights easier by building a climate of respect for human rights throughout the school.

Resource: Amnesty International. (1996).

First steps: A manual for starting human rights education.

Instructions



This is a two-part activity.

Part A Work in small groups (40 min)

1. You will be divided into four country groups and the facilitator will assign one of the “Question Areas for Discussion” on **Worksheet 5** to each group.
2. Together with the members of your group, discuss the questions and prepare to present your answers to the other groups. You are encouraged to be creative in your presentation.

Part (50 min)

1. Present to the larger group the results of your small group's discussion.
2. The facilitator will synthesize and comment on the ideas presented by the small groups.

End of Activity ●

Worksheet 5



The Human Rights Environment in Schools

An understanding of human rights is best achieved by experiencing them in action. Everyday school life can provide this experience, and can reinforce the formal study of abstract concepts such as freedom, tolerance, fairness and truth. Schools often discourage, rather than encourage human rights. Assumptions and prejudices often exist which deny the human rights of some people in the school. For example, if students are allowed to call other students from minority religious or ethnic groups offensive names, and no action is taken by the teachers, this sends a message to students that intolerance is acceptable. It is important to change these sorts of messages if teaching **for** human rights is to succeed.

QUESTION AREAS FOR DISCUSSION

Together with the members of your group, discuss the present human rights environment in the schools in your country by addressing the questions below. It is important to note that the aim of these questions is not to attack the discipline and order of the school, but to make teaching for human rights easier by building a climate of respect for human rights throughout the school.

Question Area 1: Relations between students - *Group 1*

- Are there cases of violence or humiliation? For example, through name calling?
- Are there prejudices between students? For example, religious groups, gender, age, social status, etc.
- Do students complain about such problems? If no, why not?
- Does anything happen when students complain about problems? Is this effective?

Question Area 2: Relations between teachers and students - *Group 2*

- Are students expected to obey teachers without understanding the orders?
- Is the grading system used to encourage students and help them to learn, or to impose discipline?
- Are students humiliated by teachers? Is discipline humane?
- Are boys and girls treated the same way?

Worksheet 5



The Human Rights Environment in the School – cont'd

- Are there student councils or other student bodies in the schools?
- Are students free and comfortable to approach the Principal and teachers when they have a problem?
- When do students see the Principal?
- In general, is the Principal's office door open or closed?
- Does the Principal know the students' names?

Question Area 3: School rules and procedures - Group 3

- What values are promoted in school rules?
- Are students expected to blindly obey all rules for the sake of obedience and discipline?
- Are there rules that humiliate students, such as having to get permission every time they need to use the toilet; or mandatory labour assignments for students (cleaning streets in the city or cleaning the school)?
- Are punishments relevant and fair? For example, keeping children in school after classes are finished.
- Can students help to make the rules or are they imposed on them? What are the limits of school authority?

Question Area 4: Other issues to consider - Group 4

Relations between teachers and Principals:

- Are teachers afraid to complain or to give suggestions to the Principal?
- Do teachers from different subjects ever work together to present topics?
- Do teachers exchange teaching experiences among themselves?
- Do teachers work as a team in a coordinated way?

Relations between teachers and parents:

- Are parents afraid to complain to teachers when they do not like the way their children are treated or what they are taught?
- Do they fear that complaining might make things worse for their children?
- Are parents involved in running the school?

The physical environment:

- Are living conditions in school buildings healthy?
- Are there playgrounds?
- Are there separate toilets for boys and girls?

Worksheet 5



The Human Rights Environment in the School – cont'd

- Do classrooms appear happy and uplifting?
- Are students' paintings, poems and writings displayed on the walls?
- Is the work of less able students also displayed?
- Are students involved in making their classroom comfortable?

Resource: Amnesty International. (1996).
First steps: A manual for starting human rights education.

Activity 3: Presentation – Why Human Rights Education in Schools?

Time



1 hr. 30 min

Description



A resource person will discuss the importance of teaching about and for human rights in the formal school system. He/she will also share his/her experience in implementing a nation-wide human rights education program in schools in his/her country.

End of Activity ●

Activity 4: Describing the Target Group and Their Learning Needs

Time



1 hr. 30 min

Description



The aim of this activity is to have participants focus on their group of learners: to identify their characteristics and their learning needs in order to ensure that the program they develop is relevant to the teachers they will be training.

Instructions



This is a two-part activity.

Part A Work in your country groups (1 hr.)

Determine the learning needs of your target group of learners.

1. You will be divided into four country groups.
2. Prepare a description of the teachers you will be training, i.e., your target group (**Worksheet 6**).
3. Describe your perception of their learning needs (**Worksheet 7**).
4. Determine how you will verify your assumptions about their learning needs (**Worksheet 8**).
5. Prepare to present this information to the larger group by completing **Worksheet 9**.
6. Prepare a flip-chart version of **Worksheet 9** for your presentation.

Part B (30 min)

Present your report to the larger group.

End of Activity ●

Worksheet 7



PROGRAM PLAN
Your Perception of Target Group's Learning Needs

Teaching about human rights provides **knowledge** and **understanding** about human rights.

Teaching for human rights involves internalizing **values and attitudes** and integrating them into the way they live. It also involves giving students **skills** to defend their own rights and the rights of others, that is, **skills for action**.

These are the principal content areas of human rights education:

- **Knowledge and Understanding**
- **Values and Attitudes**
- **Skills**

Keeping in mind the content areas of your target group, identify what you feel their needs are in terms of each of these goals by completing the charts below:

Worksheet 7



**Target Group NEEDS in terms of Human Rights
Knowledge, Attitudes and Skills**

<p>K N O W L E D G E</p>	<p>My target group needs to develop an understanding about:</p>
<p>A T T I T U D E S</p>	<p>My target group needs to develop:</p>
<p>S K I L L S</p>	<p>My target group needs to develop skills in:</p>

Worksheet 8



PROGRAM PLAN
Verifying Assumptions about the Target Group's
Learning Needs

Once you have filled in **Worksheet 7** as best you can, consider the following questions:

How will you check that your perception of your target group's needs is correct?

Who will you consult to verify that your information is correct? (e.g., colleagues)

What additional information do you need to develop your program?

How will you use to acquire this information? (e.g., through questionnaires, interviews)

Worksheet 9



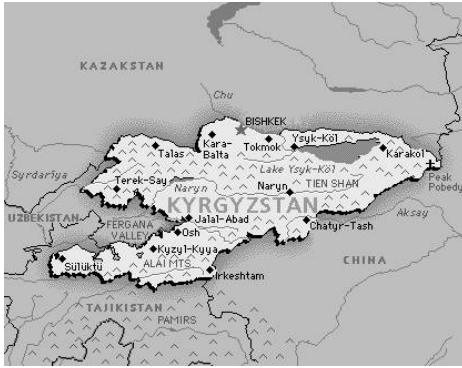
PRESENTATION
Our Target Group's Learning Needs

Summarize the information about your target group on a flip chart version of this worksheet for presentation to the larger group.

Description of our TARGET GROUP:

What we think their NEEDS are:

How we plan to CHECK our ASSUMPTIONS:



Session 5: Reflecting on the Way we Work

Objectives	<ul style="list-style-type: none"> • To examine the impact our own HR perspectives on our work as trainers • To examine the HRE work of your organization and your role • To examine the principles of a participant-centered methodology for HRE • To explore the concept of transfer and its role in the training process
Time	3 hr. 30 min
Activities	<p><u>Activity 1:</u> Personal Challenges for the HR Educator 1 hr.</p> <p><u>Activity 2:</u> Our HRE Work 1 hr. 30 min</p> <p><u>Activity 3:</u> The Transfer of Training 1 hr.</p>

Activities

Activity 1: Personal Challenges for the HR Educator

Time



1 hr.

Description



The aim of this activity is to have participants examine how their own human rights perspectives impact on the way they plan, design, and implement a training program.

Instructions



This is a two-part activity.

Part A (20 min)

Work with a partner to examine the personal challenges you face as a human rights educator. Complete **Worksheet 10: Personal Challenges for the HR Educator**.

Part B (40 min)

The facilitator will lead a group discussion on the challenges faced by HR educators and ask participants to consider the implications these challenges have on the relationship between educator and learner.

End of Activity ●

Worksheet 10



Personal Challenges for the HR Educator

“To teach about and for human rights requires more than knowledge about human rights and experience in facilitating learning. The human rights educator must have a deeply felt commitment to human rights and a belief in their necessity for building a just and democratic society.”

Resource: Flowers, N. (2000). The human rights education handbook. Minneapolis, Minnesota: Human Rights Resource Center, University of Minnesota.

The HR educator must also accept certain personal challenges. Look at the challenges listed below and determine what each involves and what it means for you and your work as an educator.

Challenge	What it Involves
The Challenge to Learn	
The Challenge of Dealing With the Affective Aspect of HRE as well as the Cognitive Aspect	
The Challenge of Self-examination	
The Challenge of Teaching by Example	

Activity 2: Our HRE Work

Time



1 hr. 30 min

Description



The aim of this activity is to assess the HRE in schools currently being carried out by participating organizations and to explore possible collaborative efforts.

Instructions



This is a three-part activity.

Part A (15 min)

Work individually to assess your organization's HRE work. Complete **Worksheet 11**.

Part B (55 min)

1. You will work in country groups to assess your joint capacity and to explore areas of possible collaboration.
2. Share your assessment of your organization's HRE work.
3. Determine areas of possible collaboration using **Worksheet 12**.

Part C (20 min)

1. Prepare a flip-chart version of your discussion and post it on a designated wall of the training room.
2. Read the flip-charts that other groups have prepared. They may give you other ideas for areas of possible collaboration.

End of Activity ●

Worksheet 11 – HRE in Schools Summary Sheet

<p>1. My organization has been doing HRE in school since _____.</p> <p>2. The total number of schools involved in my organization's HRE activities: _____.</p> <p>3. We work: <input type="checkbox"/> through the Ministry of Education <input type="checkbox"/> on a school by school basis.</p> <p>4. The region/city where we work _____.</p>		
	<i>Teachers</i>	<i>Students</i>
Average number trained per school		
Total number trained to date		
Average length of sessions		
Frequency of sessions		
General content or focus of your training		
Evaluation tools used		
Your assessment of success		
What more needs to be done		

Worksheet 12



Possible Areas of Collaboration (enlarge boxes)

In what ways is the HRE work of your organizations similar? Be specific.

What are the opportunities for collaboration? e.g., sharing of training materials, joint design and delivery of training sessions, co-facilitating training.

What areas are different?

Activity 3: The Transfer of Training

Time



1 hr.

Description



The aim of this activity is to have participants discuss the meaning of the term “transfer” within the context of training and to develop ideas as to how transfer can be promoted at different stages of programming.

Instructions



This is a three-part activity.

Part A (10 min)

You will be divided into three groups by random method. A facilitator will be assigned to each group. Together with your facilitator, discuss the following questions:

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

Part B (20 min)

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

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

After about 10 minutes, stop and evaluate your ideas.

Part C (30 min)

The facilitator will have three sheets hanging at the front of the room - one with the heading “**Planning Stage**”, the second with the heading “**Development and Implementation Stage**”, and the third with the heading “**Follow-up Stage**” (Reference 8).

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

Reference 8



Promoting Transfer at Every Stage of the Program

Planning Stage

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

Development and Implementation Stage

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

Reference 8



Development and Implementation Stage - cont'd

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

Follow-up Stage

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



Session 6: The Content of Human Rights Education

Objectives	<ul style="list-style-type: none"> • To determine the various components of HR content • To reflect on why the UDHR should be at the core of all HRE • To gain a familiarity with the Convention on the Rights of the Child • To identify techniques that are appropriate for HRE content 		
Time	6 hr. 30 min		
Activities	<p><u>Activity 1:</u> Human Rights Content in Our Training 2 hr. 30 min</p> <p><u>Activity 2:</u> The UDHR, a Starting Point for HRE 1 hr.</p> <p><u>Activity 3:</u> Personal Notions of Children's Rights 20 min</p> <p><u>Activity 4:</u> The Convention on the Rights of the Child 1 hr. 40 min</p> <p><u>Activity 5:</u> Training Techniques for Human Rights Education 30 min</p>		

Activities

Activity 1: Human Rights Content in Our Training

Time



2 hr. 30 min

Description



The aim of this activity is to have participants determine relevant content and appropriate training techniques for a particular human rights education program. Frequently, human rights training programs focus principally on the acquisition of knowledge. In this activity, participants will look at how their own programs balance human rights information with values, attitudes, and skills for taking action.

Instructions



This is a four-part activity.

Part A (30 min)

1. You will be divided into four country groups. A facilitator will be assigned to each group.
2. Read over **Worksheet 13: Checklist of Human Rights Content** for examples of types of content for learning about human rights.
 - information about human rights
 - values and attitudes
 - skills for taking action
3. Together with the facilitator and other participants, discuss the checklist and make any changes/additions that you feel are necessary.

Instructions



Part B (1 hr. 15 min)

In your country group, answer the questions on **Worksheet 14** to prepare a draft outline of a teacher training program. This draft outline will help you organize your ideas before formally working on your own draft at the end of the program.

Part C (45 min)

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

Worksheet 13



Checklist of Human Rights Content

Human Rights Information

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

Human Rights Values & Attitudes

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

Human Rights Skills for Taking Action

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

Worksheet 14



Human Rights Content in Your Training Programs

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

You will prepare a draft outline of your teacher training program. Together with the members of your country group, determine the possible content for your teacher training program. When carrying out this exercise, draw upon your personal experiences related to a program you developed, facilitated or participated in. A series of questions are provided below to help guide your draft outline. Refer to the checklist on **Worksheet 13** to guide you in answering some of these questions.

1. Title of the training program:

2. Target group (Refer to **Worksheet 7**):

3. What is the overall training goal?

4. What are 2 main objectives?

Worksheet 14



Human Rights Content in Your Training Programs - cont'd

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

5. What human rights **information** will you include in the program?

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

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

Activity 2: The UDHR, a Starting Point for HRE

Time



1 hr.

Description



The aim of this activity is to explore the importance of the Universal Declaration of Human Rights (UDHR) in human rights education.

Instructions



This activity is divided into three parts.

Part A (10 min)

Work individually. 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?

Questions to keep in mind:

- What would your education/work/family/opportunities be?
- How would the government/community/your family show its support?
- 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?

Instructions



Part B (20 min)

1. You will be divided into three or four groups by random method.
2. Share the answers to the previous activity.
3. Divide a flip-chart sheet in two columns.
4. In the first column, make a list of the human rights that should be guaranteed to achieve a world like the one imagined. Write each item on a separate line. Discuss whether everyone in the group agrees if an item is a human right.
5. Look through the UDHR to find articles that support the rights that you identified and write them in the second column (See **Reference 7**).

Guaranteed Human Right	UDHR Article That Supports Right

Part C (30 min)

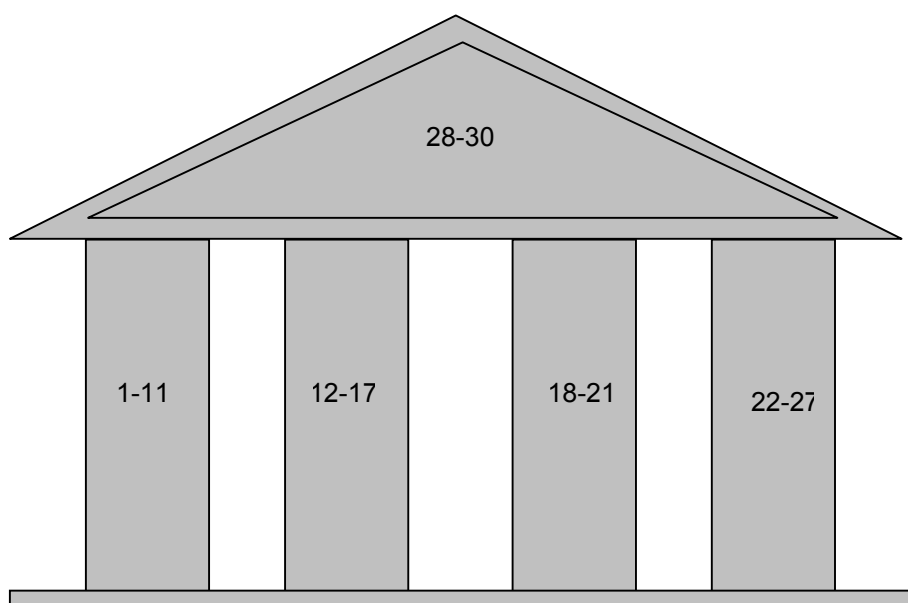
1. Discuss the following question in your small group:
 - Why do you think that the UDHR should be the starting point for HRE?
2. See **References 9 and 10** for more information about the UDHR.

End of Activity ●

Reference 9



"The UDHR Temple"



The Pillars and Pediment of the UDHR

The French scholar, René Cassin, states that the Universal Declaration of Human Rights is founded on four pillars:

- Personal rights (Articles 1-11).
- The rights that belong to the individual in his or her relationships with the social groups in which they participate (Articles 12-17).
- Civil liberties and political rights exercised in order to contribute to the formation of government institutions or to take part in the decision making process (Articles 18-21).
- Rights exercised in the economic and social area (Articles 22-27).

The fifth section, Cassin called the "pediment of the temple" erected on the four pillars and found in Articles 28 to 30. The right to a social and international order in which human rights can be fully realized (Article 28). Articles 29 and 30 try to set out principles to harmonize rights, e.g., that they must not be exercised in ways conflicting with other UN objectives (free speech should not be misused to disseminate war propaganda, etc.)

Resource: Claude, R. P. *Methodologies for human rights education*. University of Maryland. (<http://www.pdhre.org/materials/methodologies.html>)

Reference 10



The Universal Declaration of Human Rights (UDHR) – at the Core of all Human Rights Education

Unlike subsequent and increasingly technical documents, everyone can understand and cherish the UDHR. It has symbolic and practical significance as the constitution of the whole human rights movement, and its grand simplicity of language and inspiring vision are accessible to people of all ages and conditions. It has not only legal authority but also poetic power.

Once grounded in the UDHR, most people will recognize what else they need to learn. Usually people want to know what local, national, and regional law reinforces their human rights and how to use it to call violators to account. They often want information about persons and agencies responsible for promoting and protecting human rights. The job of the educator becomes less to teach than to help locate the resources people needed to inform themselves.”

Resource: Flowers, N. (1998) “Human Rights Education: What? For Whom? And Why?” In Speaking About Rights, vol. XIII, no. 3.

Activity 3: Personal Notions of Children's Rights

Time



20 min

Description



The aim of this activity to have participants reflect on their personal notions of children's rights and how children's rights are realized in their society.

Instructions



1. You will be divided into three or four groups. A facilitator will be assigned to each group.
2. The facilitator will lead a discussion on the concept of children's rights in your society. Some questions are provided below to guide your discussion.

Some questions to consider:

- How do you personally feel about children's rights?
- Were all of your rights respected when you were a child?
- How comfortable would you feel helping children understand rights?
- Where and how do you think the idea of "responsibility" fits into children's rights issues?
- Where do the rights and responsibilities of parents fit into your vision of teaching a children's rights program?

End of Activity ●

Activity 4: The Convention on the Rights of the Child

Time



1 hr. 40 min

Description



The aim of this activity is to help participants become more familiar with the Convention on the Rights of the Child.

Instructions



This is a two-part activity.

Part A (40 min)

You will work in the same groups as Activity 3 to organize articles of the Convention on the Rights of the Child (CRC) according to certain categories.

1. Your facilitator will provide you with a set of 36 cards* illustrating different articles of the CRC.
2. Review the articles and organize the cards according to these three categories: **Protection; Participation** or **Promotion**. A description of each category is provided on **Worksheet 15**. Some articles fall clearly into one category while others may belong in two or all three categories.
3. Prepare a flipchart version of **Worksheet 15** and paste the articles in the appropriate section(s) of the diagram.

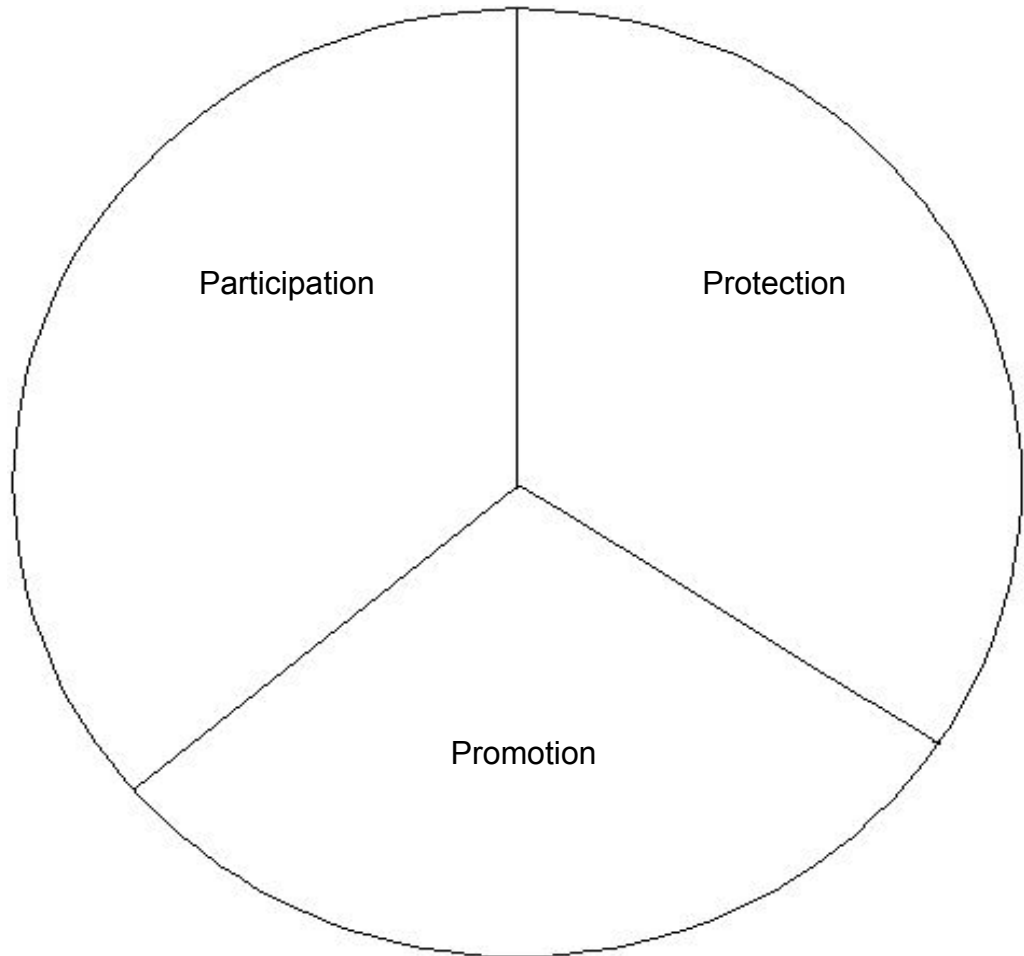
****Please note:***

Only 36 articles of the CRC have been included in the set of cards. These are the articles that deal with concrete situations that people will recognize as relevant to their own lives. The articles that have been excluded deal with implementation issues and definitions. Also note that the articles on the cards have been paraphrased and that the layout of the cards is not in strict numerical order to facilitate photocopying.

Worksheet 15



Categories of Children's Rights



Instructions



Part B (1 hr)

The groups will be reconvened. A resource person will invite each group to report on one of the three categories. The other groups are encouraged to comment and present their ideas.

The resource person will then invite participants to address the following questions:

- What seem to be the main types of rights protected by the Convention on the Rights of the Child?
- Have any rights been left out of the Convention that you feel should have been included?
- Are there some types of children's rights that you feel your community/country does particularly well at upholding? Are there types of rights that should be given more attention?

End of Activity ●

Activity 5: Training Techniques for Human Rights Education

Time



30 min

Description



The aim of this activity is to explore a variety of training techniques which are appropriate for delivering human rights content.

Instructions



This is a two-part activity.

Part A

You will work in country groups and share your experience with different training techniques.

The facilitator will lead a brainstorming session on training techniques. Name/describe any training techniques that you know or have seen used. If you can, state the purpose for which the technique was used. Use **Worksheet 16** to take notes.

Part B

You will determine appropriate training techniques and activities to present the content you plan to include in your teacher training program. Refer back to **Worksheet 14** for information about the content and **Reference 11** for list of additional techniques that you can use.

Write your group's ideas on a flip-chart version of **Worksheet 17: Appropriate Techniques for your Teacher Training Program** to record the information from the group.

End of Activity ●

Worksheet 16 – Brainstorming Training Techniques

For the purpose of giving information about human rights

For the purpose of skills for taking action

For the purpose of changing values and attitudes

Other

Worksheet 16: Appropriate Techniques for your Teacher Training Program

Program Title:		
Types of Content	Content Items (See Worksheet 14)	Training Techniques and Possible Activities
Human rights information		
Human rights values and attitudes		
Human rights skills for taking action		

Reference 11 –Effective Training Techniques TOT 2, p.48

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



Session 7: HRE Marketplace

Objectives	<ul style="list-style-type: none"> To present HRE programs/materials used in schools To participate in an HRE Marketplace and analyze the experience
Time	3 hr. 30 min
Activities	<p><u>Activity 1:</u> Presentation of the Human Rights Education Marketplace? 30 min</p> <p><u>Activity 2:</u> Preparing for the Marketplace 1 hr. 30 min</p> <p><u>Activity 3:</u> Participating in the HRE Marketplace 1 hr.</p> <p><u>Activity 4:</u> Peer Review of the HRE Marketplace 30 min</p>

Activities

Activity 1: Presentation of the HRE Marketplace

Time



30 min

Description



The aim of the marketplace activity is to have participants share some of the best ideas and activities from their own HRE work. The facilitator will begin by describing the HRE Marketplace. The remaining activities of Session 7 involves preparing for and participating in the HRE Marketplace.

Instructions



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

In this activity, the facilitator will describe the HRE Marketplace. See **Reference 12: The HRE Marketplace**.

End of Activity ●

Reference 12



The HRE Marketplace

1. What is the HRE Marketplace?

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

2. Why call this activity a “Marketplace”?

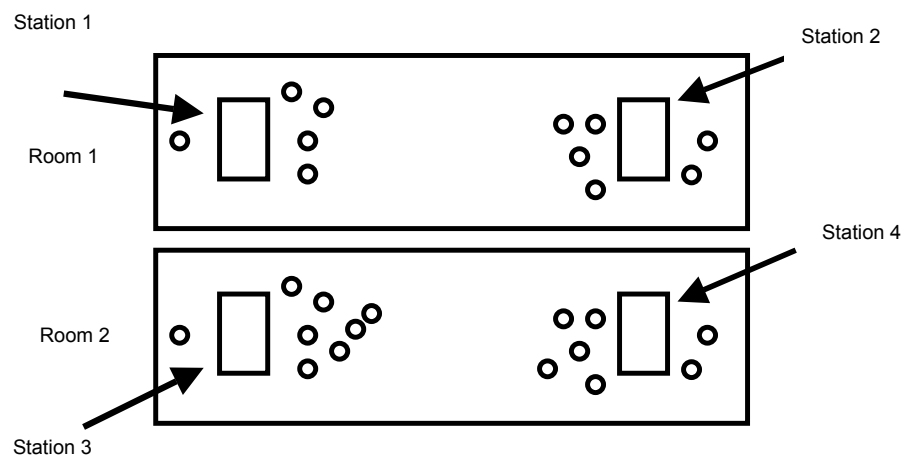
The “Marketplace” is an appropriate metaphor for this activity for two reasons:

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

3. Setting up the Marketplace

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

Illustration of Possible Marketplace Set Up



Reference 12



The HRE Marketplace - cont'd

4. The Presenter's Task

The total time for the Marketplace is 1 hour. Each group should plan on repeating the same activity two times. The aim is to have participants see a number of quick activities that other trainers have found effective in their training work.

Selecting an activity

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

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

Materials required

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

During the Marketplace

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

5. The Participant's Task

For each activity you observe in the HRE Marketplace, complete a copy of the chart provided on **Worksheet 18: Activity Profile – Notes from the Marketplace**. You should be able to record information related to:

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

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

Activity 2: Preparing for the HRE Marketplace

Time



1 hr. 30 min.

Description



The aim of this activity is to have participants put into practice the theoretical human rights concepts and training methodology covered so far in the program by developing HRE activities.

Instructions



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

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

Your facilitator will assign you to a group. Together with the members of your group you will prepare one activity to present at the HRE Marketplace according to the guidelines presented in **Reference 13: Guidelines for Preparing Your Marketplace Activity**.

End of Activity ●

Reference 13



Guidelines for Preparing your Marketplace Activity

Determining the Training Context

Your group must first decide on a training context for your activity. You can choose to focus on the Program Profile given earlier or you can select a real training context that you or one of your group members knows well, e.g., one of the programs you described in this workshop.

Determining Your Activity

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

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

Choose an activity that can be demonstrated in 15 to 20 minutes.

Prepare a description of your group's activity using the chart on **Worksheet 17**. The description should be written in such a way that others may be able to use it or adapt it in the future. Make sure to include information on the target group, human rights content, objectives, training techniques, and logistical concerns.

Planning Your Presentation

Each group will present their activity twice during the Marketplace. Follow the schedule below when presenting:

Reference 13



Guidelines for Preparing your Marketplace Activity

Planning Your Presentation

Each group will present their activity twice during the Marketplace. Follow the schedule below when presenting:

	9:30-9:50	9:50-10:10	10:10-10:30
Group 1	Station 1	—	Station 1
Group 2	Station 2	—	Station 2
Group 3	Station 3	Station 3	—
Group 4	Station 4	Station 4	—
Group 5	—	Station 1	Station 3
Group 6	—	Station 2	Station 4

Decide which members of your group will present in the first time slot and which will present in the second time slot.

You are encouraged to take turns presenting so that everyone can see as many other activities as possible.

Worksheet 17



Marketplace Activity

Activity Name _____

☐ New:

☐ Adapted from:

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

Activity 3: HRE Marketplace

Time



1 hr.

Description



The aim of this activity is to have participants present their activities to others in the group and participate in the activities others have designed.

Instructions



Participants will take turns presenting their activities and participating in activities developed by others.

Each participant will receive:

- A schedule of the activities that will be presented (i.e., name of activities, time and location)
- 3 copies of **Worksheet 18: Activity Profile – Notes from the Marketplace.**

For the presenters:

- Ensure you are at the correct station at the appropriate time
- Keep the activity within the allotted time
- Provide participants with any relevant materials you have prepared
- Try to leave a few minutes for comments and questions

For the participants:

- Ensure you complete the Activity Profile worksheet (**Worksheet 18**)
- For each activity you see demonstrated you will need this information in Activity 4 to provide feedback

End of Activity ●

Activity 4: Peer Review of HRE Marketplace

Time



30 min

Description



The aim of this activity is to practice giving and getting feedback. Participants have worked hard to plan, develop and implement an activity, it is now time for that activity to be reviewed and improved.

Instructions



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

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

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

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

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

Refer to **Reference 14: Tips on Getting and Giving Feedback** to help you formulate your feedback.

End of Activity ●

Worksheet 18



Activity Profile – Notes from the Marketplace

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

Reference 14



Tips on Giving and Getting Feedback

- **Talk in the first person.** Statements such as "I felt ..." or "Your idea about ..." communicate personal responsibility for responses. They do not claim to speak for others.
- **Be specific.** Statements such as "When you said this, I ..." or "Your idea about ..." focus on the particular action or statement. Avoid general comments such as "You keep ..." or "You always ...".
- **Challenge the idea or action, not the person.** It doesn't help to draw attention to the pitch of someone's voice or a stutter. Focus on actions or behaviors that a person can modify (if they agree this would be useful).
- **Combine recognition of what worked with a challenge to improve.** Again, be as specific as possible. For example, if a person sounds preachy in a part of the presentation but engages people in a lively way in another part, refer to the positive side as a specific model of tone, strategy, and style.
- **Ask questions to clarify or probe reasons.** Questions such as "What did you take into account when you decided ...?" or "What did you mean when you said ...?" credits the person with selection and judgment. The questions also help avoid criticisms and suggestions that are irrelevant to what the person is trying to do.
- **Identify the bridges.** When you are giving critical feedback to a participant, remind her or him of what you have in common. Comments such as "I know that when we do X we tend to ...", remind the person that you're on the same side. Sometimes a part of this same bridge may be to acknowledge differences. For example, "As a man, my experience is a bit different, but ...".
- **Acknowledge how you connect to a problem.** Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a similar problem. Statements such as "I've had this problem, myself, too" or "This is helpful for me/us to think about because ..." emphasize that this is not just an academic exercise for you as facilitator.
- **Wherever possible, make suggestions for alternative approaches.** Questions such as "Have you considered ...?" or "What would happen if we tried ...?" open a range of possible different responses. The use of "we" suggests that the issue and its solution is of interest to the whole group. Encourage others to add to the generation of different options. This will make it clear that there is not just one other (and therefore better) way to do it.
- **Don't assume that a difference is political.** Check to see whether a conflict is based on different experience, different social identity, or a different role in the organization. The response may clarify the extent to which debate can change a person's view and ascertain how important a view is to that person's self-image.

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



Session 8: Developing a Training Plan

Objectives	<ul style="list-style-type: none"> To prepare a draft outline for national teacher training sessions
Time	7+ hr.
Activities	<p><u>Activity 1:</u> A Planning Challenge 30 min</p> <p><u>Activity 2:</u> A Draft Outline for our Teacher Training Program 7 hr.</p>

Activities

Activity 1: A Planning Challenge

Time



30 min

Description



The aim of this activity is to have participants review the steps for developing a training session.

Instructions



Work individually to determine an appropriate sequence for the various steps involved in developing a training program. See **Worksheets 18 and 19** (10 min).

You will then share your ideas with the larger group (20 min).

End of Activity ●

Worksheet 18



Training Plan – Background Information

Below are steps to follow when developing a training session. Choose the **steps** that you would follow in developing a training session. Determine a logical order for the steps. Write them in the space provided on **Worksheet 19**.

Steps for Developing a Training Session

Hire experts in
content area of
training

Conduct the
training program

Analyze the
characteristics
of participants

Determine
program
goal &
objectives

Calculate the
cost of the
training session

Determine
content

Arrange
logistics
(before, during
& after)

Assess
participants'
needs
(skills, knowledge,
attitude)

Conduct
evaluation &
follow-up

Prepare training
materials

Examine solutions
other than training

Estimate design
time

Other

Worksheet 19 –What Steps Will You Use to Develop a Training Session?

A staircase diagram consisting of eight rectangular steps, numbered 1 through 8. The steps are arranged in a diagonal line from the bottom-left to the top-right. Each step is a rectangle with a black border. The numbers 1 through 8 are centered within each step, increasing from the bottom-left step to the top-right step.

Step Number
1
2
3
4
5
6
7
8

Activity 2: Drafting the Outline for Your Teacher Training Session

Time



7 hr.

Description



You will work in your country groups to develop an outline for your national teacher training session.

Instructions



A format is provided on **Worksheet 20** to guide you through the process.

Outlines of four different teacher training programs have also been provided as examples to help you (**References 15, 16, 17, 18**).

Refer back to the worksheets from the previous days to review the information. Make any necessary changes.

End of Activity ●

Worksheet 20



Training Plan Template

1. Target Group (See Session 4, Activity 4)

- *Who are the participants? Their occupation? gender? education level?*
- *What problems do they face?*
- *What is the context in which the participants work?*

**2. Learning Needs of Target Group
(See Session 4, Activity 4)**

- *What is/are the participants' current knowledge? attitudes? skills?*
- *What is/are knowledge, attitudes, skills, participants need to develop?*

Worksheet 20



Training Plan Template

3. Goal & Objectives
(See Session 4, Activity 4)

- *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?*

Worksheet 20



Training Plan Template

4. Content	<p>What topics, themes, issues, information will you include? (See Session 4, Activity 4)</p> <ul style="list-style-type: none"> • <i>What topics, themes, issues, information will you include?</i> • <i>What content will come from the participants?</i> • <i>How will outside expertise be included? presentations? videos? techniques?</i>
K N O W L E D G E	
S K I L L S	
A T T I T U D E S	

Worksheet 20



Training Plan Template

5. Training Materials

- *What existing materials can be used? from your own organization? from other sources?*
- *What materials need to be developed?*
- *What reading materials will be included?*
- *What manuals, handouts, audio-visual aids will be included?*

Materials to Create

Existing Materials

Readings

Worksheet 20



Training Plan Template

6. Logistics

- *What needs to be arranged/reserved?*
 - *in terms of travel?*
 - *in terms of budget?*
 - *in terms of facilities?*

7. Evaluation & Follow-Up

- *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?*

Reference 15



Example #1

11th Training Session on Human Rights and Peace Teaching
for Teachers of Primary, Secondary and Vocational Schools

Geneva, July 5-10, 1993

Main Theme: HUMAN RIGHTS -DEMOCRACY -DEVELOPMENT
PROGRAMME for the English Speaking Section

Sunday 4 July	
15.00 – 17.30	Registration
17.30	Meeting of the English Speaking Group
18.15	Dinner
19.30 – 21.00	Presentation of participants
Monday 5 July	
8.15	Breakfast
9.00 – 9.30	Welcome
9.30 – 9.45	Presentation of CIFEDHOP's activities and projects
9.45 – 10.00	Presentation: World Association for School as an Instrument of Peace – activities and projects
10.00 – 10.30	Coffee break
10.30 – 12.15	Human rights, freedom and democracy (Round table)
12.15	Lunch
14.00 – 17.30	Workshop: Teaching and learning about the Universal Declaration of Human Rights
17.30 – 18.15	Welcome drink offered by EIP
18.15	Dinner
Tuesday 6 July	
8.15	Breakfast
9.00 – 10.00	Human rights terms and concepts (Lecture)
10.00 – 10.30	Coffee break
10.30 – 12.00	What do we mean by democracy at school? (Workshop)
12.15	Lunch
14.00 – 16.00	Workshops: 1 Drama; 2 Non-violent conflict resolutions; 3 Working with photos
16.00 – 16.30	Coffee break
16.30 – 18.00	Presentations by members of the group
18.15	Dinner
20.00	Demonstration or teaching materials brought by participants

Continued on next page.

Reference 15



Training Session on Human Rights and Peace Teaching for Teachers of Primary, Secondary and Vocational Schools (cont'd)

Monday 5 July

8.15	Breakfast
8.30	Bus leaves Château for the United Nations Office in Geneva (UNOG)
9.00 – 10.30	United Nations Visit
10.45 – 12.30	Visit to the Museum of the International Committee of the Red Cross
Lunch and afternoon	Free

Thursday 8 July

8.15	Breakfast
9.00 – 10.00	Minorities and human rights (Lecture)
10.00 – 10.30	Coffee break
10.30 – 12.00	Protection of minorities and human rights (Lecture)
12.15	Lunch
14.00 – 16.00	Intercultural simulation
16.00 – 16.30	Coffee break
16.30 – 18.00	Presentations by members of the group
18.15	Dinner

Friday 9 July

8.15	Breakfast
9.00 – 10.00	Human rights, democracy and development (Lecture)
10.00 – 10.30	Coffee break
11.00 – 12.00	Development and children's rights (Lecture)
12.15	Lunch
14.00 – 16.00	Human rights projects (Workshop)
16.00 – 16.30	Coffee break
16.30 – 18.00	Reporting back: Feedback from the group, Questionnaire on the session
18.15	Dinner and Participants' party

Saturday 10 July: Closing Session

9.00 – 9.30	Breakfast
9.30 – 10.30	Feedback from the evaluation of the session Conclusion and future projects
10.30 – 11.30	Distribution of certificates Distribution of list of participants' addresses Closing address Farewell drink offered by CIFEDHOP
12.15	Lunch

Resource: Osler, A. and Starkey, H. (1996). Teacher education and human rights.
London: England. David Fulton Publishers.

Reference 16



Example #2

Programme of Events – 'Human Rights in the School'

1 July	
10.00 am	Registration and coffee
11.00 am	Welcome and Introduction
11.30 am	Home Groups 1 <i>What do we understand by 'human rights and the school?'</i>
1.00 pm	Lunch
2.00 pm	Plenary Lecture 1 <i>Human rights and the school: the implications of the United Nations Convention on the Rights of the Child</i>
3.30 pm	Tea
4.00 pm	Workshops 1 –Curriculum Issues <ul style="list-style-type: none"> • <i>Human rights education and the primary school</i> • <i>Human rights and the citizenship curriculum</i> • <i>Approaches to human rights education in secondary school</i> • <i>Human rights and religious education</i> • <i>Teaching about human rights through literature</i>
6.30 pm	Supper
8.00 pm	Council of Europe video 'Human Rights'
2 July	
9.00 am	Workshops 2- Policy and Pastoral Issues <ul style="list-style-type: none"> • <i>Non-violent conflict resolution in schools</i> • <i>Developing a school policy on behaviour on bullying</i> • <i>Developing a school equal opportunities policy</i> • <i>Reluctant at tenders, children with special needs, and the right to education</i>
10.30 am	Coffee
11.00 am	Plenary Lecture 2 <i>What every teacher needs to know: the Universal Declaration of Human Rights and the European Convention on Human Rights</i>
12.00 pm	Home Groups <i>Implementing human rights in schools</i> Lunch

Continued on next page.

Reference 16



Programme of Events – 'Human Rights in the School' (cont'd)

2 July	
1.00 pm	Free time. Bookstall. Displays
2.00 pm	Tea
3.30 pm	Workshops 3 -Wider Issues <ul style="list-style-type: none"> • <i>Human rights and world citizenship</i> • <i>Rhetoric and reality: human rights education in Commonwealth countries Children working for peace: case studies from Northern Ireland, Sri Lanka and Liberia</i> • <i>Central and Eastern Europe: thinking afresh about human rights</i>
6.30 pm	Supper
8.00 pm	Presentations by course members
3 July	
9.00 am	Home Groups 3 <i>Projects and plans</i>
10.30 am	Coffee
11.00 am	Plenary Lecture 3 <i>Human rights and the school</i>
12.30 pm	Light lunch. Conference ends.

Resource: Osler, A. and Starkey, H. (1996). Teacher education and human rights. London: England. David Fulton Publishers.

Reference 17



Example #3

Education in Human Rights and Peace: Issues and Guidelines for Teaching
European Seminar for Teachers
Geneva, Switzerland, 9 - 15 July 1995
13th International Training Session
on Human Rights and Peace Teaching

I.	Background
	<ul style="list-style-type: none"> 1.1. The organisation responsible for the training session 1.2. The participants and speakers
II.	Structure and aims of the training session
III.	Subject matter of the training session
	<ul style="list-style-type: none"> 3.1. Issues <ul style="list-style-type: none"> 3.1.1 The purposes of education in human rights and peace 3.1.2 The sharing of universal values: preconditions and obstacles 3.1.3 Personal autonomy and school democracy 3.1.4 Evaluation, exclusion and social justice 3.2 Guidelines for teaching <ul style="list-style-type: none"> 3.2.1 Familiarisation with the Universal Declaration of Human Rights 3.2.2 Familiarisation with the International Convention on the Rights of the Child 3.2.3 Using pictures to teach human rights 3.2.4 Prejudices and discrimination 3.2.5 School democracy and co-operation in disadvantaged areas 3.2.6 School rules and democracy 3.2.7 Formative and selective evaluation 3.2.8 Beggar children
IV.	Summary
Appendix - Programme of the training session	

Resource: <http://www.eip-cifedhop.org/english/training/rap13ea.html>

Reference 18



Example #4

HR Training for Teachers– Nov. 99, Kazakhstan, CHRF

Day 1

9.00 – 11.00	Opening Address. Program overview. Getting started
11.00 – 11.30	Break
11.30 – 13.00	Basic ideas about human rights [Presentation]
13.00 – 14.00	Lunch
14.00 – 15.30	Participatory Methodology
15.30 – 16.00	Break
16.00 – 17.30	Participatory Methodology (cont.)
17.30 – 18.00	Synthesis and Reflection

Day 2

9.00 – 10.30	Effective working groups
10.30 – 11.00	Break
11.00 – 12.30	Developing a human rights lesson (Assessing your participants needs, Determining goal and
12.30 – 14.00	Lunch
14.00 – 15.30	Determining Content
15.30 – 16.00	Break
16.00 – 17.30	Preparing training materials
17.30 – 18.00	Synthesis and Reflection

Day 3

9.00 – 10.30	UN human rights system [Presentation] Dm. Nurumov
10.30 – 11.00	Break
11.00 – 12.30	UN human rights system [Example of a lesson (two scenarios)]
12.30 – 14.00	Lunch
14.00 – 15.30	Active Learning Techniques Used in Human Rights Education
15.30 – 16.00	Break
16.00 – 17.30	Active Learning Techniques Used in Human Rights Education
17.30 – 18.00	Synthesis and Reflection

Day 4

9.00 – 10.30	Multiculturalism (20 mins. presentation plus techniques)
10.30 – 11.00	Break
11.00 – 12.30	Roundtable on experience with teaching human rights.
12.30 – 14.00	Break
14.00 – 15.30	Tolerance (20 mins. presentation plus techniques)
15.30 – 16.00	Break
16.00 – 17.30	Minorities (20 mins. presentation plus techniques)
17.30 – 18.00	Break
17.30 – 18.00	Synthesis and Reflection

Day 5

9.00 – 10.30	Curriculum design
10.30 – 11.00	Break
11.00 – 12.30	Work in small groups [Preparation for the Presentation of human rights activity]
12.30 – 14.00	Break
14.00 – 15.30	Presentations of participants
15.30 – 16.00	Break
16.00 – 17.30	Final discussion and closing of the seminar
17.30 – 18.00	Synthesis and Reflection
20.00 – 22.00	Closing party



Session 9: Evaluation and Follow-up

Objectives	<ul style="list-style-type: none"> • Evaluate the program • Identify the next actions for the program 	
Time	1 hr.	
Activity	<u>Activity 1:</u> Sharing Feedback About the Program	1 hr.

Activity

Activity 1 Sharing Feedback About the Program

Time

1 hr.

Description

The aim of this activity is to have participants debrief on the past few days of training, as well as set an agenda for future steps of the program.

Instructions

This is a two-part activity.

Part A (30 min)

1. Your facilitator will explain the evaluation questionnaire.
2. Complete the questionnaires. Your honest answers are important for improving future sessions of the program.

Part C (30 min)

Your facilitator will lead a discussion of the next steps for this training program.

End of Activity ●

Appendix

The Interview

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

1. Which of the day's activities do you feel you benefited from the most? Why?

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

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

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

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

Focus on Reflection – Using the Reflection Journal

What is a reflection journal?

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

Why is it useful to keep a journal?

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

When is it best to keep a journal?

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

How is it done?

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

- What?
- So what?
- Now what?

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

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

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

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

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

Focus on Reflection – Reflection Journal Entry

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

Your Reflections

Your Partner's Comments

Running a Focus Group

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

Answer Key

Session 2

Activity 3: Rights and Responsibilities

Responsibilities

It is our responsibility...

- | | |
|---|---|
| <ul style="list-style-type: none">• to be polite and treat people pleasantly• to be kind• to listen to others• to wear suitable clothing• not to wear muddy shoes in class• to keep the playground tidy• not to damage furniture and equipment• not to waste time• not to mess about in class time• to listen to the teacher when he or she is speaking to you, your group, or the class | <ul style="list-style-type: none">• not to waste the teacher's time unnecessarily• to come to school if you are healthy• to come to lesson on time• to share materials• not to hurt or bully others• to behave sensibly and safely• to take care of others' clothing• not to interrupt people or distract others• to do the work set for us |
|---|---|

Year 6 Class
St. Vincent's R.C. Primary School
Rochdale, U.K.

Resource: Our world, our rights: Teaching about rights and responsibilities in the elementary school.
(1996). New York: New York, Amnesty International USA.

Session 4

Activity 1: Elements of Human Rights Education (HRE)

Goals:

- Conscientization (raising awareness)
- Social Change
- Empowerment

Content:

- HR concepts
- HR historical developments
- HR documents
- HR institutions and mechanisms for protection
- Knowledge of HR violations

Methods & Techniques:

- Participatory methodologies, case studies
- Popular education, role plays
- Reciprocal learning, games
- Discovery learning, discussions, etc...

Role of facilitator (teacher) & participants (students):

- The relationship between facilitator and participants is: non-hierarchical, equal, reciprocal.
- The role of the facilitator is to guide, to coach, to steer... not to control.
- The role of the participant is to share information and experiences, to be active in the learning process... not to be an empty vessel waiting to be filled.

Session 6

Activity 4: The Convention on the Rights of the Child

Remind participants that although there are no “correct” answers to this activity, articles could be grouped in the following manner:

Protection	Promotion	Participation
1-4	1	1
6-11	4	4
16	5	12-15
18	17	17
21-26	19	23
27	20	28
29	28	29
30	39	31
32-39	40-54	39-40

Session 8

Activity 1: Steps in Developing a Training Program

Steps
<ol style="list-style-type: none">1. Assess participants' needs (skills, knowledge, attitude)2. Determining program goal and objectives3. Determining content4. Prepare training materials5. Conduct the training program6. Conduct evaluation and follow-up7. Arrange logistics (before, during and after)