Developing Capacity for Teacher Trainers

**Regional Workshop for
Teacher Trainers (II)**

**May 3-8, 2003
Almaty, Kazakhstan**

The opinions expressed in this publication are those of the authors and do not represent the opinions or positions of the funder of this project.

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Acknowledgements

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Introduction

This Workshop is the second regional gathering of teacher trainers from Kazakhstan, Kyrgyzstan, Uzbekistan and Tajikistan (National Teams) who are involved in the Canadian Human Rights Foundation's three-year Program (2001-2004) "Developing Capacity for Teacher Training in Central Asia." The first Regional Workshop took place in Bishkek, Kyrgyzstan, in May 2002.

Program Goal

The goal of the 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.

Regional Workshop (II) Objectives

This Workshop was designed based on the needs identified by representatives of National Teams. The objectives of the Workshop are to have participants:

- Deepen their knowledge and skills in human rights and human rights education

- Strengthen their capacity to deliver human rights education workshops for teachers in their countries

- Make the appropriate revisions to the pilot training manuals they designed and delivered after Regional Workshop (I)

- Develop strategies for follow-up and evaluation of their human rights training activities

Workshop Schedule

Module 1 – Setting the Context

09.00 – 09.10   *Opening Welcome*

09.10 – 09.45   *Activity 1*   *Greetings and Introductions*

09.45 – 10.00   *Activity 2*   *Workshop Overview*

10.00 – 10.30   *Break*

10.30 – 11.30   *Activity 3*   *Human Rights Education is…*

11.30 – 12.00   *Activity 4*   *Overcoming Barriers to HRE*

12.00 – 13.30   *Lunch*

Module 2 – Human Rights Theory in Practice

13.30 – 14.30   *Activity 1*   *Difficult Questions About Human Rights and Human Rights Education*

14.30 – 16.00   *Activity 2*   *Presentation and Questions & Answers: "The Current Human Rights Context in Central Asia: Why It's Important to Teach about and for Human Rights"*

16.00 – 16.15   *Break*

16.15 – 17.15   *Activity 3*   *Review of National Workshops (1) – Re-Examining the Goal and Objectives*

17.15 – 17.30   *Activity 4*   *Debriefing/Evaluation*

Day 2: May 4, 2003

Module 2 – Human Rights Theory in Practice cont'd

08.30 – 09.00   *Recap*

09.00 – 10.00   *Activity 5*   *What is Meant by a Rights-Based Approach?*

10.00 – 10.30   *Break*

Module 3 – A Critical Review of the Convention on the Rights of the Child

10.30 – 12.00   *Activity 1*   *Relevance of the CRC to the Context of Central Asia*

12.00 – 13.30   *Lunch*

13.30 – 15.30   *Activity 2*   *Applying a Rights-Based Approach to Children and HIV/AIDS*

15.30 – 16.00   *Break*

16.00 – 17.15   *Activity 3*   *Review of National Workshops (2) – Re-Examining the Human Rights Context*

17.15 – 17.30   *Activity 4*   *Debriefing and Evaluation*

Day 3: May 5, 2003

Module 4 – Human Rights Theory in Practice cont'd

08.30 – 09.00   *Recap*

09.00 – 10.00   *Activity 1*   *Freedom Circle*

10.00 – 10.30   *Break*

10.30 – 12.00   *Activity 2*   *Intolerance in Schools*

12.00 – 13.30   *Lunch*

Cultural activity (14.00 – 18.00)

Day 4: May 6, 2003

Module 5 – Conflict Transformation Skills Building

08.30 – 09.00	*Recap*	
09.00 – 09.30	*Activity 1*	*Examples of School Conflicts*
09.30 –10.00	*Activity 2*	*Associations with the Word Conflict*
10.00 – 10.30	*Break*	
10.30 – 11.30	*Activity 3*	*Three strategies of conflict resolution (Power, Rights, Interests)*
11.30 – 12.00	*Activity 4*	*"School Uniform" Activity*
12:00 – 13:30	*Lunch*	
13.30 – 14.30	*Activity 5*	*Presentation of Conflict Transformation Model*
14.30 – 15.30	*Activity 6*	*Three Party Role Play*
15.30 – 16.00	*Break*	
16.00 – 16.30	*Activity 7*	*Role Play Analysis*
16.30 – 17:00	*Activity 8*	*Debriefing & Evaluation*
17.00 – 17.30	*Activity 9*	*Head, Heart and Feet*

Day 5: May 7, 2003

Module 6 – Teaching Human Rights in School

08.30 – 09.00	*Recap*	
09.00 – 09.30	*Activity 1*	*Role of the Teacher in Protecting and Promoting Human Rights*
09.30 – 10.30	*Activity 2*	*Facilitation Skills: Theory and Practice*
10.30 – 11.00	*Break*	

11.00 - 12.30   Activity 2   Facilitation Skills: Theory and Practice Cont'd

12.30 – 14.00   Lunch

14.00 – 16.00   Activity 3   Integrating Human Rights into the School Curriculum

16.00 – 17.00   Activity 4   Planning Follow-Up Activities with Teachers

17.00 – 17.30   Activity 5   Debriefing & Evaluation

Day 6: May 8, 2003

Module 6 cont'd –

08.30 – 09.00   Recap

09.00 – 11.00   Activity 6   Review of National Workshops (3) – Final Content and Process Check

11.00 – 11.30   Break

11.30 – 12.30   Activity 7   Debriefing & Final Evaluation

Day 1: May 3, 2003

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Module 1 – Setting the Context

09.00 – 09.10	*Opening Welcome*	
09.10 – 09.45	*Activity 1*	*Greetings and Introductions*
9.45 – 10.00	*Activity 2*	*Workshop Overview*
10.00 – 10.30	*Break*	
10.30 – 11.30	*Activity 3*	*Human Rights Education is…*
11.30 – 12.00	*Activity 4*	*Overcoming Barriers to HRE*
12.00 – 13.30	*Lunch*	

Module 2 – Human Rights Theory in Practice

13.30 – 14.30	*Activity 1*	*Difficult Questions About Human Rights and Human Rights Education*
14.30 – 16.00	*Activity 2*	*Presentation and Questions & Answers*
		"The Current Human Rights Context in Central Asia: Why It's Important to Teach about and for Human Rights"
16.00 – 16.15	*Break*	
16.15 – 17.15	*Activity 3*	*Review of National Workshops (1) – Re-Examining the Goal and Objectives*
17.15 – 17.30	*Activity 4*	*Debriefing/Evaluation*

Module 1   Setting the Context

Activity 1   Greetings and Introductions

Time

35 min

Description

The aim of this activity is to have participants and facilitators exchange greetings and then reflect upon peoples' reactions.

The facilitator prepares the slips of paper for this activity in advance.(See **Appendix 1-1**)

PART A   GREETINGS (15 MIN)
The facilitator has each participant take a slip of paper out of a hat and then mingle in the middle of the room. The facilitator then asks participants to greet each other by saying their name and using the action described on the slip of paper.
Once participants have had a chance to greet all their colleagues from other countries, they return to their places.

PART B   DEBRIEFING (20 MIN)
The facilitator leads a short discussion about the participants' reactions to the different greetings.

Some suggested questions:
- Can you guess where the different greetings come from?
- To what extent are they stereotypes?
- Which of the greetings made you comfortable/uncomfortable? Why?
- Have you ever been in an embarrassing situation with someone from another country because you were not aware of the social code for greeting one another?

(E.g. stepping back after 2 kisses when your colleague from another country wanted to give you 3.)

Activity adapted from "All different, All Equal" p189-190

END OF ACTIVITY ■■

Module 1 cont'd

Activity 2   Workshop Overview

Time	15 min
Description	The aim of this activity is to discuss participants' expectations and resources in relation to the workshop goal, objectives and content.
	The facilitator provides an overview of the workshop while referring back to the needs and expectations expressed by participants during the Evaluation Meeting in January 2003.

END OF ACTIVITY ▪▪

Module 1 cont'd

Activity 3   Human Rights Education is…

Time

1 hour

Description

The aim of this activity is to have participants deepen their understanding of human rights education in the context of Central Asia.

PART A   EXAMINING DEFINITIONS OF HRE (30 MIN)
The facilitator divides participants into 3 groups by a random method. Each group is provided with different information about HRE. (See **Appendix 1-2** for materials.)

Each group:
- Reviews and discusses the information about HRE provided to them.
- Focuses on the key ideas presented and whether or not they agree with these ideas.
- Prepares to present the results of their discussion to the other groups.
- Records the results of their discussion on **Worksheet 1**.

PART B   DISCUSSION (20 MIN)
The facilitator leads a discussion on the definition of human rights education.
1. The facilitator begins by synthesizing the information gathered by the participants from the different sources provided to them and records the information on a flip chart version of **Worksheet 1**.
2. Participants are then asked what ideas or concepts they do not agree with and why.
3. Based on the ideas presented by all the groups, participants try to come to a common understanding of the meaning of human rights education in their context.

ACTIVITY cont'd■■

Worksheet 1: Defining HRE

Key ideas about HRE presented in the material	Ideas that you disagree with

The Group's Understanding of HRE

Module 1 cont'd

Activity 4   Overcoming Barriers to HRE

Time

30 min

Description

The aim of this activity is to have participants identify some barriers to human rights education in Central Asia and begin to identify strategies to overcome these barriers.

PART A   IDENTIFYING BARRIERS TO HRE (10 MIN)
The facilitator invites 3 participants to co-facilitate this activity.

The facilitator asks participants to identify barriers to human rights education in Central Asia. The 3 co-facilitators write the barriers suggested by the other participants on meta cards and post them along side the definition of human rights education developed by the groups in Activity 2. The co-facilitators can also add their ideas.

PART B   BRIDGING THE BARRIERS (20 MIN)
Participants are divided into groups of 5's by a random method. Each group must identify a strategy to overcome one of the barriers identified in Part A. Each group uses a meta card in the form of a bridge on which to write their strategy (**Worksheet 2**). (**Appendix 1-3**). (10 min)

The facilitator then invites each group to explain their "bridge" and place it on the wall between the barriers and the definition of HRE. The facilitator synthesizes the discussion.

A suggested format for displaying the information is provided on the next page. (See **Appendix 1- 3** for some ideas about barriers and strategies).

ACTIVITY cont'd■■

Worksheet 2: Bridges

Definition of HRE	Strategies to Overcome Barriers	Barriers to HRE
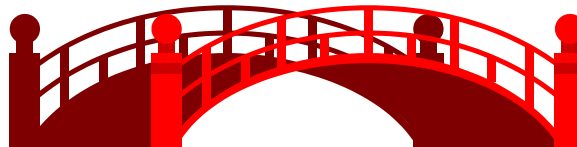
GROUP 1: STRATEGY
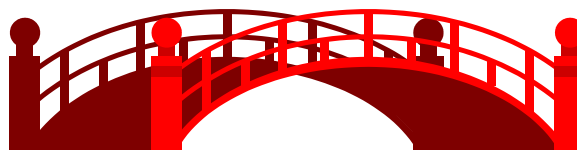
GROUP 2: STRATEGY
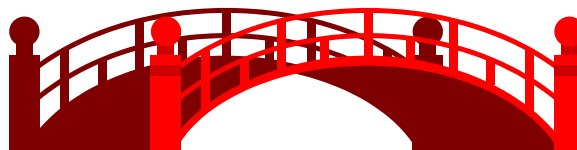
GROUP 3: STRATEGY

Module 2 Human Rights Theory in Practice

Activity 1 Difficult Questions About Human Rights and Human Rights Education

Time	1 hour
Description	The aim of this activity is to have participants share their ideas about how to address some of the challenging questions they may face as human rights educators working with teachers.

PART A   WHAT DO YOU THINK? (20 MIN)
Participants are divided into 4 small groups by a random method. The facilitator gives each group 2 questions, one pertaining to human rights and the other pertaining to human rights education.

Each group:
- Discusses the questions assigned to their group and tries to formulate answers based on their experience.
- Prepares to share their answers with the larger group in Part B.

The list of questions is provided below.

Questions about human rights (See **Appendix 2-1**)
- What use is the UDHR if it's not legally enforceable?
- Can I do anything, including using violence against someone, to defend my rights?
- Why should I respect the rights of others if others don't respect my rights?
- Why should those who violate rights in the most inhumane way be regarded as subjects of 'human' rights?

ACTIVITY cont'd■■

Module 2 cont'd

Questions about human rights education
- Won't parents, school heads and community leaders oppose the teaching of human rights as political indoctrination that will incite rebellious behaviour?
- Isn't it the government's responsibility to ensure that people have the opportunity to learn about rights?
- Human rights are universal as long as they are discussed in theory. In Central Asian reality other regulations are in use. Why then confuse children?
- How can we teach children human rights if we (teachers) ourselves sometimes have to violate their rights, for example, under the pressure of school administration?
- What if teachers ask a question I can't answer? (All groups should address this question.)

PART B   DISCUSSION (40 MIN)

The facilitator prepares one flip chart sheet for each question. He/she takes up each of the questions and invites the group that worked on the question to share their ideas. Participants from the other groups are invited to add their comments and suggestions. The resource person for Activity 2 will participate in the discussion. The facilitator records all the ideas presented for each question on the appropriate flip chart sheet.

The flip charts should remain on the wall for the duration of the workshop so that participants will have the opportunity to review the ideas presented and add any other ideas that may come to mind.

END OF ACTIVITY ■■

Module 2 cont'd

Activity 2   Presentation /Questions & Answers: "The Current Human Rights Context in Central Asia: Why it's Important to Teach Human Rights"

⏱	**Time**	1 hour 30 min
ⓘ	**Description**	The aim of this presentation is to give an overview of the human rights situation in Central Asia and the role human rights education in schools can play in addressing the situation.

PART A   PRESENTATION (40 MIN)
The resource person will:
- Examine current problems and dilemmas of human rights in the broader global context and their impact on respect for human rights in the region
- Highlight human rights issues particular to Central Asia and how these are being addressed
- Address, at a deeper level, the questions and issues raised in the previous activity
- Discuss the importance of human rights education in the schools and the challenges regarding teaching human rights in Central Asia

PART B   QUESTIONS & ANSWERS (50 MIN)
The resource person will address questions raised by participants.

END OF ACTIVITY ■■

Module 2 cont'd

Activity 3   Review of National Workshops 1 –
Re-Examining the Goal and Objectives

⏱	**Time**	1 hour

ⓘ	**Description**	The aim of this activity is to have participants begin the review of their national workshops. Participants will have the opportunity to work on this review at various times during this 6-day workshop. In this first review activity participants are asked to re-examine the GOAL and the OBJECTIVES of their national workshop.

Participants work in national groups to review the goal and objectives of their national training workshops to ensure that they are appropriate.

To guide participants in this process, the facilitator will go over the information and the guiding questions on **<u>Worksheet 3</u>**.

END OF ACTIVITY ■■

Worksheet 3: Reviewing the Goal and Objectives

1. Reviewing Needs

Recommendation R(85)7 of the Council of Europe Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools (1985).
Below are two excerpts from this Recommendation. Together with the members of your group, review the information. The ideas presented here may be useful in reviewing the learning needs of your participants and assessing the goal and objectives of your national workshop to train teachers in human rights.

Regarding the content and process of HRE in schools the Recommendation emphasizes that 'throughout their school career, all young people should learn about human rights'. It identifies certain skills they should acquire such as the identification of bias, prejudice, stereotypes and discrimination, recognizing and accepting differences and establishing positive and non-oppressive personal relationships, and resolving conflict in a non-violent way.
Students… should learn about 'the main categories of human rights, duties, obligations and responsibilities'. They should know about 'the various forms of injustice, inequality and discrimination, including sexism and racism'. In fact, 'the study of human rights in schools should lead to an understanding of, and sympathy for, the concepts of justice, equality, freedom, peace, dignity, rights and democracy. Such understanding should be both cognitive and based on experience and feelings.'

Regarding the training of teachers the Recommendation states:
The initial training of teachers should prepare them for their future contribution to teaching about human rights in their schools. For example, future teachers should:
- Be encouraged to take an interest in national and world affairs
- Have the chance of studying or working in a foreign country or different environment
- Be taught to identify and combat all forms of discrimination in schools and in society and be encouraged to confront and overcome their own prejudices

Future and practising teachers should be encouraged to familiarize themselves with:
- The main international declarations and conventions on human rights
- The workings and achievements of the international organizations which deal with the protection and promotion of human rights…
- All teachers need, and should be given the opportunity, to update their knowledge and learn new methods through in-service training. This could include the study of good practice in teaching about human rights as well as the development of appropriate methods and materials.

2. Setting Goals and Objectives

Once we, as trainers, have determined the training needs of participants, setting a Program Goal and determining Objectives help us to be clear about what we want to achieve. Stating a goal and objectives ensures that all efforts are directed towards achieving only the desired results. Once we have set objectives, the rest of the planning follows naturally. We have to know where we are going before we decide how to get there. Clearly stated objectives enable participants to better understand what we (the trainers, facilitators) intend to do and also what is the expected outcome for them throughout the process.

3. Some guiding questions

- What were the learning needs that you identified for the teachers attending your regional workshop?

- What did you expect the teachers to know, and be able to do at the end of the training session? What was the goal of your training? What were the objectives?

- Did you achieve the intended goal and objectives? (Refer back to your participants' evaluation.)

- What changes do you feel are necessary to the goal and objectives of your workshop in order to better meet the learning needs of the teachers? Refer to the Council of Europe Recommendation R(85)7 for some ideas.

> **National Training Workshop for Teachers**
> **Review of Goal and Objectives**

Current goal and objectives:

Revised goal and objectives:

Module 2 cont'd

Activity 4   Debriefing & Evaluation

Time

15 min

Description

SEND A POSTCARD

Each participant will receive a postcard to send to the organizers of the workshop.

END OF ACTIVITY ▪▪

Day 2: May 4, 2003

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Module 2 – Human Rights Theory in Practice cont'd

08.30 – 09.00	*Recap*	
09.00 – 10.00	*Activity 5*	*What is Meant by a Rights-Based Approach?*
10.00 – 10.30	*Break*	

Module 3 – A Critical Review of the Convention on the Rights of the Child

10.30 – 12.00	*Activity 1*	*Relevance of the CRC to the Context of Central Asia*
12.00 – 13.30	*Lunch*	
13.30 – 15.30	*Activity 2*	*Applying a Rights-Based Approach to Children and HIV/AIDS*
15.30 – 16.00	*Break*	
16.00 – 17.15	*Activity 3*	*Review of National Workshops (2) – Re-Examining the Human Rights Context*
17.15 – 17.30	*Activity 4*	*Debriefing and Evaluation*

<div style="background:#7a0000;color:white;">

Recap

</div>

Participants will present a recap of the previous day's work.

Module 2   cont'd

Activity 5   What is Meant by a Rights-Based Approach?

Time

1 hour

Description

The aim of this activity is to have participants reflect on their understanding of a rights-based approach and the implications for their work.

PART A   DISCUSSION (30 MIN)
The facilitator leads a brainstorming session on the meaning of a rights-based approach.

Concepts to address:
- what is a human right
- the difference between a right and a need
- elements of a rights-based approach
- a rights-based approach and human rights education (see **Worksheet 4**)

PART B   EXAMPLE OF A RIGHTS-BASED APPROACH (30 MIN)
The facilitator presents an example of a rights-based approach to dealing with the issue of child poverty (see **Appendix 2-2**).

END OF ACTIVITY ■■

Worksheet 4: HRE and a Rights-Based Approach

1. A Rights-Based Approach

Human Rights

A **human right** is something I am entitled to simply because I am a human being. Human rights belong to every individual, man or woman, girl or boy, infant or elder simply because he or she is a human being. A human right is what enables me to live in dignity.

Once something is defined or identified as a **right** it means that:
- There is an obligation on the part of the government to respect, promote, protect, and fulfill that right.
- The right can be enforced.

Rights and Needs

A **right** is different from a **need**. A need is an aspiration. A need can be legitimate however; it is not necessarily associated with a government obligation. Satisfying a need cannot be enforced. A right entails a government obligation and can be enforced. Rights are associated with "being". Needs are associated with "having".

- Human rights are **universal.** They are the birthright of every member of the human family. No one has to earn or deserve human rights.
- Human rights are **inalienable**. You cannot lose these rights anymore than you can cease to be a human being.
- Human rights are **indivisible**. You cannot be denied a right because someone decides it is less important or non-essential. HR should be addressed as an indivisible body, including civil, political, social, economic, cultural and collective rights.
- Human rights are **interdependent**. All human rights are part of a complementary framework. Human rights concerns appear in all spheres of life: home, school, and the workplace. 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.

Rights Approach	**Needs Approach**
- Rights are realized - Rights always imply duties and obligations - Rights are universal - Rights can only be realized by attention to both outcome and process - All rights are equally important	- Needs are met or satisfied - Needs do not imply duties or obligations - Needs are not necessarily universal - Basic needs can be met by goal or outcome oriented strategies - Needs can be ranked in hierarchical priorities

A Rights-Based Approach

A rights-based approach is founded on the conviction that every human being, by virtue of being human, is a holder of rights. A rights-based approach:

- Assumes that all human beings, including children should have equal opportunity to realize their full developmental potential.

- Involves a process of empowering those who do not enjoy their rights to claim their rights. It does not involve charity or simple economic development.

- Integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development programs, social programs and other programs.

- Supports the concept that all children, regardless of gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity. Rights-based programs address all aspects of a child's life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.

The principles of a rights-based approach include equality and equity, accountability, empowerment and participation.

2. Human Rights Education and a Rights-Based Approach

Human rights education involves learning how to put a rights-based approach into practice. Two essential objectives of human rights education are:

- Learning *about* human rights (i.e., human rights history, documents, implementation mechanisms).

- Learning *for* human rights (i.e., understanding and embracing the principles of human equality and dignity and the commitment to respect and protect the rights of all people). It includes values clarification, attitude change, development of solidarity and the skills for advocacy and action.

The elements of a rights-based approach should guide the content and practice of human rights education. These elements include:

1. DIRECT LINKS TO RIGHTS

    - Establishes direct links to international, regional and national human rights instruments.

    - Considers the full range of indivisible, interdependent and interrelated rights: civil, cultural, economic, political and social.

2. Increased levels of ACCOUNTABILITY

    - Identifies claim-holders (and their entitlements) and corresponding duty-holders (and their obligations).

    - Identifies the positive obligations of duty-holders (to protect, promote and provide) and their negative obligations (to abstain from violations).

3. **Move from dependency to EMPOWERMENT**

  ▪ Focuses on beneficiaries as the owners of rights and the directors of development instead of the objects of programs and actions to address their needs.

  ▪ Gives people the power, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies. Places a higher emphasis on the strengths of individuals and communities including children to play a more active part in the societies in which they live.

4. **PARTICIPATION**

  ▪ Aims for a high degree of participation, from communities, civil society, minorities, indigenous peoples, women, children and others.

  ▪ Sees youth and children as active participants in finding constructive solutions.

5. **NON-DISCRIMINATION**

  ▪ Gives particular attention to discrimination, equality, equity and marginalized groups. These groups may include women, minorities, indigenous peoples and prisoners. A rights-based approach requires that the question of who is marginalized here and now be answered locally.

Information on a Rights-Based Approach has been adapted from:

- *UNICEF Canada, Children's Rights, CIDA, Continuous Learning Human Resources, December 2001.*

- *World Health Organisation, 25 Questions & Answers on Health & Human Rights, Health & Human Rights Publication Series, Issue No. 1, July 2002.*

- *Rios-Kohn, Rebecca, A Review of a UNICEF Country Programme, Based on Human Rights: The Case of Peru, UNICEF, November 2001.*

- *Institute for Child Rights & Interagency Coalition on AIDS and Development, Filling the Gaps: Using a Rights-Based Approach to Address HIV/AIDS and its Affects on South African Children, Youth and Families, Care and Support Guidelines, 2001.*

- *UNHCR website, http://www.unhchr.ch/development/approaches-04.html*

Module 3   A Critical Review of the Convention on the Rights of the Child

Activity 1   Relevance of the CRC to the Context of Central Asia

Time

2 hrs

Description

The aim of this activity is to promote critical discussion about the relevance and application of the CRC in the context of Central Asia as well as the issues of fundamental human rights and special rights afforded to children under the CRC.

The facilitator prepares 5 sets of the statement cards for this activity in advance. (See **Appendix 3-1**).

The facilitator should also have a chart with the main articles of the CRC and copies of the Convention for each participant.

PART A (60 MIN)

Participants are divided into 5 groups by a random method. Each group receives an envelope with nine (9) cards. Eight (8) of the cards have a statement printed on them that expresses principles laid out in the articles of the CRC. The 9th card is blank.

Each group begins by discussing the 8 statements or articles and considering the relevance of each one to the context of children in Central Asia. On the blank card, participants write a statement that they consider relevant but which was not among the 8.

CONTINUATION OF ACTIVITY ■■

Module 3 cont'd

Participants arrange the statements in a diamond pattern according to their level of relevance. They should lay down the most relevant statement first. Underneath this one, they can lay the two next most relevant statements. For the third row underneath, they lay the next three statements of moderate relevance. The next row underneath should again have two statements of lesser relevance. The final row should have only one statement, which should be the one of least relevance to their context.

Participants must also place the statement they wrote in the diamond pattern along with the 8 provided. Determining the relevance of the 8 statements first will help participants to decide upon what the blank statement should be.

If some groups finish before the others, the facilitator can inform them that they can walk around and see the progress and choices of the other groups.

The facilitator emphasizes there is no one correct ranking. Because issues are rarely clear-cut, as is the case with the ranking of statements based on articles of the CRC, "Diamond Ranking" is an appropriate method which allows for critical discussion.

PART B (60 MIN)
The facilitator asks the participants to form one large group. He/she invites each group to present the results of their discussion and then leads a large group discussion addressing some of the questions provided on the next page.

CONTINUATION OF ACTIVITY ■■

Module 3 cont'd

Suggested discussion questions:
- What are the similarities and differences among the groups?
- What statements were added by the different groups? Why were these particular statements selected?
- Why do different people have different priorities?
- After listening to the results of the other groups, does anyone think their group needs to reconsider the decisions about the ranking of the cards?
- In general, which rights are not respected in your community? Why and how are they not respected?
- It is one thing for children to have rights under the CRC, but in reality, how realistic is it for them to claim them?
- How do people, in general, claim their rights?
- To whom, in your society, can children turn to if they know of serious violations of their rights?

(Translation: see Compass Children's Rights p.104 English version)

END OF ACTIVITY ■■

Module 3 cont'd

Activity 2   Applying a Rights-Based Approach to Children and HIV/AIDS

⏱	**Time**	1 hour 30 min

Description

The aim of this activity is to have participants practice applying a rights-based approach to address the issue of children and HIV/AIDS in Central Asia. Participants will explore the implementation on the CRC in this context.

PART A (60 MIN)
Participants work in 4 groups to determine what a rights-based response to children and HIV/AIDS in Central Asia would involve. See **Worksheet 5**.

PART B (30 MIN)
The facilitator prepares a flip chart version of **Worksheet 6**. He/she takes up each of the Response Areas outlined in the chart and invites the groups to share their ideas.

The facilitator records all the ideas presented on the flip chart.

CONTINUATION OF ACTIVITY ■■

Worksheet 5: Rights-Based Response to HIV/AIDS

Work in a Group. Read and discuss the information below on applying a rights-based approach. Then complete the task described.

Background Information

HIV AIDS Epidemic in Europe and Central Asia (ECA): A Snapshot

- An estimated 1.2 million people live with HIV/AIDS in Eastern Europe and Central Asia.

- The Region has the fastest-growing AIDS epidemic in the world.

- An estimated 250,000 children and adults were infected during 2002.

- An estimated 25,000 children and adults died from HIV/AIDS during 2002

- The epidemic is mainly affecting young people. More than half those who tested positive for HIV/AIDS are between 20 and 30 years of age.

- Heterosexual transmission is increasing. An estimated 27% of all HIV positive adults are women. More young women are getting infected and giving birth to HIV-positive babies.

- Young people are especially vulnerable to HIV/AIDS, in part due to their tendency to take risks, and because the epidemic has now spread beyond traditional high-risk populations.

- Main mode(s) of transmission for adults living with HIV/AIDS in Central Asia is caused by IDUs (intravenous drug use)

- The Russian Federation and Ukraine are at the forefront of the HIV/AIDS epidemic in ECA.

- The epidemic is rapidly spreading in Moldova, Poland, Romania, Latvia, Kazakhstan, Azerbaijan, Estonia, Georgia, Kyrgyz Republic, Tajikistan and Uzbekistan.

- An unchecked epidemic can have serious economic costs.

Source*: UNAIDS and WHO, 2002*

Countries of Central Asia are still at the earliest stages of an HIV/AIDS Epidemic. Kazakhstan, the worst affected country in Central Asia, has less than 2,500 cases. Until recently, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan were scarcely affected by HIV. At the end of 2001, less than 1,500 HIV-infected persons were identifies in these four republics since the onset of their epidemics. However, there is cause for serious concern, as drug trafficking routes pass through Central Asia. Estimates indicate that the region has almost 0.5 million drug users, and outbreaks of HIV, related to injecting drug use have been reported in Kazakhstan, Kyrgyzstan, Uzbekistan, and Tajikistan.

Source: *Briefing note prepared by Laura Shrestha, former ECA AIDS focal point, in 2001 and updated by Joana Godinho in 2002*

Applying a Rights-Based Approach

The issue of children and HIV/AIDS is perceived as mainly a medical or health problem, although in reality it involves a much wider range of issues. In this regard the right to health (article 24 of the CRC) is, however, central. But HIV/AIDS impacts so heavily on the lives of all children that it affects all their rights – civil, political, economic, social and cultural.

…Adequate measures to address HIV/AIDS can be provided to children and adolescents only if their rights are fully respected.

Source: *General Comment No. 3 (2003) HIV/AIDS and the rights of the child. Committee on the Rights of the child, 32nd session. 13-31 January 2003.*

In speaking about a rights-based approach to addressing HIV/AIDS, the Institute for Children's Rights and Development and the Interagency Coalition on AIDS and Development states: It is up to each community and their young people to determine how rights are expressed while maintaining basic minimum standards supported by the CRC.

Although the CRC was ratified at the nation-state level, the implementation of this important tool will happen…in the day-to-day lives of the children. Implementation of the CRC will therefore depend on training that takes the principles and articles embedded in the text of the document and translates this into programs and policies that support local cultural values, beliefs, and practices that are child-centred.

…The CRC with its holistic focus on children's rights to survival, protection, and development offers a comprehensive framework that can be used to develop local strategies that bridge family, community, local government, cultural, and national supports for children and HIV/AIDS.

Source: *Filling the Gap. P.11-12*

The UN Committee on the Rights of the Child stresses that Prevention, Care, Treatment and Support are mutually reinforcing elements and provide a continuum within an effective response to HIV/AIDS.

Source: *UN-CRC General Comment No. 3 (2003)*

Steps to using a rights-based approach as a framework for intervention include:

- Identifying unmet basic needs of children;

- Identifying the cause of the problem;

- Identifying people, organizations, or systems that have duties to respect, protect, facilitate, and fulfill these unmet needs.

(These steps imply the analysis of the problem/situation from a holistic perspective of human rights and related obligations of government according to international human rights standards.)

Interventions and strategies based on this analysis should:

- Empower caregivers, communities, local organizations, and government to meet their obligations;

- Empower children to participate in realizing their rights;

- Promote child supportive cultural practices;

- Influence all levels of government to avoid actions and omissions that result in the violation of children's rights; and

- Support other programs and projects that respect, protect, facilitate, and fulfill the rights of all children.

Source: *Filling the Gap. p. 6*

Task for Participants

1. Together with the members of your group examine the issue of children and HIV/AIDS from a rights-based perspective. Address the following question.

- What would a rights-based response to HIV/AIDS and children involve in the context of Central Asia?

A chart is provided on the next page to record the results of your discussion.

For each of the Response Areas to HIV/AIDS listed in the chart on **Worksheet 6**:

- Review the examples provided in column 1.

- Determine what more would need to be done to ensure the response is child-rights based. List your ideas in column 2.

- Determine people, organizations or systems that have duties with respect to the implementation of a child rights-based response. List these in column 3.

Keep in mind the guiding principles of the CRC. These should be the guiding themes in the consideration of HIV/AIDS at all levels of Prevention, Treatment, Care and Support. i.e.,

- The right to non-discrimination (Art. 2)

- The right of the child to have his/her interest to be a primary consideration (Art. 3)

- The right to life, survival, development (Art. 6)

- The right to have his/her views respected (Art. 12)

Source: *General Comment No. 3 (2003)*

2. Prepare to share your answers with the other groups. Also think about, "What is the added value of using a child-rights-based approach?"

Worksheet 6: Response Areas

RESPONSE AREAS	CHILD RIGHTS-BASED APPROACH	DUTIES
Prevention involves, for example:	**A child rights-based approach to Prevention would also include/ensure:**	**Persons, organizations and/or system having duties regarding prevention include:**
- education and awareness about transmission and precautions - providing condoms, distributing clean syringes to intravenous drug users. **Kyrgyz Government Response** The prevention of HIV/AIDS and sexually transmitted infections (STIs) is included in Health Reform Program – in 'Manas' and in the State Program 'Healthy Nation.' **Uzbek Government Response** The Uzbek President passed a law in 2000 on the prevention of diseases caused by HIV. Since then counseling stations have been opened in the regional centers of Uzbekistan and Tashkent. People applying to these counseling centers can get advice from specialists, have themselves tested and receive free syringes, condoms and information. **Challenge:** "There is still a huge stigma attached to people who have AIDS…people hide it from their families and friends, and even doctors themselves don't know the precise number of HIV-positive people in the country." Source: IRINnews.org Kyrgyzstan: Focus on HIV/AIDS in the south. April 9, 2003	**e.g.** o Right to access adequate information related to HIV/AIDS prevention and care (Art. 24, 13, 17) through: - Formal channels: schools, media - Informal channels targeting street kids, institutionalized children, children living in difficult circumstances, etc. o … o …	**e.g.** Teachers, school administrators, medical personnel (doctors, nurses), radio and television, etc... -... -...

RESPONSE AREAS	CHILD RIGHTS-BASED APPROACH	DUTIES
Treatment, Care and Support Efforts involve, for example:	**A child rights-based approach to Treatment, Care and Support Efforts would also ensure/involve:**	**Persons, organizations and/or system having duties regarding Treatment, Care and Support Efforts include:**
• access to HIV-related drugs, goods and services • family, community and home-based care • social, spiritual and psychological support **Kyrgyz Government Response** Providing medical and social care fro HIV-positive patients, AIDS patients and their families **Kazakh Government Response** The National Program for 2001-2005 has as one of its 3 primary objectives to ensure that at least 80% of HIV-infected vulnerable persons are covered with medical and social programs to reduce their contagiousness.	<u>e.g</u> ○Right to privacy (Art. 16) ○Right to sustained and equal access to comprehensive treatment and care on a basis of non-discrimination. ○...	<u>e.g</u> Medical personnel (doctors, nurses), hospital health care administrators...

Activity 3   Review of National Workshops (2) – Re-Examining the Human Rights Content

Time

1 hour 15 min

Description

The aim of this activity is to have participants review the human rights content of their national workshops to ensure that it is appropriate.

Participants work in national groups. To guide participants in this process the facilitator will go over the information and the guiding questions on **Worksheet 7**.

END OF ACTIVITY ■■

Worksheet 7: The Human Rights Content

Reviewing Human Rights Content

Introduction

Because human rights are a part of many subject areas and approaches in formal education and have such a wide political and social application, little agreement exists about what should be taught. In most cases, **the purpose determines the content**, but ideological and political positions also influence what educators think should be covered in human rights education.

Source: Flowers, Nancy. "What is Human Rights Education" in *The Human Rights Education Handbook: Effective Practices for Learning, Action and Change.* Human Rights. Resource Center, University of Minnesota, 2000**.**

Task

Keeping in mind the **purpose** of your National Workshop (i.e., needs of your participants, as well as the goal and objectives) review the appropriateness of the human rights content of the workshop. Some suggestions and guiding questions are provided below to help you.

Suggestions

1. Refer back to the definitions of human rights education presented (See **1-2**) as well as the definition developed by the group.

2. Refer back to the Recommendation R(85)7 of the Council of Europe Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools (1985) provided in Module 2, Activity 3, Worksheet 3. Review the section of the Recommendation on the training of teachers.

3. Review the checklist of human rights content provided below.

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

National Training Workshop for Teachers – Review of Human Rights Content

Based on the training needs of your target group and the goal and objectives you have set for your National Workshop for Teachers, determine what content changes, if any, you will make to your training session. Complete the chart below to record your ideas.

Current human rights content of your national workshop.	**Revisions** you will make for the next workshop. Content you will add or delete.
1. What human rights **information** did you include in your national workshop?	
2. What human rights **values and attitudes** did the workshop promote?	
3. What human rights **skills for taking action** did the workshop focus on?	

Activity 4   Debriefing & Evaluation

⏱ **Time**	15 min
	Questionnaire.
	END OF ACTIVITY ∎∎

Day 3: May 5, 2003

3

Module 4 – Human Rights Theory in Practice cont'd

08.30 – 09.00	*Recap*	
09.00 – 10.00	*Activity 1*	*Freedom Circle*
10.00 – 10.30	*Break*	
10.30 – 12.00	*Activity 2*	*Intolerance in Schools*
12.00 – 12.30	*Activity 3*	*Debriefing & Evaluation*
12.30 – 13.30	*Lunch*	

Cultural activity

14.00 – 18.00

Participants will present a recap of the previous day's work.

Module 4   Differences and Discrimination

Activity 1   Freedom Circle

Time

1 hour

Description

The aim of this activity is to have participants address ideas about obligation, duty, and responsibility of securing, promoting and protecting human rights.

PART A (15 MIN)
The facilitator will provide the groups with instructions on how to proceed.

PART B (45 MIN)
The facilitator debriefs the activity using the suggested questions provided.

See **Appendix 4-1** for facilitator instructions.

END OF ACTIVITY ■■

Activity 2   Intolerance in Schools

Time	1 hour 30 min
Description	The aim of this activity is to have participants examine different forms of intolerance taking place in schools in Central Asia.

The facilitator prepares in advance, 5 flip chart sheets, one for each of terms: Prejudice, Stereotype, Scapegoating, Discrimination, and Racism. The facilitator writes the term and its definition at the top of the sheet. The facilitator posts the flip chart sheets on the wall. See **Worksheet 8** for terms and definitions.

PART A (30 MIN)
The facilitator briefly reviews the definitions of the 5 terms. (5 min)

The facilitator then invites participants to provide examples of each, based on their experience. Participants write their examples in point form on the appropriate flip chart. (10 min)

The facilitator highlights one or two examples on each flip chart and asks the participants to explain:
- Why they put their example under one term and not another
- What the differences are between terms
- Why teachers need to understand the differences

CONTINUED ■■

PART B (30 MIN)

The facilitator divides participants into 5 groups and assigns 1 term to each group. Participants then discuss the term by addressing the questions provided on **Worksheet 8**.

PART C (30 MIN)

The facilitator asks participants to form one large group and leads a discussion.

END OF ACTIVITY ■■

Worksheet 8: Intolerance in Schools

Review the Definitions together with your facilitator:

Prejudice: A negative attitude or opinion without knowledge of the facts about a person or group because of affiliation or belonging to a religion, race, nationality, etc.

Stereotype: An oversimplified generalization about a group of people without regard to individual differences.

Scapegoating: Blaming an individual or group when the fault actually lies elsewhere.

Discrimination: To put down another person or group, not allowing them to participate in activities and restricting their access to work or to live in a certain place, or deny them something they are entitled to by right and law.

Racism: holding a belief that race is the primary determinant of human traits and capacities and that those racial differences produce inherent superiority or inferiority of a particular group.

Task for Participants

Together with the members of your group address the questions below.

- Despite the best efforts of many parents and teachers, children still learn prejudice, stereotyping, scapegoating, discrimination and racism. How does this happen?
- Which children are more vulnerable to developing these beliefs/behaviours ?
- How are these beliefs/behaviours learned?
- Where are they learned? From whom?
- How difficult is it to change these beliefs/behaviours? Why?
- How does media influence such beliefs/behaviours?
- How is power linked to these issues? What role does it play?

- How can we help children to recognize instances of prejudice, stereotyping, scapegoating, discrimination or racism?
- How do we teach children to understand, respect and appreciate differences?
- How can we encourage them to create positive change?
- Can you provide practical examples for teachers?

Sources:
- www.esrnational.org/sp/we/end/stereotypes.htm - ESR, Creating schools where young people want to be and teachers want to teach
- www.adl.org/what_to_tell/whattotell_intro.html - What to Tell Your Children Prejudice and Discrimination
- All different, All Equal, Council of Europe, European Youth Centre, 1995

Module 4 cont'd

Activity 3   Debriefing & Evaluation

Time

30 min

Description

FOCUS ON REFLECTION – USING THE 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.

Day 4: May 6, 2003

4

Module 5 – Conflict Transformation Skills Building

08.30 – 09.00	*Recap*	
09.00 – 09.30	*Activity 1*	*Examples of School Conflicts*
09.30 –10.00	*Activity 2*	*Associations with the Word Conflict*
10.00 – 10.30	*Break*	
10.30 – 11.30	*Activity 3*	*Three strategies of conflict resolution (Power, Rights, Interests)*
11.30 – 12.00	*Activity 4*	*"School Uniform" Activity*
12.00 – 13.30	*Lunch*	
13.30 – 14.30	*Activity 5*	*Presentation of Conflict Transformation Model*
14.30 – 15.30	*Activity 6*	*Three Party Role Play*
15.30 – 16.00	*Break*	
16.00 – 16.30	*Activity 7*	*Role Play Analysis*
16.30 – 17.00	*Activity 8*	*Debriefing & Evaluation*
17.00 – 17.15	*Activity 9*	*Head, Heart and Feet*

Module 5 – Conflict Transformation Skills Building

Activity 1   Examples of School Conflicts

Time

30 min.

Description

The aim of this activity is to involve participants in discussion, to introduce them to the content of the following theme – Work with Conflict and to collect information for Activity 6.

Facilitator asks participants to give examples of conflicts they faced in their professional experience (30 min.) Ask participants to name clearly the parties of the conflict and the subject of disagreement (what is the cause of the conflict).
As a result of this discussion facilitator will be able to select several examples to design a role play (Activity 6) and will wind up the discussion by repeating the Module goal and objectives. (By the end of the day participants will have a model of conflict transformation, which can become an additional tool in their work with conflicts if skills are specially trained).

END OF ACTIVITY ■■

Module 5 cont'd

Activity 2   Associations with the Word Conflict

Time

30 min

Description

The aim of this activity is to make workshop participants form an understanding of positive nature of conflict.

Prepare: flipchart paper, markers and pictures of Chinese hieroglyphs which correspond to the meaning of the notion defined in Western countries as conflict.

Part A   Brainstorm
Suggest to the participants to brainstorm their associations with the word conflict. Facilitator writes a list of suggested variants on a flipchart (in one or two columns) till the flipchart is full (or the group has no more suggestions).

Part B   Analysis
Mark each of suggested variants in black or red colour regarding to the character of feelings (negative or positive) this association raises in participants. Usually, the group gives more negative associations than positive. Facilitator interprets the results in the following way – more often we associate the word conflict with those methods and ways, which we and people around us choose to resolve this conflict. And in reality it is not a conflict. Conflict is a clash of contradictory interests of the parties. Offer to the participants to compare their own understanding of conflict with its Chinese interpretation:

Модуль 5 cont'd

危機

Danger **+** *Possibility* **=** *Conflict*

END OF ACTIVITY ■■

Activity 3   Three strategies of conflict resolution (Power, Rights, Interests)

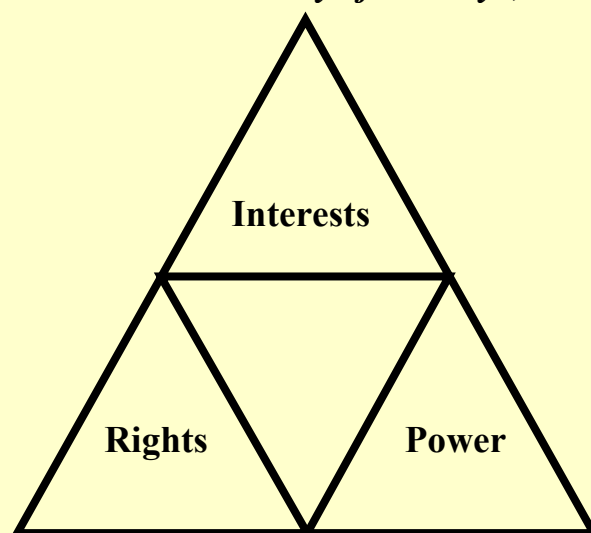|	
Time	1 hr
Description	The aim of this presentation is to review existing strategies of dispute resolution and give their comparative analysis based on costs, risk and achieved result parameters.

END OF ACTIVITY ■■

3 Strategy Options

"With an eye for an eye, everyone ends up blind."
- Ghandi

Whether consciously or unconsciously we all choose a strategy every time we set out to deal with conflict. The three basic strategy choices we have are to take a *power based approach*, a *rights based approach*, or an *interest based approach*.

Some disputes focus on determining who is more powerful, such as quarrelling neighbours or nations exchanging threats or counter threats. Other - focus on determining who is right, such as when two lawyers argue about whose case has the greater merit. And finally some choose negotiations on the basis of the mutual interests of the parties.

Often, conflict situations involve a mix of all three – some attempt to satisfy interests, some discussion of rights, and some references to relative power.

Power is the ability to coerce someone to do something they would not otherwise do. Power may be derived by force of arms, position in the hierarchy, charisma or intimidation. Determining who is the more powerful party without a decisive and potentially destructive power contest is frequently difficult because it may ultimately be a matter of perceptions.

The Power Based Approach is the most costly and most risky strategy available to us though it is sometimes the most effective.

►►►

Another way to resolve conflict situation is to rely on some independent standard with perceived legitimacy or fairness to determine who is right. This is a rights based approach and may include methods such as reciprocity, precedent, equality or seniority. Rights are rarely clear. There are often different, and sometimes contradictory, standards that apply. The typical rights procedure is adjudication (the traditional judge, jury, tribunal, etc.).

While a rights-based approach has less risk than a power based approach it is still risky and also carries with it a high cost.

A third way is negotiating by means of interests, which are needs, desires, concerns, or fears. The things people care about or want. They underlie people's positions, the things they say they want.

The interest based approach is not easy. It too involves costs and risks but it is typically the least costly of the three options. It involves probing for deep-seated concerns, devising creative solutions, making trade-offs and seeking mutual interests.

Each of described strategies has it's own key question that parties in a conflict try to find the answer. In the first case it is – "who is stronger/more powerful?", in a rights based approach it would be "who is right?" and in a third variant - "how do we reconcile our underlying interests?"

Activity 4   "School Uniform" Activity

Time	30 min
Description	The aim of this activity is to give the participants an opportunity to apply different conflict resolution strategies from the presentation in a specific situation and thus fortify gained knowledge.

Prepare: a copy of a case study for each participant. |

PART A   SMALL GROUP DISCUSSION (15 MIN)

Facilitator divides workshop participants into three small groups and appoints one participant in each groups to facilitate further discussion. Then he explains the task for the small group work.

During 15 minutes after reading case study, participants are to think over different possible variants of the situation development, when parties take power based, rights based or interests based approach. Print a copy of the task for each participant (see the next page).

PART B   PRESENTATIONS AND DISCUSSION OF THE SMALL GROUP WORK (15 MIN)

Then facilitator offers each small group to make a presentation of its work to other participants. After this they participate in general discussion. During presentations facilitator writes down correct answers on a flipchart under three columns – Power/Rights/Interests

END OF ACTIVITY ■■

"School Uniform"

People defend their interests in different ways. Power based approach includes forcing of parties to act in a way you want them to. Rights based approach includes appealing to law, stated regulations, rules and administrative procedures. Interests based approach – is an opportunity to focus on the problem, taking into account hidden needs. Read the situation given below, try to decide how it can be solved using these three approaches.

It began the day when Christine, a student of 3B grade was not allowed to enter the school in the morning. It was middle October and it became unexpectedly cold outside. Mother advised Christine to put on jeans under school apron. Christine was very disappointed when the student on duty at the entrance did not allow her into the building with the reference to the Director's order "not to allow anybody without school uniform!". Upset girl was about to go home when she saw the School Director, Maria Ivanovna, going up the school front steps:

- Good morning, Maria Ivanovna, why am I not allowed to enter the school? Mama told me to put on jeans not to freeze on the way to school, but he says that jeans are not allowed to wear in school!

- Christine, tell your mother that she should visit school meetings oftener. She would know then, that there is a decree according to which all school children should wear at school uniform only!

When Christine returned home her mother was about to go to work. After having listened to her daughter, she got extremely indignant at the action of school administration…

Using this example, describe the actions of Christine's mother and School Director which can follow:

Используя этот сценарий, опишите, как мама Кристины и директор школы могут поступить дальше:

Power based approach	Mother	
	Director	

Rights based approach..	Mother	
	Director	

Interests:
Interests include needs, wants, necessities, fears – something that parties are really concerned about and really want to have. What are the interests of the parties?

Interests based approach.	Mother	
	Director	

Модуль 5 cont'd

Activity 5   Presentation of Conflict Transformation Model

⏱ **Time**	1 hour
ⓘ **Description**	The aim of this presentation is to introduce participants to the model, which can later be used for transformation of conflict from opposition to co-operation.

PART A   PRESENTATION (40 MIN)
Facilitator will introduce step by step:
- Components of a typical conflict situation
- Components of a practical model of conflict transformation and
- Key communication skills which distinguish dialog (co-operation approach to problem solving) from dispute (competitive approach).

PART B   QUESTION/ANSWER TIME (20 MIN)
Facilitator will answer the questions of the participants. If there is not many questions, this time can be added to the time for analysis of the role play results.

END OF ACTIVITY ∎∎

The Satisfaction Triangle

Adapted from: Susan Shearouse, Frameworks For Agreement, 1993.

Whatever the solution, effective conflict transformation meets the needs and interests of the people involved in three important respects:

Substantive   Emotional

Procedural
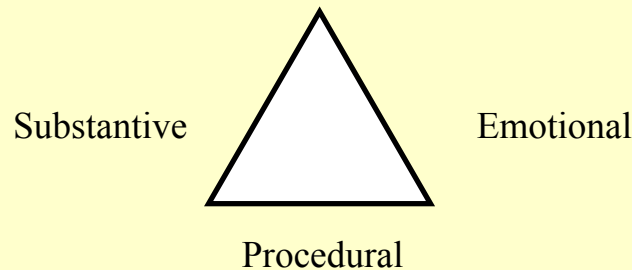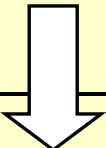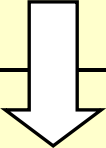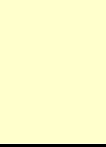
SUBSTANTIVE - What are the answers, the solutions, the decisions that are made? In a conflict or dispute, everyone wants to "get" something, and believes that others are standing in the way.

EMOTIONAL - Was I heard? Was I treated with respect? Everyone needs to feel listened to, respected, and safe. If in the process of looking at the problem, people feel threatened or discounted, they are less likely to accept the decisions.

PROCEDURAL - How are the decisions made? Even when people cannot "get what they want," understanding how the decision was made, believing that it was fair, and that there was a way for them to present their side of the story, produces satisfaction with the final outcome.

Conflict Transformation Model

	Content:	Emotions:		Procedure:
Competition	Contradictory positions, Mutual claims, requests, shift to personalities, different criteria for assessment of alternative solutions, unawareness of own alternatives	Anger, resentment, hate, irritation, indignation… Sources: threat to personal security, dignity, self-respect; fear; powerlessness; loss of control…		When power approach is used there is no procedure at all. Mutual threats… Dispute without dialogue… When rights approach is used court procedure is applied.
What is needed for transformation	1. to change the attitude to the conflict: to formulate the problem, which requires joint decision. 2. To choose a strategy, which takes into account mutual interests of both parties. 3. Clear up your BADA[1]	*To handle your emotions*: Name it: I am angry, because… Find safe place for relaxation… Take time out… Speak your mind…	*To control emotions of others*: Acknowledge them… Know your "pain points"… Think about sources… Be reasonable…	Choose a safe (neutral) place to meet. Agree on time. Agree on procedure (negotiation, mediation, facilitation, etc.); choose a mediator, if it is necessary and there is such a possibility.
Competition	1. Find out interests of parties and define a problem to solve 2. Develop possible alternatives (brainstorming is one of the appropriate ways…) 3. Assess alternatives using objective criteria and standards. 4. Select best alternative and formulate final decision. (Who? Does what? When? How? How long?)	1. Speak about the problem not about individuals. 2. Speak about yourself and your feelings (use "I-statement") 3. Listen to understand… (use active listening techniques: ask open questions, rephrase, check if your understanding is right) 4. Avoid generalisations, - give examples, ask for concrete things… 5. Check perception and clarify reality 6. Be sincere in your intentions and ready to prove them by action.		Agree on principles and rules: 1. Mutual respect (speak in turns, do not interrupt, give opportunity to speak to others) 2. Free (open) exchange of information 3. Keeping to the agreed stages of work with the problem 4. Voluntarism 5. Confidentiality 6. Neutrality and impartiality of mediator

[1] BADA – Best Alternative to Discussed Agreement (R. Fisher. W.Ury. – Way to Agreement. – M.: «Nauka». – 1990. – p.109)

A Comparison of Dialogue and Debate

Dialogue is collaborative: two or more sides work together toward common understanding	Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.
In dialogue, finding common ground is the goal.	In debate, winning is the goal.
In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.	In debate, one listens to the other side in order to find flaws and to counter its arguments.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a participant's own point of view.
Dialogue causes introspection on one's own position.	Debate defends assumptions as truth.
Dialogue opens the possibility of reaching a better solution than any of the original solutions.	Debate causes critique of the other positions.
Dialogue creates an open-minded attitude: openness to being wrong and an openness to change.	Debate defends one's own positions as the best solution and excludes other solutions.
In dialogue, one submits one's best thinking, knowing that other peoples' reflections well help improve it rather than destroy it.	Debate creates a closed-minded attitude, a determination to be right.
In dialogue, one searches for basic agreements.	In debate, one submits one's best thinking and defends it against challenge to show that it is right.
In dialogue, one searches for strengths in the other positions.	Debate calls for investing wholeheartedly in one's beliefs.
Dialogue involves a real concern for the other person and seeks to not alienate or offend.	In debate, one searches for glaring differences.
Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.	In debate, one searches for flaws and weaknesses in the other position.
Dialogue remains open-ended.	Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.
	Debate assumes that there is a right answer and that someone has it.
	Debate implies a conclusion.

From: Study Circles Research Center: adapted from a paper prepared by Shelley Berman, which was based on discussions of the Dialogue Croup of the Boston Chapter of Educators for Social Responsibility (ESR).

Active listening is:

1) to listen in order to hear and not in order to respond;
2) to understand the sense and essence, invisible behind the words;
3) to see emotional context of relations;
4) to give constructive feedback, in order to show that a person has been heard.

for:
- Creating safe atmosphere;
- Setting an atmosphere of trust;
- Identifying and summing up everyone's interests and fears;
- Clarification of main problems and thoughts;
- Prevention of negative feelings.

Main techniques:

Non-verbal communication
(eye motions, mimicry, psychological space, gestures, pose, speech tempo, voice tone and timbre). Simple phrases, which confirm that there is a contact - "Yes-Yes", "Well-Well", "Certainly", etc. These phrases "say" to the conversation partner that we listen to him/her and understand what he/she is talking about. Generally these phrases are used to confirm the contact with the partner. Using them alongside with non-verbal reactions we demonstrate attention and interest to him/her. These reactions are especially useful when partner started to introduce his/her thoughts and did not finish.

Identification of Feelings
It gives party an opportunity to hear what feelings it is expressing at the moment.
Usually a person is trying to handle both facts and feelings. When feelings are expressed and comprehended, conscience becomes "free" for reflecting and rational working on problem solving.

> *Examples:*
> - *Did it strongly depressed you?*
> - *It sounds as if you feel uncertain?*
> - *Did you feel threatened?*
> - *You look upset about this?*

It is very important because as long as a person feels that he/she has not been heard and understood, he/she will not be able to move to discussion of alternative solutions to the problem. ►►►

Explanation, Specification

These are "non-evaluation" questions which represent our reaction to what was said and expressed by a partner during conversation. The main aim of these questions is to clarify thoughts, feelings and ideas of a partner. While we direct him/her by these questions we at the same time attract his/her attention to particular aspects of his/her own feelings, thoughts and ideas.

Questions like: "Do you mean …?"
"You say that …?"

Clarification question is addressed to a speaker with the aim to specify something. Such non-evaluation questions help to make his/her speech more understandable, they stimulate more accurate perception of the speech by listeners.

Paraphrasing

The aim is to help a person to focus on the content with an opportunity to express feelings, realise what happened and separate feelings and core problem.

In paraphrasing we combine facts (content aspect) and feelings (emotional aspect of a statement) in one statement.

For example:
"You consider that …" (Focus on a speaker…)
"You feel upset because …" (facts and feelings)
"Your understanding of the situation is that …" (summary of what has been said)

Paraphrasing:

1) shows to a person that he/she has been heard and understood;
2) clarifies relationship;
3) helps to start off communication;
4) can help to relieve a stress;
5) allows to get more information;
6) helps to clarify the situation.

Attention:

- do not evaluate or judge;
- avoid stereotype wording;
- be aware of time;
- take into account other party state (conditions).

What is Not Active Listening

Dispute

♦ Objection or disagreement with one of the parties or attempt to defend oneself or justify one's actions

♦ Stimulates negative perception and is understood as "he/she is against"

Analysing

♦ Assumptions on motives of others or statements like "You should not have been so upset by this".

♦ Perception which is similar to the previous "against".

Minimisation

♦ Reduction of message importance or feelings (and correspondingly a person him/herself). Like "it is not a serious problem at all" or "Every person feels the same in a similar situation".

Advice

♦ "You really should …" or "Why don't you simply …"

♦ Thinking **for** the other person

♦ To some extent it includes depriving a party of responsibility for result (or possible solution) and placing it on mediator.

Directive Behaviour

♦ Completion of other person sentences in one's own words – governing or directing communication.

♦ Similarly to the previous point it can be perceived as thinking **for** the other person.

Module 5 cont'd

Activity 6   Three Party Role Play

Time	1 hour
Description	The aim of this role play is to give participants an opportunity to personally practice and experience the model of conflict transformation.

To carry out this role play it is necessary to develop its content in advance and base it on three situations chosen from described by participants the day before.

Facilitator randomly organise participants into threes and gives them a task:

During 20 minutes two participants in each group play the roles of conflicting parties and use the model of conflict transformation and Worksheet on the next page on problem solving in order to come to an agreement. The third person is an observer. An observer has a right to remind parties on rules and procedure, ask questions which help to identify interests of the parties and paraphrase parties. After 20 minutes, if the group is ready, participants raise a hand, facilitator gives them the next situation and they exchange roles within their group. So, each participant will experience a role of an observer.

After explaining the procedure facilitator distributes description of the first situation. Each participant receives general and specific confidential information.

END OF ACTIVITY ■■

Interest Based Problem Solving Worksheet

Issue, Problem or Matter of Concern

Interests (Needs, desires, concerns -- the things one really cares about or wants.)

Yours   Theirs

Mutual Interests (concerns that are shared; elements we would both might like to resolve)

Alternatives (Best Alternative to Negotiated Agreement (B.A.T.N.A). What happens if we would not come to an agreement about a solution)?

Yours   Theirs

Objective Standards (Reasonable criteria or characteristics to compare options. An independent source separate from the will of the parties. Examples: prevailing practices and statistical analyses. Key question: how do we know what is fair or reasonable to expect in this circumstance?)

Options (One of several solutions to meet or satisfy needs and concerns. Brainstorming is one way to do this.)

Модуль 5 cont'd

Activity 7   Role Play Analysis

Time

30 min

Description

The aim of this analysis is to give participants an opportunity to discuss and comprehend experience they gained during this role play. They can also identify those questions they would like to explore and skills they need to develop and train in the future.

After this each participant shares with others insights he/she had during this role play and things that require improvement. Total time for this activity is 30 minutes.

END OF ACTIVITY ▪■

Activity 8   Debriefing & Evaluation

Time

30 min

Description

«TALKING OBJECT»

To debrief and evaluate the day facilitator uses so called talking object, which serves to pass the word around the circle. This procedure comes from cultural traditions of indigenous inhabitants of Northern America and is widely used nowadays (as well as many years ago) in community conflict resolution.

Facilitator describes procedure and rules of work with talking object:

♦ "Talking object" always goes around the circle clockwise.

♦ Nobody can speak until talking object is in his/her hands or he/she receives a special permission from the leader (originally it is a "circle guardian").

♦ When talking object comes to one's hands he/she can pass it without saying a word.

♦ Nobody can leave the circle after saying his/her word until the circle is completed.

♦ "Talking object" continues to go around the circle as long as there are persons wishing to speak on the theme of the discussion, and till then decision can not be taken.

After this facilitator starts the talking object procedure and asks everybody in the room to end two sentences:

Most valuable experience, I acquired today - …
and
I would like to learn more about …

When the circle is completed facilitator thanks everybody for productive work…

END OF ACTIVITY ∎∎

Module 5 cont'd

Activity 9   Head, Heart and Feet

⏱	**Time**	30 min
ⓘ	**Description**	Head, Hands and Feet is an evaluation technique used to encourage participants to reflect on their own learning during the session. It encourages participants to use "I" instead of "we".

> **Source:** Rick Arnold *et al.*, <u>Educating for Change</u>, Doris Marshall Insitute for Education and Action

Day 5: May 7, 2003

Module 6 – Teaching Human Rights in Schools

08.30 – 09.00	*Recap*	
09.00 – 09.30	*Activity 1*	*Role of the Teacher in Protecting and Promoting Human Rights*
09.30 – 10.30	*Activity 2*	*Facilitation Skills: Theory and Practice*
10.30 – 11.00	*Break*	
11.00 – 12.30	*Activity 2*	*Facilitation Skills: Theory and Practice cont'd*
12.30 – 14.00	*Lunch*	
14.00 – 16.00	*Activity 3*	*Integrating Human Rights into the School Curriculum*
16.00 – 17.00	*Activity 4*	*Planning Follow-Up Activities with Teachers*
17.00 – 17.30	*Activity 5*	*Debriefing & Evaluation*

Participants will present a recap of the previous day's work.

Module 6   Teaching Human Rights in Schools

Activity 1   Role of the Teacher in Protecting and Promoting Human Rights

Time

30 min

Description

The aim of this activity is to explore the role of the teacher in protecting and promoting children's rights.

Participants will work individually to reflect on the text and questions on **Worksheet 8**.

The facilitator will then lead a large group discussion to address the questions and have participants share their ideas.

END OF ACTIVITY ■■

Worksheet 8: Role of the Teacher

Introduction
…education for future citizens and fighters for human rights starts by the way society treats its children. Parents, teachers, pupils and all other adults in a community are partners in the implementation of child's rights education…

Teaching for human rights involves ensuring conditions in which children can truly exercise their rights.

Task for Participants
Successfully teaching the rights of the child is to learn and teach for the rights of the child, which depend on a number of elements or factors. (See framework below.)

In this activity we will focus on the role of the teacher.

Theoretical framework for teaching human rights in schools
Questions to consider:

- What do you feel is the role of teachers in helping students exercise their rights in the school setting?
- What do teachers need to do, know, believe about human rights?

Begin by looking at the teacher as a person, and then as an educator in terms of each of the other factors. List your ideas below.
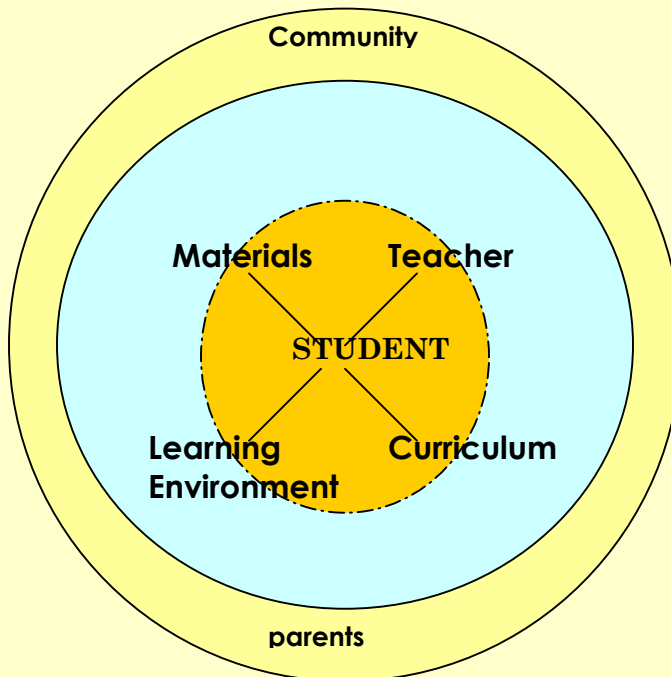
Source: Males, Dubravka and Stricevic, Ivanka. *Knowing and Living Our Rights, Manual for children's right education in primary school.* UNICEF. Skolska Knijiga, Zagreb. 2001

Activity 2   Facilitation Skills: Theory and Practice

Time

2 hours

Description

The aim of this activity is have participants practice demonstrating and evaluating different facilitation skills.

The facilitator asks the participants to divide into the 3 small groups assigned the day before.

PART A (45 MIN)
Each group will prepare a 15-minute demonstration.
The facilitator assigns one (1) demonstration activity to each group and has participants turn to the appropriate worksheet for instructions on how to proceed.

DEMONSTRATION ACTIVITIES
   Group 1:
   "The Facilitator's Place in the Training Space".(**Worksheet 9**)

   Group 2:
   "Tools of the Trade" (**Worksheet 10**)

   Group 3:
   "Handling Participants' Questions " (**Worksheet 11**)

   All groups should consult (**Worksheet 12**)

CONTINUED ▪▪

MODULE 6 CONT'D

PART B (1 HR)

Each group will in turn carry out their demonstration activity for the other groups. (15 minutes per group)

After each demonstration, participants will share observations and ask questions to the presenting group. (about 5 minutes per group)

PART C (10 MIN)

The facilitator will ask participants to share overall observations and questions.

END OF ACTIVITY ■■

Worksheet 9: The Facilitator's Place in the Training Space - *Do's and Don'ts*

Instructions for Group 1: Demonstration Activity

Spatial understanding plays an important role in determining how you want to relate to the participants and how you want them to relate to you as a facilitator. There are various elements to spatial arrangement that are important to look at from the set up of the room to how and where you place yourself when interacting with the group.

**Source:** Renner, Peter, *The Art of Teaching Adults*, Training Associates, BC, Canada, 1999

The use of space is a statement about power relations …In a structured educational setting the arrangement of furniture – conscious or not – makes power relations apparent. It shows these power relations in the anticipation of who will be talking and who will be listening. While some people may, at one level, resent being talked to all the time, they may also take some security in the predictability of such an arrangement, and in the position it affords as an observer. An arbitrary shift by an outsider… can be experienced as an affront to tradition, to "the way we do things". Such feelings, especially at the beginning of an educational experience, that is already unpredictable and slightly uncomfortable, can derail even the most engaging and exciting design.

Source: Arnold, R. *et al*, *Educating for Change*, 1991, p117

Tasks for Participants

Designate 3 persons (one from each country group) to be the 'facilitators' for the demonstration in Part B. Together with the members of your group, design a 15-min demonstration on your topic. Draw on the experience of your group and use the steps below to guide you.

Option A
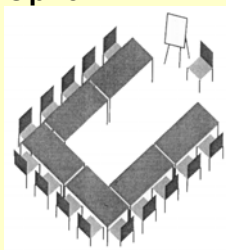
Option B

1. Select the appropriate room set up for the training space. Two options are provided

2. Prepare to demonstrate **how/where** the facilitator should position him/herself when **working with the whole group.** Select only **2** of the following situations:
   a) Explaining instructions for an activity.
   b) Leading a group discussion.
   c) A resource person is presenting in his/her group.

3. Prepare to demonstrate **how/where** the facilitator should position him/herself when the participants are **working in small groups**. Select only **2** of the following situations:
   a) Explaining instructions for a part of the activity.
   b) Small groups are engaged in their activity.
   c) Small groups are reporting information back to the large group.

Worksheet 9 cont'd…

Before you decide on the "type of space" for your training session **inquire about:**
- spatial arrangement previously used for training sessions
- how open the participants are to change

Request the kind of space you need.
- try to see the space in advance; check size, number of windows, floor, wall space for flip charting
- determine noise levels, quality of lighting, additional rooms

Share the power of movement and **the tools** with the participants. Allow them to claim the space.
- encourage participants to use as many parts of the room and other spaces as much as possible (walls, floor, outdoors, lounge etc.)
- occasionally move the front of the room (After a group activity, get participants to report using their own flip charts from wherever they are sitting. If you need to be standing or to comment, move to where the participants are.)
- encourage use of tools by participants (flip charts, markers, projector, etc.)

Make the process explicit.
- Spatial arrangements are not accidental whether conscious or not, particularly if you are training other educators, make time to ask questions about the "politics of furniture."

Some points to consider:
- Who will be talking and who will be listening in the spatial arrangement?
- In what ways can certain arrangements reinforce relations of power?
- What kind of arrangements assist democratic processes?
- How do numbers of people, tasks to be accomplished, levels of comfort influence the spatial arrangement you use?
- How can participatory education build comfort in spatial arrangements that encourage a sharing of power?

Source: Adapted from: Arnold, R. *et al, Educating for Change*, 1991, p118

Worksheet 10: Facilitation Tools - *Do's and Don'ts*

Instructions for Group 2: Demonstration Activity

"No matter how strong the message or dynamic the speaker, the power of image speaks volumes."

Source: *http://www.presentersonline.com/training/pres_fund/delivery/train_article_delivery.html*

Visual aids, properly prepared and properly used, can enhance both the impact and retention of the information presented and the confidence and creditability of the presenter. People can grasp more information if it is delivered both visually and verbally. Visual aids add variety, interest, and emphasis to a presentation." When participants create visual aids, it encourages participation and helps to link together the information being transferred.

Source: *http://web.lemoyne.edu/courseinformation/CSC151/XPFiles/PowerPointXP/pp01_VisualAids.doc*

Tasks for Participants

Designate 3 persons (one from each country group) to be the 'facilitators' for the demonstration in Part B.

Together with the members of your group, design a 15-min demonstration on your topic. Draw on the experience of your group and use the steps below to guide you.

Situation: You are giving a workshop on facilitation techniques and tools.

Prepare to demonstrate how and when to use the following tools:
- Flip Charts
- Overhead Projector (Transparencies)
- Chalk Board or Erasable Board

Demonstrate how to use the tools appropriately when:
- Explaining instructions for an activity
- Leading a group discussion
- During small group activity
- Delivering a lot of information in a short amount of time

Explain:
- When/why it is appropriate/not appropriate to use the tools
- Where to place these tools in the room to maximize the experience for the participants

Cont'd on next page

Worksheet 10 cont'd

Tips on Flip Charting

Advantages	_Disadvantages_
Good presenter/audience involvement	Requires good handwriting
Allows for spontaneity	Eye contact and body position difficult
Readily available materials	Difficulty while writing
Informal	May be slow moving
	Limited to small groups

Source: *http://web.lemoyne.edu*

Where to Stand:
- Don't talk to the flip chart. Write then turn around and continue interacting with participants.
- Don't block the view. If people can't see, move the flip chart or suggest participants relocate to where they can see.
- Pace yourself by letting participants have time to read, reflect, take notes and comment.
- Walk around the room to see your own work, self-assessment is very helpful.

Prepared Sheets:
- Prepare charts, models, lists, diagrams, sheets of information in advance. If you will use them repeatedly in your trainings, consider having them laminated.
- Reveal these sheets only as you need to share them.

Recording Techniques:
- Abbreviate/Condense/summarize information
- Print in block letters, over 1 inch tall or larger
- Write a maximum of 8-12 lines per sheet
- Write headings
- Colour code your work
- Ask if everyone can read it

Display techniques:
- Make sure flip chart are above table height when placing them on the wall
- Organize the placement of flip charts on the wall for easy reference

Worksheet 10 cont'd

Overhead Projector (Transparencies)

Advantages	_Disadvantages_
Readily available equipment	Eye contact and body position difficult
Reusable	Difficulty while writing
Inexpensive to produce	May be slow moving
Versatile, may be rearranged easily	
suitable for any size audience	

Source: _http://web.lemoyne.edu_

Basic transparency design techniques:
- Keep the information simple and clear
- Double space lines
- Make hand outs to accompany transparencies
- Place the projector in a place in the room where all the participants can see

Black Board or Erasable Board

Advantages	_Disadvantages_
Shows motion, activity	Depends on legible handwriting
Suits any size audience	Not much space
Standardization information	Information is erased at the end of session
	Easy to lose participants' attention

Source: _http://web.lemoyne.edu_

Showing Films
Before using films, ask yourself:
- How does this contribute to participants' learning?
- What is the purpose of using this film?
- Plan ahead; follow up; Use only up-to-date and relevant materials.

Worksheet 11: Handling Questions and Difficult Participants

Questions are a sign of interest and always provide the facilitator or presenter the opportunity to focus on the needs and concerns of the participants. It is important to try to anticipate questions in advance (what's the most difficult question someone could ask?) and practice answering these questions.

Source: *Slawner, Roselyn, Professional Presentations Program, Canadian Human* Rights Foundation

Tasks for Participants

Designate 3 persons (one from each country group) to be the 'facilitators' for the demonstration in Part B.

Together with the members of your group, design a 15-min demonstration on your topic. Draw on the experience of your group and use the steps below to guide you.

Situation: You are giving a workshop on facilitation techniques and tools .

Prepare to demonstrate different ways to respond to questions and different ways of dealing with difficult participants.

As the facilitator, you will be faced with the following challenges.
- Participants asking off-topic questions
- Participants asking questions the facilitator is uncertain how to answer
- An insistent participant keeps interrupting and asking the same questions over and over again.

Worksheet 11 cont'd

To deal with questions effectively, follow these tips:
- *Listen to understand* the question and pay attention to non-verbal signals that the questioner is sending out. Repeat the question if necessary, so that everyone understands it. You are responsible for communicating with the entire audience not just the questioner.
- *Clarify confusing or complicated questions.* If you are faced with an uncertain question simply ask the participant to rephrase what they have just asked or repeat it back to them. For example: *"Let me see if I understand your question. Do you want to know if...?"*
- *Treat every question seriously.* Do not dismiss any question, even if you have covered the subject. When dealing with off topic questions, acknowledge the person and their question and steer them back to the focus of your discussion topic. For example: *"That was a good point Tanya, however, it is beyond the scope of the current topic and time won't permit me to address this right now."*
- *Eye contact* is important during question and answer time in order to identify who needs to raise a question or add a point.
- *Acknowledge* non-verbally—eye contact, nod, hand gesture—shows the participant that you are addressing them directly.

Adapted from: Slawner, Roselyn, Professional Presentations Program

🚫 Things NOT to do when responding to questions

Don't ignore participants. They become preoccupied with their questions and stop listening.

Don't ramble when answering. You waste time, lose your audience's attention and your focus.

Don't let participants take the floor. Firmly and politely steer them back to the agenda you have set out.

Don't be judgmental or condescending when answering

Don't be afraid to say, "I don't know" . If the question falls outside your area of expertise, say I don't know.

Adapted from: *Slawner, Roselyn, Professional Presentations Program*

Worksheet 11 cont'd

Participant Types and Helpful Strategies

Participant Types	Helpful Strategies
The Hesitant One This person is shy, reluctant and often silent and therefore can easily go unnoticed in a group.	• Use a lot of dyads and triads. Participation is certain in the very small group. • Call on the silent ones from time to time
The Monopolizer This person seems to have a tremendous amount to say and will take up all the available time for discussion if permitted.	• It is a good idea to firmly set ground rules in a respectful way. You may want to say "we play fairly here, so please ensure that we all have a chance to express ourselves." • Sometimes, peer pressure will also be reliable.
The Non-listener This person tends to interrupt, cut others off and jump in before others have had a chance to finish. This eagerness to speak prevents this type from listening.	• Tactfully, insist on sharing available airtime. • Ask the person to restate what another participant has just said; confirming that what they have to say is important and that they need to listen to others.
The Rigid One This person staunchly takes a position on an issue and will rarely if at all move on it. This type is so unyielding that it makes it difficult for the group to make progress.	• Ask this person to think about it objectively and try to get them to admit there is another side to the issue. If they present 2 or more opposing views, write them down on flip chart paper allowing for others to contribute and visually acknowledge the different opinions about the subject at hand.
The Idea Zapper This person is very skillful at putting down other people's ideas. This type always has some negative comment ready which aims to discourage any idea that is new or different.	• Promptly go back to the idea and 'rescue' it by asking other participants their opinion. • Ask the person if they can use their creativity to come up with an idea of her own. If he/she does not want to, then politely make it clear that the group should explore this idea further. • If you like the point of view this person is presenting, ask the rest of the group what their thoughts are about the 2 ideas.
The Complainer This person is an expert at blaming, fault-finding, complaining and sharing his/her endless pet peeves. This type not only finds life and the world unfair but insists on sharing these views with any audience available.	Ask yourself: • Have I done everything I can to ensure an open climate/atmosphere where participants feel they can freely express their frustrations about the training? • Have I included activities to allow participants to vent their frustrations in a positive manner? • Have I considered openly addressing the problem with the group?

Worksheet 12: "Bad" Delivery Habits

Your "**delivery habits**" as facilitators are as important to consider as designing a successful workshop. Being yourself and being aware of common delivery pitfalls will help you be a more effective facilitator. The facilitator's delivery style should not be distracting. It should add value to the experience of participants. The list below will help you to keep these things in mind.

Distractions to avoid:

Fillers: "ah", "um", and "and"
These words are fillers. They distract from the content of your message and diminish your authority as a speaker. They also make you seem unprepared.

Annoying movements or habits
- Playing with jewellery
- Licking and/or biting your lips
- Constantly adjusting your glasses
- Popping the top of a pen
- Playing with facial hair (men)
- Playing with/twirling your hair (women)
- Jingling change in your pocket
- Leaning against anything for support
- Moving around the room too much

Too many gestures
The only thing worse than using no gestures are using too many gestures.

Screaming clothing
Loud clothes speak volumes. Unfortunately, they speak over you.

Turning your back
Don't talk to the projector screen, whiteboard, or flipchart. So, if you need to reference a visual, do so with a 45-degree angle.

Source: *Presenters Online, http://www.presentersonline.com/*

MODULE 6 CONT'D

Activity 3 Integrating Human Rights into the School Curriculum

Time

2 hours

Description

The aim of this activity is to explore how to integrate human rights into the school curriculum.

PART A (30 MIN)
Participants work in National teams to carry out the tasks described on **(Work Sheet 13)**

PART B (60 MIN)
Participants remain in their National teams to design a human rights activity for a particular subject within their country's school curriculum.
(Work Sheets 14-15)

PART C (30 MIN)
Each group select a representative to present the results of their discussions and human rights activity to the rest of the large group.

END OF ACTIVITY ■■

Worksheet 13: Integrating Human Rights in Schools

Introduction
"Experience is now showing that rights-based, child friendly schools can be powerful tools for both helping to fulfill the rights of children and providing them an education of good quality."

Characteristics of a Rights-Based Child-Friendly School are:
- Acting in the best interest of the child
- Inclusive of all children
- Effective for learning
- Healthy and protective of children
- Gender sensitive
- Involved with children, families and communities
- Leading towards the realization of the child's full potential
- Concerned about the whole child (health, nutrition, well being)
- Concerned with what happens to children in their families and communities.
   Source: *UNICEF, Life Skills-based Education, A Framework for Rights-Based, Child-Friendly Schools*

Task for Participants

Part A – Determining Appropriate Areas to Insert Human Rights Content in the School Curriculum
Together with the members of your National team:
1. Review the national curriculum at the primary and secondary levels
2. Identify strategies needed to encourage a rights-based, child-friendly school environment. (See Worksheet 14 for ideas)
3. List your ideas on the Note Sheet A
4. Identify subject areas in the school curriculum where teachers can integrate human rights content. Provide examples on the Note Sheet A (See Work Sheet 15 for ideas)

Part B – Developing a Human Rights Activity for the Class
Together with members of your National team design a human rights-based activity for the school curriculum.

The Facilitator provides you with a human rights thematic area for this activity.

Part C– Presentation
The facilitator will have the participants form one large group. Each group will have an opportunity to share the results of their work with the large group.

Worksheet 14: Characteristics of the Human Rights Environment in the 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 the teachers take no action, 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.
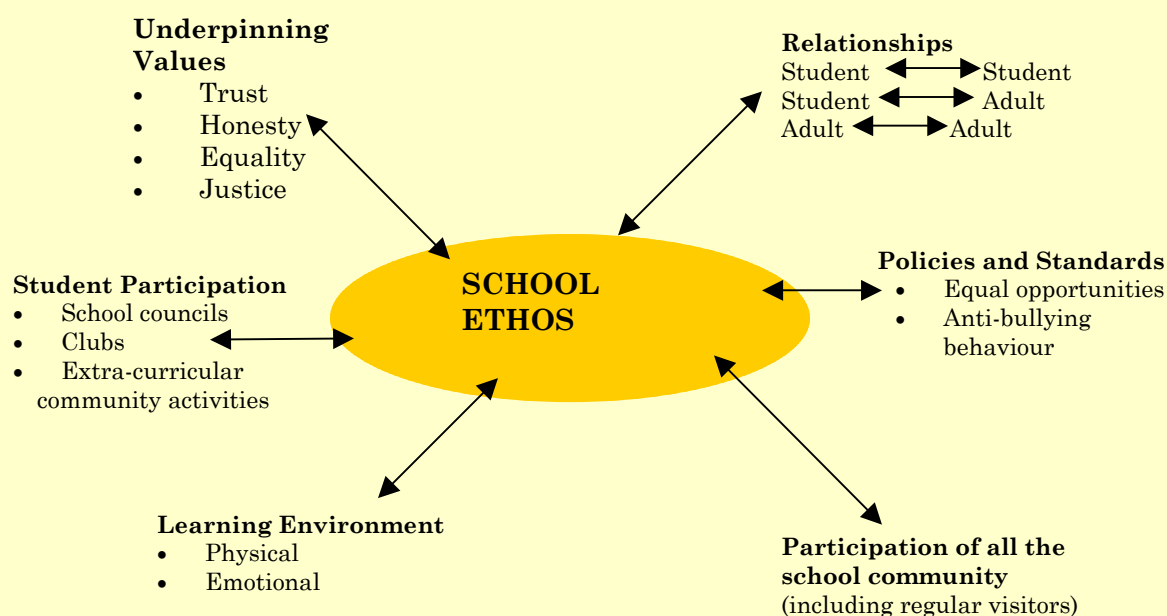
Worksheet 14: Characteristics of the Human Rights Environment in the Schools Cont'd

It is not only within a formal curriculum setting that human rights has its place in the school. Human Rights teaching should be reflected in the whole school ethos. All schools and all grade levels spend much time and effort in creating a safe and inspiring learning environment. The dedication and commitment of the whole school community is required above and beyond the teachers working in their individual classrooms.

"Reaching a balance between a secure learning and working environment which is also challenging is not easy and is dependent on values, principles and standards and rules. For pupils to be able to participate in the development of these elements in the school or in the classroom, there has to be a clear set of agreed values."

Applying these elements to create a human rights learning environment will encourage students to play a vital role in society and become motivated to take responsibility for their behaviour and their school.

Underpinning Values
- Trust
- Honesty
- Equality
- Justice

Relationships
Student ←→ Student
Student ←→ Adult
Adult ←→ Adult

Student Participation
- School councils
- Clubs
- Extra-curricular community activities

SCHOOL ETHOS

Policies and Standards
- Equal opportunities
- Anti-bullying behaviour

Learning Environment
- Physical
- Emotional

Participation of all the school community
(including regular visitors)

Source: Development Education Association, *Human Rights, Global Perspectives in the National Curriculum: Guidance for Key Stages 2 and 3*, EIHRN, p5

Note Sheet A   Notes for Activity 3 - Part A & B

Worksheet 15: Integrating Human Rights Content into School Curriculum

"It is generally agreed that human rights education...should permeate the school curriculum. There are numerous opportunities for this to occur. It should not however be so scattered over several subjects as to be too diffuse and superficial."

Consider the following 3 parts when integrating human rights activities into the curriculum. **Human Rights Instruments** – comprise the legal framework, both national and international, and the mechanisms for the protection of human rights.

- National (e.g. Constitution, youth protection laws and mechanisms, social programs, etc.)

- International general and specific (General: e.g. UDHR, ICCPR, ICESCR; Specific: e.g. CRC, International Convention on the Elimination of all Forms of Racial Discrimination, etc.)

- Other documents deal with such issues as: genocide, war crimes, crimes against humanity, slavery, trafficking, forced labour, torture, minorities, education, child soldiers, etc.

2. **Major concepts** – such as: justice; acceptance; peace; dignity; fairness; democracy; responsibility; cooperation; equality; accommodation; reciprocity; solidarity; etc.

3. **Subject integration** – In a child rights-friendly school, human rights should be integrated as the message and the medium. (See next page)

Source: Shirley Sarna, Human Rights Educator, *For the Dawn of the New Millennium Human Rights Education: A Conceptual Framework for Transforming Paradigms*, Commission des droits de la personne et des droits de la jeunesse, Quebec

Worksheet 15 cont'd

Subject	Primary (examples of skills & knowledge development)	Secondary (examples of skills & knowledge development)
Language/Literature – Provides a variety of themes, characters, dilemmas that can be examined from a human rights perspective while exercising oral and written skills	• Learning to read and write using stories/biographies of human rights workers • Writing real letters about issues to human rights organizations • Building a knowledge and vocabulary of HR language • Etc.	• Speaking and listening skills for HR advocacy • Reading selected human rights texts and then explaining, exploring and making hypothesis • Moral and emotional comprehension • Etc.
Mathematics – HR and development topics provide many opportunities to use and apply mathematics in real life problems	• Using statistics provided to international organizations to present examples of data • Communicate information about HR from newspapers mathematically • Learning history of math from different cultures • Etc.	• Apply mathematical formula to human rights situations • Investigating statistics on global inequality • Discovering how big the world is, size of countries, population comparisons, etc. • Interpreting graphs • Etc.
Sciences – Consider benefits and drawbacks of scientific developments	• Examine the role of scientists, study examples of humane and inhumane uses of science (Science of ideas and everyday life) • Respect for traditional methods • Science and basic rights such as food, clean water, health/drugs • Etc.	• Consider the power and limitations of science and advocacy of social issues • Life processes and technology • Ethics of science • Nutrition and health • Physical processes, energy resources • Etc
History – Should relay experience of humankind to secure human rights both nationally and internationally, including discussion and projects on various cultural and identity group issues	• Local history, with emphasis on humane achievements of men, women and children • Examine interpretations of history, who wrote it, what was taking place at the time, etc. • Etc.	• National history in international context • Nobel peace prize winners • Twentieth century world, war and peace, global comparisons • Etc.

Worksheet 15 cont'd

Subject	Primary (examples of skills & knowledge development)	Secondary (examples of skills & knowledge development)
Art – Utilize materials/ illustrations that have the greatest possibility for treatment of human rights issues	• Expressing feelings and thoughts through colour and shape • Designing banners, quilts, posters, calendars, etc. focusing on human rights content • Focusing on diversity and culture through artistic imagery • Etc.	• Knowledge and understanding of human rights by studying artists/activists • Creating artistic projects symbolizing HR concepts • Study of thematic sculptures • Etc.
Geography – should promote acceptance of differences and interests of people around the world, environment, food growth and distribution, population movement	• Study of localities, movement, use of land, etc. • Rights and urban development • Economics, geography and rights • Explore concept of interdependence of land and people • Etc.	• Identifying geographical issues, analyzing and evaluating evidence • Comparative study of countries, regions, continents in different stages of development • Thematic issues and their impact on the world. • Etc.

Adapted from Source: Development Education Association, *Human Rights, Global Perspectives in the National Curriculum: Guidance for Key Stages 2 and 3*, EIHRN,

Activity 4   Planning Follow-Up Activities with Teachers

⏱ **Time**

1 hour

ⓘ **Description**

The aim of this activity is to have participants explore strategies for effective follow up with teachers attending their national sessions.

PART A   REGIONAL FOLLOW UP(30 MIN)
The facilitator divides participants into 3 groups by a random method.

Each group:
Reviews and discusses the ideas about follow up presented on **Worksheet 16**.
Develops concrete examples of follow-up activities to share with the larger group.

PART B   SHARING IDEAS ON FOLLOW UP (30 MIN)
The facilitator has the different groups in turn present their ideas for follow up with teachers. The facilitator lists key ideas on flip chart and invites participants to comment on the ideas presented.

END OF ACTIVITY ▪▪

Worksheet 16: Ideas for Follow Up with Teachers

Well-planned follow up is a crucial component of effective training. Systematic follow-up after the training (i.e., several weeks or months later) allows you to make contact with the participants, assess their satisfaction with the training, and also learn whether or not they are effectively using the knowledge and skills gained during the training. It also permits you to determine further training needs or other needs that you can address.

Your plan for follow up should include:
- activities to gather information from and provide support to your participants
- activities that will encourage exchange among participants themselves
- activities to increase your organization's capacity to better support your participants needs

Some ideas for follow up to training include:
- Prepare and distribute an Evaluation Report of the training session
- Keep in touch with participants after the training program and provide ongoing support in the form of materials, references, counselling, contacts, etc.
- Design another program a few months after the training to continue the learning process
- Design a problem-solving session in which participants share success stories and/or areas of difficulty.
- Create a network or association, where participants meet at regular intervals for continued growth and development.
- Develop a newsletter, a website, or a listserv where participants can share their own experiences and learn from one another.
- 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.
- Continue to gather information about the environmental factors that affect your participants so that you can provide them with appropriate follow-up support.
- Evaluate whether participants are using the materials provided during training. If not, modify these materials and re-distribute them to participants.

See Reg. Training 1 for translation of this part in yellow.

Worksheet 16 cont'd

Task for participants:

Identify **concrete examples** of effective follow-up activities that you feel would be appropriate for the teachers that participated in your national sessions. Also include ideas for follow-up activities to increase your organization's capacity to better support your participants' needs.

List your examples below. Prepare to share them with the larger group.

Activity 5   Debriefing & Evaluation

⏱ **Time**	30 min
ⓘ **Description**	**THE INTERVIEW**

The interview is an evaluation technique that enables you to probe deeply and to get beyond superficial answers.

END OF ACTIVITY ■■

Day 6: May 8, 2003

Module 6 cont'd

Module 6 – Teaching Human Rights in Schools

08.30 – 9.00	*Recap*	
9.00 – 11.00	*Activity 6*	*Review of National Workshops (3) – Final Content and Process Check*
11.00 – 11.30	*Break*	
11.30 – 12.30	*Activity 7*	*Debriefing & Final Evaluation*

Module 6   cont'd

Activity 6   Review of National Workshops (3) – Final Content and Process Check

Time	2 hours
Description	The aim of this activity is to have participants complete the review their national workshops by doing a final check of the content and process. Participants will also draft a plan for evaluation and follow up. Participants work in national groups. To guide participants in this process the facilitator will go over the information and the guiding questions on **Worksheet 17**.

END OF ACTIVITY ■■

Worksheet 17: Final Check

1. Final Content and Process Check

Task

Over the last two days, we have focussed on the following topics:
- Differences and Discrimination
- Conflict Transformation
- Role of Teachers in Protecting and Promoting Human Rights
- Facilitation Skills
- Strategies for Integrating Human Rights into the School Curriculum

a) Based on your learning over the course of this workshop, are there any other changes that you feel are necessary to make to your pilot training manual in order to maximize its effectiveness?

b) Together with the members of your National Team, determine what additional changes in terms of content and process you want to make. Prepare a work plan for making the changes. Indicate tasks, responsibilities and deadlines. A sample format is provided on **Worksheet 18.**

2. Evaluation and Follow Up

Task

Review the concrete examples for follow up developed by the whole group in Module 6, Activity 3. **Worksheet 19.**

a) Prepare a draft plan for follow up with the teachers that have attended you training workshop.

b) Also include ideas for follow up with the Regional group attending this workshop. List ideas for ways in which you can continue to benefit from each others' experiences. Some suggestions are provided below:

- Keep each other informed of activities.
- Review each other's training manuals and provide each other feedback.
- Share feedback received among all four country groups.
- Share evaluation reports from teacher training sessions.
- Share instructional materials, and research.
- Explore opportunities for joint materials production and publication.
- Provide each other with recommendations for resource persons.
- Attend and participate in each other's teacher training workshops. (e.g., as co-facilitators, resource persons)

Worksheet 18: Plan for Revision of Pilot Manual

Changes	Resources needed	Person(s) responsible	Deadlines

Worksheet 19: Plan for Follow up

	Activities	Resources	Dates
Follow up with teachers			
Follow up with regional groups			

Debriefing & Final Evaluation

Time	1 hour	
Description	Final Evaluation Questionnaire for the Workshop	

END OF ACTIVITY ■■

Appendices

APPENDIX 1 – 1
MODULE 1   ACTIVITY 1: GREETINGS AND INTRODUCTIONS

Instructions for the facilitator

This is a good activity for teachers to do with students because the short debriefing focuses reactions and should stimulate discussion on how to not reinforce stereotypes in the classroom.

PREPARATIONS
1. Copy and then cut the suggested Greetings (Fig. 1 found on the next page). You can also select a few from the countries where the participants are from.
2. Place them in hat
3. Make sure each participant gets one greeting.

TIPS FOR THE FACILITATOR
Participants will probably ask where the different greeting come from. You can suggest to them that they to guess or provide them with the suggested answers:

Greet the other person by embracing and kissing them 3 times on alternate cheeks. (Netherlands)
Greet the other person by embracing and kissing them twice on alternate cheeks (Quebec, Canada)
Greet the other person by embracing them and kissing them 4 times on alternate cheeks (Paris)
Greet the other person by placing your hands together in prayer position and bow forward (Japan)
Greet the other person by rubbing noses (Inuit)
Greet the other person very warmly with a big hug (Palestine)
Greet the other person with a very strong, firm handshake (Germany)
As you greet the other person keep a distance of about 2 feet between you and shake hands with a very loose grip. (England)
As you greet the other person keep a distance of about 1 foot between you, get down on one knee and pretend to tip a hat to them (Shakespearian!)

(Greetings on next page)

FIG. 1 – GREETINGS

Greet the other person by embracing and kissing them
3 times on alternate cheeks.

Greet the other person by embracing and kissing them twice
on alternate cheeks

Greet the other person by embracing them and kissing them
4 times on alternate cheeks

Greet the other person by placing your hands together
in prayer position and bow forward

Greet the other person by rubbing noses

Greet the other person very warmly with a big hug

Greet the other person with a very strong, firm handshake

As you greet the other person keep a distance of about
2 feet between you and shake hands with a very loose grip.

As you greet the other person keep a distance of about 1 foot
between you, get down on one knee and pretend to tip a hat to
them

APPENDIX 1-2
MODULE 1   ACTIVITY 3: HUMAN RIGHTS EDUCATION IS…

DEFINITIONS OF HUMAN RIGHTS EDUCATION

WHAT IS HUMAN RIGHTS EDUCATION?

Source 1

Flowers, Nancy. "What is Human Rights Education" in *The Human Rights Education Handbook: Effective Practices for Learning, Action and Change*. Human Rights. Resource Center, University of Minnesota, 2000.

Human Rights Education is all learning that develops the knowledge, skills and values of human right.

Human Rights Education declares a commitment to those human rights expressed in the Universal Declaration of Human Rights of 1948, the UN Covenants and the United States Bill of Rights. It asserts the responsibility to respect, protect, and promote the rights of all people.

Human Rights Education promotes democratic principles. It examines human rights issues without bias from diverse perspectives through a variety of educational practices.

Human Rights Education helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.

Human Rights Education engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, non-violent action.

Human Rights Education affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided."

APPENDIX 1– 2 CONT'D

"As embodied in the Universal Declaration of Human Rights and the main international human rights treaties, human rights education can be defined as:

> Training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:
> a. The strengthening of respect for human rights and fundamental freedoms
> b. The full development of the human personality and the sense of its dignity
> c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups
> d. The enabling of all persons to participate effectively in a free society
> e. The furtherance of the activities of the United Nations for the maintenance of peace." (*Decade's Plan of Action, paragraph 2*)

Also, when proclaiming the Decade for HRE, 1995-2004 (Resolution 49/184, 1994), the General Assembly stated:

> Human rights education should involve more than the provision of information and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.

> HRE contributes to a concept of development consistent with the dignity of women and men of all ages that takes into account the diverse segments of society

The main underlining concepts of this definition are:
- HRE as a life-long learning process
- HRE as a comprehensive process - for all and involving all
- HRE as an empowering process.
- HRE as a tool of a social justice including marginalized categories.

Source 3
From a statement presented by the B.I.C. to the 53rd session of the UNCHR in March 1997, in Geneva

Human rights education could be considered basic education for life in the modern world. According to the International Commission on Education for the 21st Century, "learning to live with others," which necessitates respecting their rights, is "one of the major issues in education today." The Commission also points out that children and youth are coping with special tensions that come from living in a contracting and interdependent world. Among them are the tension "between the global and the local: people need gradually to become world citizens without losing their roots"; the tension "between the universal and the individual: culture is steadily being globalized, but as yet only partially"; and the tension "between the spiritual and the material." Human rights education grounded in the principle of the oneness of humanity, can provide children and youth the tools and the philosophical framework to enable them to resolve these tensions for themselves."

Source 4
From HR Postscript, Vol. 8, No. 2, Richard Pierre Claude

Human Rights Education can be defined as a process of learning, discovery and action that cultivates the knowledge, skills, attitudes, habits and behavior needed for people effectively to know, assert, and vindicate their human rights consistent with the Universal Declaration and to respect the rights of others. While Human Rights Education derives its goals from internationally defined norms such as those in human rights instruments…nevertheless, its definition leaves open the range of useful and appropriate educational objectives. Educational *objectives* refer to short-term expected learning competencies designed for students and participants. In any and every educational format, teachers and educational groups concerned with Human Rights Education may pursue many different pedagogical objectives. They need to pick and choose among learning objectives which include educational aims of professors, teachers, students, facilitators, and participants to:

- Enhance knowledge
- Supply tools for problem-solving
- Provide a standard for comparison
- Develop critical understanding
- Help in the process of value clarification
- Bring about attitudinal changes
- Promote attitudes of solidarity
- Effect behavioral change
- Promote participatory-education for empowerment

Source 5
Selected and adapted from an e-mail discussion on *A Working Definition of Human Rights Education,* among the subscribers to Human Rights Education Associates Listserv. www.hrea.org. April 2002.

a) *Shula Koenig, People's Decade for Human Rights Education*

I came up with the following definition about human rights education for economic and social transformation: This is a working definition… Human rights education for social and economic transformation is a process of learning that evokes critical thinking and systemic analysis, with a gender perspective, with the learners...— women and men learning to analyze their situations within a holistic framework of human rights about political, civil, economic, social and cultural concern relevant to the learners lives..— to result in a sense of ownership of human rights...— leading to equal participation in the decision that determine our lives and taking actions to claim them.

b) *Jenny Luck, London, UK*

I think that this is a very important discussion because it is fundamental to HRE. Everyone is calling for training courses for HR Educators because it is acknowledged that there are not sufficient practitioners. Planning and conducting education courses / workshops on human rights issues is really not such an easy thing to do. There is often a huge gap between people's (being those whose rights are violated and others) understanding of the theory of human rights and the reality of putting it into practice in our daily lives and the broader community. Maybe a definition of HR Educators should also mention the need to empower people to bridge this gap. In all our societies around the world human rights violations are not just a problem on a national or international level but also on a local level and in day-to-day activities and attitudes, both in the formal and informal sectors. A human rights educator also needs the skills, attitude and ability to put the theory into practice in the learning environment. I think Camus said that the most important thing an educator can share is their ability to learn. This I believe goes deeper than being capable of evoking critical thinking etc. because it involves establishing trust and respect between the educator and the learner and between the learners. It is also about providing the space for people to decide to disagree and to make their own minds up about what they want to do, even if it is different to the way you think about it. To design and conduct HRE programs that incorporate this type of methodology requires a specific skills, as well as knowledge. If the educator has all these then it is not difficult to adapt and develop programs to meet specific needs, cultures and situations.

c) *Jana Ondrackova, Czech Republic*

There are as evident quite a few definitions, here is one that I have used many times with children and young people - and it works. For everyday use, e.g., when introducing children and teachers to human rights, there are several important rules that should be underlined and emphasized:

1. Rights have to go with responsibility, i.e., there are no rights without responsibility. Rights are not a free for all.
2. All people are equal but everyone is different, i.e. everyone is an individual entity with equal rights, but people are not the same, nations and religions are not the same, so they will have different views of human rights.
3. However, and this is extremely important: one person's rights must never infringe on somebody else's rights and there are many examples of this rule being violated, the most topical being terrorism. Yes everyone has rights, but not at the cost of other people's rights to life, health, security, etc [...].
4. The fundamental human rights of all people (such as life, health, security, education, nutrition) must be respected - they concern everyone regardless of nationality, creed, political beliefs, race, religion, and ethnic origin.
5. The human dignity of every individual must be respected. When you explain this set of rules and give examples and use interactive teaching activities to demonstrate your points HRE become interesting and even easy for children and young people to understand. When you analyze them in detail you will find, as I have found, that they cover HRE in all its complexity: peace education, intercultural and multicultural education, education for democracy and citizenship and global education.

d) *Michael G. Sadovsky, Russian Federation*

In Russia, at least, HRE does not work so easily. No doubt, human dignity constitutes the fundamentals and the source of human rights. However, ensuring this human dignity is not just a matter of one person, for example, no longer beating or hating someone, but the sufferer discovering effective defense against these violations from state institutions. Young people in Russia often confront problems with the various public institutions. Another problem is a real lack of impartiality, I dare say, by the police, courts, etc. As a result, a simplified understanding of dignity cannot guarantee human rights ideals. Once again, everything aid holds true at least for Siberia, and for young people of 14-17 years old...

e) *Baktgoul Koubanytchbekova, Kyrgyzstan*
Usually the trainers in our country, Kyrgyzstan, while teaching the human rights subject, always make sure that the students get to understand one of the key points of human rights, which is: "Your rights end, where the rights of the other person start". In other words, it means that we have to respect the rights of each other. I believe that this statement is clear enough and makes the students to come up and work out their own definitions of human right based on this key point statement.

Source 6
Taken from: <u>A Handbook on Self-Help: Human Rights Education</u>, J. Paul Martin, Centre for the Study of HR, Columbia University, 1996

Human Rights Education

What is special about human rights education?

More than most other forms of education, human rights education focuses on norms and values, both of which vary from society to society, and often also from religion to religion and culture to culture within a given society. Human rights are evolving, in a world which has come to realize that common standards are necessary if we are to live together with a reasonable degree of peace, and to assure justice and fairness for those without power— especially those subject to persecution.

The content of course on human rights is generally defined by the norms enunciated in the UN Bill of Rights and the other principal international human rights documents. This handbook focuses on the *ways* in which human rights can be taught rather than on the *content* of international human rights norms. Particular attention is directed, however, towards adapting both to local problems and local methods, as well as to the use of local resources.

Human rights education is peculiar in that it is usually education with a social purpose. It is also prospective rather than retrospective. It seeks to bring about social change. This may create tension if human rights goals are at variance with the goals of other peoples and organizations, whether it be a questions of the government or simply of one's fellow teachers. If the educational program is to be effective, the appropriateness of such goals calls for debate and the building of consensus...

...human rights education can be reduced to four components:
- empirical data
- human rights evaluation
- cause-effect analysis, and
- response options and strategies.

APPENDIX 1– 3
MODULE 1 ACTIVITY 4: OVERCOMING BARRIERS TO HRE CHALLENGES TO HUMAN RIGHTS EDUCATION

<u>*Source:*</u> Arab Institute for Human Rights and the Office of the UN High Commissioner for Human Rights. Good practices in human rights education and training: guidelines, indicators and evaluation. Report from Workshop on HRE issues in Human Rights NGOs, Marrakech June 4, 2002.

CURRENT CHALLENGES TO human rights and human rights education/ possible human rights education responses

Challenges *(i.e., barriers)*
Although international, regional and national instruments protect human rights, the lack of implementation and human rights violations create a major contradiction between human rights theory and practice.

Exacerbating this chronic contradiction are recent discriminatory laws and policies brought about in reaction to the events of 11 September 2001 and justified in the name of a "war against terrorism". These reactions, which threaten human rights, confuse the right of peoples to self-determination, which is guaranteed in international instruments, and terrorism. They also marginalize some countries and cultures, undermine the concept of international solidarity and facilitate the development of dangerous ideologies such as a "war of religion" and "war among civilizations".

These events and other issues challenge human rights education, for example:
- Globalization (acting in its negative sense) and resulting marginalization, poverty, exploitation;
- Violations of civil, cultural, economic, political, social rights and the right to development;
- Violations of peoples' rights, such as denial of the right to self-determination and equality among people;
- Conflicts, causing waves of refugees and internally displaced persons;
- Political apathy, extremism and xenophobia;
- Authoritarian regimes, lack of democracy and marginalization of civil society;
- Resistance to the concept of human rights universality;
- Unequal access to new technologies.
- Colonization and its effects on human rights implementation.
- Use of double standards when speaking about human rights.

HRE is necessarily influenced by cultural and political contexts. However, it must also be able to influence this context, impacting values and changing behaviours: a double challenge.

Possible HRE responses *(i.e., ideas for strategies to overcome barriers)*

- HRE should not avoid challenges to human rights (e.g., globalization, HIV/AIDS, violence and extremism, poverty) but should address them directly from a human rights perspective.
- HRE must develop methodologies for impacting values and behaviours to meet these challenges in ways that respect the human rights of all.
- HRE needs to reach out and relate to all segments of society, including marginalized groups.
- HRE is a tool to combat racism and discrimination and especially discrimination against women.
- HRE should start with people's own experiences, adopting different approaches for different contexts.
- HRE should be empowering, including imparting the skills to claim rights and resolve conflicts, using methods consistent with human rights principles.
- HRE should address despair and alienation and empower people for participation.
- HRE must include democracy education and encourage prompt action to defend human rights using methods that reflect human rights principles.
- HRE should address the gap between human rights principles and people's lived realities.
- HRE should enable people to take control of their lives.
- HRE should encourage active civic participation and challenge citizen apathy.
- HRE should emphasize universal human rights values, which are affirmed in all cultures.
- HRE should include strategies and structures at all levels for the redress of human rights abuses.
- HRE must be able to change individual, community and societal reality.

APPENDIX 1 – 3   GROUP_____ STRATEGY TO OVERCOME BARRIERS TO HRE
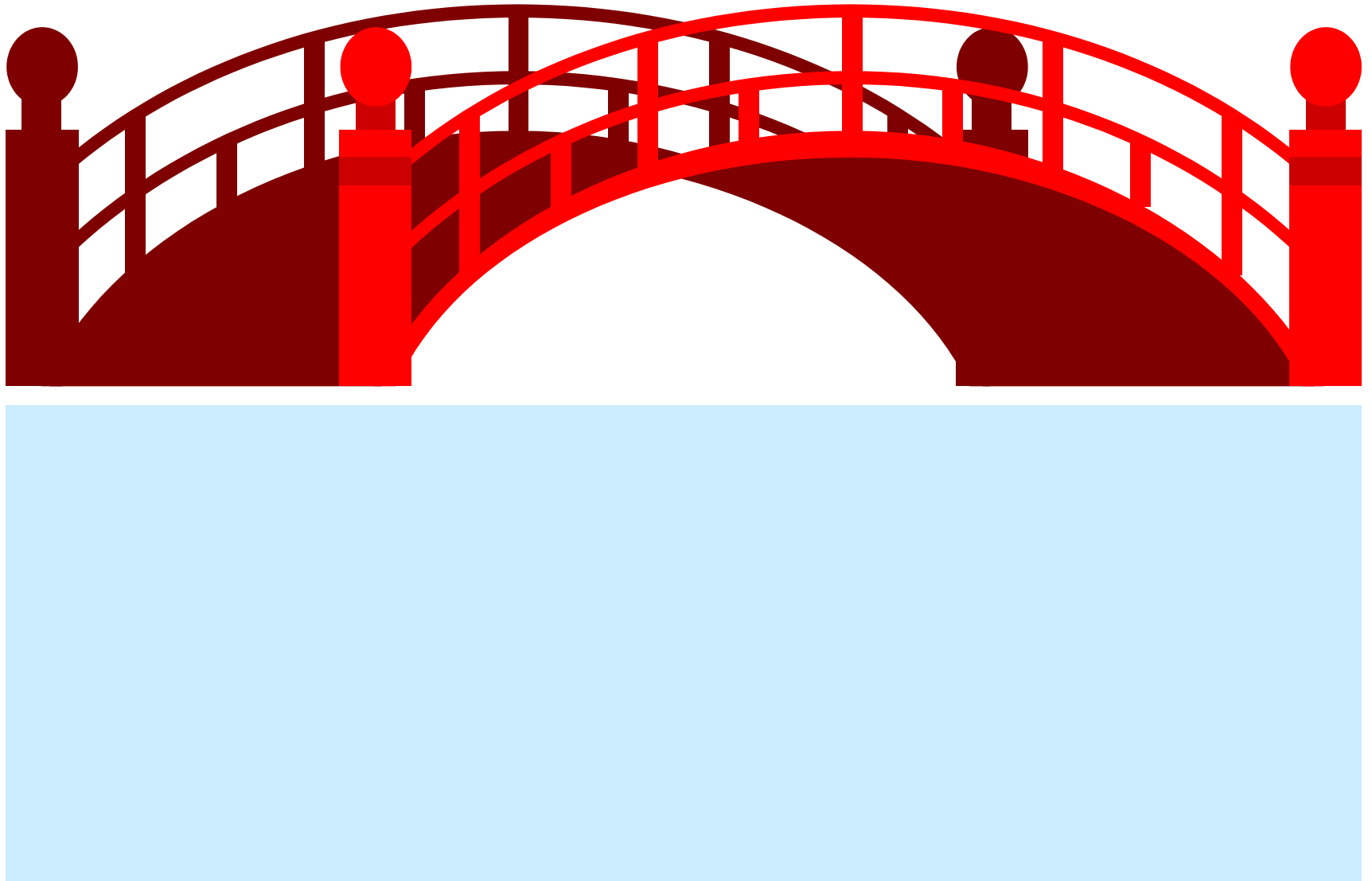
Questions and Answers About Human Rights

Q: What use is the UDHR if it's not legally enforceable?

A: Even if there is not (yet) an international court before which governments can be tried under articles in the UDHR, this document has bad enormous historical significance and continues even today to operate as a benchmark against which governments are judged internationally. Governments today know that if they willfully infringe rights listed in the document, they face the possibility of condemnation by other governments and even some form of sanctions. The process is not always entirely objective (!) but it is certainly a start. The UDHR also formed the basis for nearly all of the international treaties that have been drawn up and which are (to a greater extent) enforceable.

Q: Can I do anything, including using violence against someone, to defend my rights?

A: In general, no. But if it is a genuine case of self-defense, then a legitimate use of force, appropriate to the threat against you, may be admissible. It is not permissible as 'retribution' for the wrong you have suffered but only in order to protect yourself from further harm. Torture is never admissible.

Q: Why should I respect the rights of others if others don't respect my rights?

A: Partly because if you don't respect others' rights, you may get into trouble yourself; partly because others deserve your respect, simply because you can set an example to others that will make it more likely for them to respect you. In the end, though, it is probably down to you and the type of person you want to be or the kind or world you want to live in. So you could reflect on what it would say about you if you were to behave in the manner that you dislike in others. Or think about the type of world it would be if everyone violated everyone else's rights in a tit-for-tat manner.

Q: Why should those who violate the rights in the most inhumane way be regarded as subjects of 'human' rights?

A: This is perhaps the most difficult but also the most essential part of human rights theory to accept. It can sometimes seem that certain individuals are so lacking in humane characteristics that only blind faith could enable us to see them as human. The important points are perhaps the following:

- **Firstly**, despite some people's apparent inhumanity, every individual possesses some humanity. Villains love their mothers, their children, their husbands and wives – or someone. Villains feel pain, rejection, despair and jealousy; they desire to be appreciated, valued, supported, loved and understood. They all, every one of them, possess some, if not most, of these exclusively human emotions. That makes them human and deserving of our respect.
- **Secondly,** we do ourselves no good in desiring to hurt villains in the same way that they have hurt others: such feelings only make us less worthy of respect as well.
- **Thirdly,** even if, perchance, a villain were ever to emerge with 'human' form but without any human characteristics (and there has never been one yet), who among us could say with absolute certainty that he or she is Not A Human? On what criteria? On the basis, perhaps, that they are incapable of loving or being loved? But what if we turn out to be mistaken in that belief?

  The third point reminds us that we need to consider the risks for humanity as a whole in setting up some people to judge others where the consequences of that judgements are terrible and irreversible. Do we really want a world where such judgements are made and where some people are simply designated as not possessing human rights and therefore as non-human? Without the absolute universality of all human rights, that is the type of world that we would have.

Compass p. 45
Questions about human rights education

Q: Won't parents, school heads and community leaders oppose the teaching of human rights as political indoctrination that will incite rebellious behaviour?

A: Human rights education develops citizens who are able to participate in society and in the development of their country. It is important to distinguish between the development of participation competencies and party politics. Human rights education through discussion and participation encourages young people to develop critical and enquiring minds and to behave rationally. In the respect, human rights education is also related to civic and political education and it also allows young people to make the connections between human rights, social issues, education and policies. As a result, it may happen that young people do engage in local or national political parties – as a result of their right to political participation and freedom of thought, association and expression. But should remain their own choice.

Q: Isn't it the government's responsibility to ensure that people have the opportunity to learn about rights?

A: Member countries of the United Nations have an obligation to promote human rights education in all forms of learning. That is in formal, non-formal education. Despite this, many governments have done very little towards the promotion of human rights education and the incorporation of human rights in the curricula. Individual educators and non-governmental organizations can do a lot to encourage the development of human rights education through their own or collaborative efforts in schools and other educational programs, and also by lobbying and putting pressure on their governments to fulfill their obligations in this regard.

Q: Human rights are universal as long as they are discussed in theory. In Central Asian reality other regulations are in use. Why then confuse children?

Q: How can we teach children human rights if we (teachers) ourselves sometimes have to violate their rights, for example, under the pressure of school administration?

Q: What if teachers ask a question I can't answer? (All groups should address this question.

A: No one should expect anyone to know all the answers to everything! It is perfectly acceptable to say that you don't know some particular facts and then involve the participants in finding the answers. You should always consider reflecting the question back to the group by asking: what do you think about this?

It is also important for everyone to remember that the answers to questions on human rights are rarely simple. Complex moral questions cannot be answered with "Yes" or "No". From the educational viewpoint, raising the question is as important as finding an answer. By introducing complex issues and allowing young people to think about them, we equip young people with the knowledge, skills and attitudes to deal with such questions later in life.

Source: *Council of Europe, COMPASS pp. 312 and 313*

Instructions for the Facilitator

1. Begin by eliciting some examples of the **Effects of Poverty on Individuals and Communities.**

2. Together with the participants determine a possible **Rights-Based Response** using the process outlined below.
   - Remind participants of that when applying a rights-based approach it is important to use as the foundation the basic principles, which include equality and equity, accountability, empowerment and participation.
   - Then have participants discuss how to address the issue of poverty using a **Rights-Based Response**. For example:
     - Use human rights as a framework for poverty alleviation.
     - Assess and address the human rights implications of any policy, program or legislation aimed at poverty alleviation.
     - Make human rights an integral dimension of the design, implementation, monitoring and evaluation of poverty related policies and programs in all spheres including political, economic and social.

A suggested format to record the information from your discussion as well as examples are provided below. Use a separate flip chart for each column.

Effects of Poverty on Individuals and Communities include:	A Rights-Based Response to Poverty should include:
- homelessness - sense of powerlessness - hunger - ill health - lack of schooling - major cause of malnutrition - drug & alcohol abuse - physical and sexual abuse - lack of child care	- Direct links to rights - Increased levels of Accountability - Move from dependency to Empowerment - Participation - Non-discrimination

Take participants through the different elements in column two of the chart above and have them provides examples. Suggested answers are provided below.

EXAMPLE OF A RIGHTS-BASED APPROACH TO POVERTY

A rights-based response to poverty involves: using the measures for protection laid out in international agreements covenants and declarations and incorporating them into plans, policies and programs with the overall aim to realize all human rights for all people.

Source: *1st SADC Conference on Community Home Based Care 5th - 8th March 2001*

Applying this approach to the issue poverty involves:

i. **DIRECT LINKS TO RIGHTS**
- Right of men and women and children to enjoy the full range of economic, social and cultural rights
Establishing direct links to rights helps to ensure Government's obligation to ensure economic, social and cultural rights.

ii. **Increased levels of ACCOUNTABILITY**
- State parties must ensure the fundamental right of everyone to adequate food, clothing and housing, and to the continuous improvement of living conditions.
A rights-based approach increases accountability by identifying specific duties (actions) and those duty-bearers (actors). As a result, intervention is no longer based on organized aid, but on obligation enabling a more transparent monitoring process.

iii. **Move from dependency to EMPOWERMENT**
- The right to sustainable livelihood—addressing basic needs such as food, shelter and clean water
This approach eliminates the sense of powerlessness among people by enabling them to actively exercise their basic human rights.

iv. **PARTICIPATION**
- The right to be heard—allowing people to organize, speak out and take part in decisions that affect their lives.
Sustainable of programs in communities depends on ownership and participation by the community and government institutions.

v. **NON-DISCRIMINATION**
- The right to services—ensuring the provisions of health, education and other services be available to all.
Inherent dignity of every human being without distinction and equality between men and women are basic principles of human rights. Therefore a rights-based approach automatically ensures that everyone is a subject of rights regardless of age, sex, ethnicity, religion, political status, etc.

Source: *Human Rights in Development: How do rights-based approaches differ and what is the value added?*
www.unhchr.ch/development/approaches-0.7.html

MODULE 3 ACTIVITY 1: RELEVANCE OF THE CRC TO THE CENTRAL ASIAN CONTEXT

Each child has the right to express himself/herself freely on views of all matters affecting him/her, and every child's view should be given due weight. The child has the right to freedom of expression

The right of the child to freedom of thought, conscience and religion shall be respected. The child has the right to freedom of association and peaceful assembly

No child shall be subjected to arbitrary or unlawful interference with his/her privacy, family, home or correspondence. The child should be protected from unlawful attacks on his/her honour and reputation

The child has the right to education. The state shall make primary education compulsory and available and free to all. School discipline shall be administered in a manner consistent with the child's dignity. Education should be directed towards the development of the child's personality, talents and abilities towards the development of respect for human rights and fundamental freedoms, towards the development of a responsible life in a free society in the spirit of peace, friendship, understanding, tolerance and equality, and towards the development of respect for the natural environment.

The child has the right to rest and leisure, to play and participate freely in cultural life and the arts

The child shall be protected from economic exploitation and from performing work that is hazardous to his/her life and development. The child shall be protected from all forms of sexual exploitation and sexual abuse, the use of children in prostitution or other unlawful sexual practices, in pornographic performance and materials.

Parents have the prime responsibility for the upbringing and development of the child

Every child accused of having committed an offence or crime should be guaranteed to be presumed innocent until proven guilty, to have legal assistance in the presenting of his/her case, not to be compelled to give testimony or confess guilt, to have his/her name privacy fully respected, and to be dealt with in a manner appropriate to his/her age, circumstances and well-being. Neither capital punishment nor life imprisonment without the possibility of release shall be imposed for offences committed by children below the age of 18.

APPENDIX 4 – 1
MODULE 4   ACTIVITY 1: FREEDOM CIRCLE

Instructions for the facilitator
The objective of this activity is to promote critical thinking about human rights education/advocacy. The activity emphasizes the responsibility all human have in the enforcement of human rights which is a vital component of human rights education/advocacy that is often neglected. This activity is meant to lead into the upcoming discussion on discrimination, prejudice, etc.

PART A
1. Ask a participant to leave the room. Selecting a woman participant helps to make this exercise also about women's human rights education/advocacy. Inform the participant that you will go and get her in a few minutes.
2. Ask all the other participants to form a circle and hold hands. Inform them that the participant who is outside the room will be placed inside of the circle. Under no circumstances should they allow this person out of the circle.
3. The facilitator then invites the participant back into the room and asks her to go inside the circle and wait for further instructions.
4. Once the participant is inside the circle walk away from the group and let the participants be in the situation for about 2 minutes. This should be enough time for participants to become uneasy.
5. Call the participant who is in side the circle to come over as though you forgot to give an instruction. You should call the participant several times until she tries to forcefully break free from the circle. (According to the source, the participant has never been allowed out of the circle.)
6. Before the energy level becomes too intense, stop the activity leaving the circle intact with the participant inside of it.
7. Proceed to Part B, debriefing.

PART B

Ask the participants the following questions:

- **Question:** Does the participant inside the circle still have freedom of movement in theory?
  Answer : Yes, should be the response if you have previously taught about the inherent nature of universal human rights.
- **Question:** Does the separated participant have freedom of movement in reality? Why or why not?
  Answer:- No, is the answer. Ask them "Why?"

Once they have provided some responses, ask them:
- Who/what gives the participant in the circle her rights?
- Whose responsibility is it to ensure her right of freedom of movement?
- Was it not all of you who took away that right in practice?

APPENDIX 4 – 1 CONT'D

Comment: Participants may respond that is your responsibility because you gave the participants the instructions. Whether or not this point is raised you can then continue by leading a discussion highlighting the following

- As the facilitator, you instructed them to restrict freedom, however they failed their first human rights test because no one questioned your authority to make the rules.
- No one allowed the participant to have the freedom of movement that is legally hers.
- They were all compliant in helping you deny this participant her human right.

- Finally, if the participant in the circle is a woman, you can tell the participants that they have also violated women's human rights.
- Ask participants to think about how freedom of movement, including women's, is restricted on a daily basis in their family/community/nation?
- Ask them what they are doing to prevent these violations? If they are not doing anything then are they responsible for a human rights violation?