Centre international
d'éducation aux droits humains
International Centre for
Human Rights Education

Human Rights Education:
A Pathway to Building a Human Rights Culture in
Iraq, the Middle East and North Africa

Strengthening Human Rights Education in Iraq: Workshop III

Training of Trainers

Erbil, Kurdistan
21 – 27 November 2009

Workshop Manual

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Introduction

Background

This manual forms the basis of the third human rights education (HRE) workshop for Iraqi NGOs as part of Equitas' Middle East and North Africa (MENA) Program. The goal of Equitas' MENA Program is to contribute to increased respect for human rights, advances in democracy and good governance, and reduced conflict in the Middle East and North Africa, and in particular in Iraq, through effective human rights education aimed at the realization of a culture of human rights in the region for all. The program seeks to strengthen the capacity of regional and local organizations to undertake HRE as a tool for social transformation.

An HRE Workshop III for Iraqi NGOs is the last in a series of workshops meant to enable human rights educators from Iraq to learn about basic human rights and essential elements of HRE.

This third workshop is a Training of Trainer's (TOT) workshop.

Participants

There are approximately twenty participants attending the workshop, primarily from non-profit, non-governmental organizations (NGOs) or community-based organizations (CBOs) working in human rights in Iraq. Most participants also attended the first and second workshops which took place in March 2007 and May 2008, respectively.

Objectives

The objectives of the TOT Workshop for Iraqi NGOs are the following:

- **Identify** the components of an effective human rights education program in the context of the region
- **Plan** and **design** effective human rights education activities for specific target audiences using a participatory approach
- **Develop** and practice skills in the facilitation of human rights education events
- **Develop** skills in HRE program evaluation and follow-up
- **Produce** a model for a training session to be implemented in local Iraqi contexts

Throughout the workshop, these objectives will be achieved through a participatory approach to learning. Common themes from previous workshops and the MENA program in general will also be addressed throughout, namely the use of a rights-based approach to HRE. Other common themes are:

1) Conflict transformation and HRE

2) Gender and HRE

3) The relationship between civil society and the state, and citizenship

Funds will be made available to support some of the local activities developed by the participants during the workshop. Prior agreement will also be obtained from the participants' organizations to allow them to participate in the development and implementation of these local training activities. This is a critical element of the program, giving the participants an immediate opportunity to use what they have learned and to further develop their experience, which in turn will impact on the human rights situations in their contexts.

The completion of an "**HRE Workbook**" aims to increase organizational capacity by providing participants with a framework for developing their local HRE activities and putting their learning into practice. By reflecting on the content of the workshop, the **HRE Workbook** helps the participants determine how the content is transferable to their own context, resulting in a planned integration of this new knowledge in the future activities of their organization. Throughout the workshop, participants will have opportunities to discuss their **HRE Workbook** with other participants, facilitators, the Equitas team for feedback.

Expected Results

Upon returning to their respective organizations, participants are expected to:

1. **Improve** the quality of HRE activities they develop and implement.

2. **Transfer** acquired human rights knowledge, HRE skills and techniques to the members of their organizations.

3. **Strengthen** the application of a gender perspective in their HRE work.

4. **Commit** themselves to the strengthening of the MENA network by sharing their knowledge and skills with network members and by actively engaging in network activities aimed at the promotion and defence of human rights in Iraq.

Methodology

The curriculum design model of the workshop is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the workshop will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for action. Continued reflection and evaluation are central to the learning process. There will be debriefing and evaluation sessions at the end of each day and recaps at the beginning of each day to establish the linkages between the activities.

The facilitators are skilled in adult education methods, knowledgeable about human rights and experienced in working with diverse groups.

About the Manual

Pre-Session Online Activities: Prior to the TOT, participants will exchange online through the Equitas Community. As has been done in the past before sessions or workshops, participants and Equitas staff will have the opportunity to discuss a number of aspects related to the TOT, such as their expectations related to the TOT, their thoughts on the current human rights situation in the country and how it relates to their work as HRE trainers, and exchanges with MENA TOT participants on issues they have encountered as trainers/facilitators.

Module 1: Getting Started serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants review their expectations for the TOT and have the opportunity to listen to the experiences of the facilitators, all of whom were part of the MENA TOT workshops. There is also a review of the participatory approach for HRE and an opportunity to learn more about this approach.

In **Module 2: Designing HRE**, participants explore how HRE can be a force for positive social change in Iraq. During the Iraq Workshop II (May 2008), participants examined how their HRE work can contribute towards individual, organizational/community, and societal changes. During this activity, participants take a fresh look at the context of their HRE work. They will also identify specific examples of positive social change as a result of their HRE work.

This enables participants to examine the basic steps of developing an HRE event. There are many different types of HRE events (advocacy campaign, research, monitoring, etc.). For the purposes of this TOT, the focus is on designing an HRE training session. Participants will use a model for designing an HRE training session and adapt it for specific target audiences.

In **Module 3: Facilitation Skills**, participants have the opportunity to reflect on their role as facilitators of an HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing them. Two specific areas of focus are facilitation in conflict areas and gender and facilitation.

In **Module 4: Evaluation**, Transfer, and Follow Up, participants determine effective methods for measuring results. They also plan evaluation and follow up activities for the training they have designed, which are essential elements for ensuring the sustainability of HRE work.

Module 5: Model for an HRE Event provides the opportunity for participants to complete the models for the training sessions they have been developing throughout this workshop and share them with the group for comments and feedback.

In **Module 6: Evaluation**, participants will have the opportunity to give their feedback on the workshop.

Preparatory Work

In preparation of the workshop, participants discuss aspects of their HRE work on the Equitas Community. The Equitas Community is an online meeting place for participants, facilitators, resources persons and staff of Equitas training programs, which is specifically designed to extend the learning experience beyond workshops.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education.

Equitas – International Centre for Human Rights Education was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

Since then, Equitas has become a global leader in human rights education. Equitas' capacity-building programs in Canada and abroad have assisted civil society organizations and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfillment.

Equitas' regional human rights education programs currently focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas' current plans call for the expansion of our programming in Canada, the Middle East and the Americas while continuing to work in Asia, CEE/CIS and Africa.

Acknowledgements

The following Curriculum Development Team developed this training manual:

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Schedule

Day / Time	DAY 1 Saturday November 21	DAY 2 Sunday November 22	DAY 3 Monday November 23	DAY 4 Tuesday November 24	DAY 5 Wednesday November 25	DAY 6 Thursday November 26	DAY 7 Friday November 27
Morning 8:30 – 12:30	**Module 1: Getting Started** *Act.1:* Welcome and Overview	**Module 2: Designing HRE** *Act. 3:* HRE and Social Change *Act. 4:* The Basics of Developing an HRE Training	*Act. 5:* Assessing the Learning Needs of Different Target Audiences *Act. 6:* Determining Goals and Objectives	*Act. 8:* Determining Program Materials and Appropriate Techniques 30 min free time (if needed)	*Act. 10:* Conflict and Facilitation (with resource person) 30 min free time (if needed)	*Act. 11:* Gender and Facilitation (with resource person) 30 min free time (if needed)	**Module 5: Model for an HRE Event** *Act. 14:* Finalizing the Model Workbook (1 hr)
Lunch 12:30 – 13:30							
Afternoon 13:30 – 17:30	*Act. 2:* Human Rights Educators and the Participatory Approach	*Act. 4* continued Group brainstorm: energizers Workbook (1 hr 30 min)	*Act. 7:* Determining Program Content Workbook (30 min)	**Module 3: Facilitation Skills** *Act. 9:* General Facilitation Skills Workbook (1 hr 30 min)	**Field visit (to be confirmed)**	**Module 4: Evaluation** *Act. 12:* Educational Evaluation and the Continuous Improvement Cycle *Act. 13:* Evaluation Techniques	**Module 6: Next Steps** *Act. 15:* Next Steps and Evaluation

Online Preparatory Work

Overview

Prior to the TOT, participants will exchange online through the Equitas Community. As has been done in the past before sessions or workshops, participants and Equitas staff will have the opportunity to discuss a number of aspects related to the TOT, such as:

1. Their expectations related to the TOT
2. Their thoughts on the current human rights situation in the country and how it relates to their work as HRE trainers
3. Exchanges with MENA TOT participants on challenges they have encountered as trainers/facilitators

Online discussions will begin two and a half weeks before the workshop (November 2). Apart from discussion forums open to TOT participants, there will also be an open forum where all members of the MENA community can post messages.

Online Activity		Time
Activity 1	Expectations and Offers	November 2 – 8
Activity 2	Human Rights Context in Iraq	November 9 – 13
Activity 3	Challenges to Address as Trainers/Facilitators	November 14-18

Activity 1 Expectations and Offers

Objective

To discuss participants' expectations and offers for the workshop.

Time

2 – 8 November 2009

Description

Online discussions start two weeks before the workshop and continue until the workshop takes place. The online discussions will be readable by everyone who has access to the online MENA group. There will be an "open forum" where anyone can post a message, and another forum where everyone can read messages but only participants of the workshop can post them.

There is an assumption that all participants will engage in the online discussions, but it is also a fact that active online participation depends on many factors, including access to technology.

For the first week of online discussions, participants are invited to share with others two things: 1. their expectations for the workshop, and 2. what they can offer other participants. In order to frame their responses, participants are invited to read the workshop outline posted in English and Arabic on the Community.

Activity 1 Questions:

Read the workshop outline before answering these questions.

1. **What are your expectations for the workshop?**

   For example, are there any specific skills you would like to develop or strengthen, such as certain facilitation techniques? Is there any particular human rights or HRE content you would like to learn more about?

2. **What can you offer other participants?**

   For example, you may be able to offer expertise related to human rights of specific target audiences, or you may be knowledgeable about gender, or human rights in conflict environments, etc.

Continued ▸ ▸ ▸

Activity 1 cont'd

The questions are posted by Equitas staff and participants are encouraged to post their replies. Apart from indicating their own expectations and offers, participants may also react to what other participants have written.

End of Activity ■

Activity 2 Current Human Rights Situation in Iraq

Objective

To begin a discussion on current human rights issues in Iraq. This discussion will help shape the content of the TOT.

Time

9 – 13 November 2009

Description

The second online discussion revolves around the human rights context in Iraq.

This online discussion enables participants to identify some of the significant changes in this context prior to addressing them during the TOT.

For this online discussion, participants are asked to post a message about their understanding of the human rights situation in Iraq.

Activity 2 Question:

What are some of the significant changes in the human rights context in Iraq over the past year?

Try to focus your answers in relation to the themes we have been addressing in the MENA Program, namely:

1. Gender and human rights
2. Conflict and human rights
3. The relationship between civil society and States and citizenship

End of Activity ■

Activity 3 Challenges to Address as Trainers/Facilitators

Objective

To identify key challenges to address as human rights trainers/facilitators. This discussion will continue throughout the TOT.

Time

14 – 18 November 2009

Description

The third and final online discussion revolves around challenges they have faced as human rights trainers/facilitators. The online discussion will enable participants to identify common and specific challenges they face in as trainers/facilitators. These challenges will then be discussed throughout the TOT with the goal of identifying strategies to address them.

Activity 3 Questions:

What are some of challenges you have faced as a human rights trainer/facilitator?

For example:

- How to handle a group of participants who are at different levels of understanding

- Solving conflicts between participants

- Finding concrete ways to teach difficult concepts, such as human rights principles

- How to deal with participants who have strong viewpoints that do not respect human rights

- Etc.

End of Activity ■

Module 1
Getting Started

Overview

Module 1: Getting Started serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants review their expectations for the TOT and have the opportunity to listen to the experiences of the facilitators, all of whom were part of the MENA TOT workshops. There is also a review of the participatory approach for HRE and an opportunity to learn more about this approach.

Activity		Time
Activity 1	Welcome and Overview	2 hrs 30 min
Activity 2	Human Rights Educators and the Participatory Approach	1 hr 30 min

Activity 1 Welcome and Overview

Objective

To welcome participants to the workshop.

Time

2 hrs 30 min

Description

This activity is divided into five parts.

In **Part A**, the Equitas team will welcome participants to the TOT.

In **Part B**, the facilitators will lead the group with an energizer.

In **Part C**, facilitators will provide an overview of the TOT.

In **Part D**, participants will discuss the salient points of the online discussions that preceded the TOT.

In **Part E**, the facilitators will share their experiences as participants of the MENA TOT workshops.

15 min **Part A Welcome**

The Equitas team offers some introductory remarks situating the relevance of the TOT within the MENA Program.

15 min **Part B Energizer**

Most participants already know each other, but it is important to set the tone for creating and sustaining a positive, energetic working environment. The facilitators lead participants through the energizer.

15 min **Part C Workshop Overview**

The facilitators go over the goal, objectives, expected results and content of the TOT.

The facilitators also lead a brainstorm on the ground rules for working together as a group. For more on rules, see the "**Reflection: Ground Rules**" box.

Continued ▸ ▸ ▸

Reflection: Ground Rules

Human rights educators use different formulations to refer to '**ground rules'**. Some for instance prefer talking about **"making an agreement" on working effectively as a group**. The rationale given is that the term 'ground rules' suggests a restriction in the group activity while a mutual agreement facilitates the functioning of a group.

Once you have established the rules for this group, reflect on the following questions:

- Which term would you be comfortable using in your training?
- Is the setting of ground rules appropriate for every type of human rights education event?
- Are there rules that should be common to every group?
- Are there conditions that influence the kinds of rules that are developed? For example, if there are more men than women in a group, or if there are participants who are senior and junior from the same organization? How can a facilitator ensure equal participation in cases like these?
- Is it appropriate for the facilitator to suggest some of the ground rules or should this be left entirely to the participants?
- Who should be responsible for monitoring ground rules? What should be the group's response when ground rules are not respected?
- What are some successful practices for setting ground rules?
- Is your approach to ground rules different when you are a participant and when you are the facilitator in a workshop?

45 min

Part D Taking Stock of Online Discussions

The facilitators lead a large group discussion to identify the salient points of the first two online activities prior to the TOT. The third online activity will be discussed in **Activity 2**.

The points from all online activities will be addressed throughout the TOT.

Continued ▸ ▸ ▸

Activity 1 cont'd

Online Activity 1: Questions to consider concerning expectations and offers:

- Do you think your expectations will be met by the workshop? Are there some expectations which may not be met by the workshop? If yes, how can they be addressed in other ways?
- How can we share what we have to offer others in this workshop? How can we share our offers with the wider Equitas MENA group?

Online Activity 2: Questions to consider about the human rights context in Iraq (refer to **Reference Sheet 1: Human Rights Context in Iraq** for further information):

- What are the most salient changes in the human rights context in Iraq over the last year (for example, changes in the type and intensity of conflict)? Are there common changes identified by most participants? Are there specific changes applicable to certain regions in the country, or certain groups (such as minorities, IDPs, women, etc.)?
- How have the changes in the human rights context affected men and women, boys and girls differently?
- Has there been an improvement in the protection and fulfillment of certain rights? If yes, which rights? Who are the actors contributing to this improvement?
- Has there been an increase in human rights abuses or human rights violations? If yes, which rights? Who are the actors contributing to this increase?
- How have the relationships between civil society organizations (CSOs) and different levels of government helped or hindered the protection and fulfillment of human rights?

Online Activity 3 on challenges as trainers/facilitators will be addressed in **Activity 2**.

Continued

1 hr **Part E Reflections on the MENA TOTs**

The facilitators share their impressions on what they have learned over the course of the three TOT workshops.

The facilitators focus their discussions by answering four main questions:

- What aspects of the TOTs do you feel you have developed/strengthened the most since the program began? (For example, human rights content, designing HRE activities, use of the participatory approach, etc.)
- How has your work (and the work of your organization) changed since the TOT program began?
- How has the human rights context changed among the target audiences you work with?
- What advice would you offer other human rights educators?

The format for the discussion is as follows:

1. Participants are divided into four small groups.
2. Each group is assigned one facilitator initially. The facilitator shares their thoughts on the first question with their group. (15 min)
3. The facilitators switch groups and discuss the second question with the next group. (15 min)
4. The facilitators switch groups and discuss the third question with the next group. (15 min)
5. The facilitators switch groups and discuss the final question with the last group. (15 min)
6. The large group briefly reconvenes and discusses the process.

End of Activity ■

Reference Sheet 1: Human Rights Context in Iraq – Events of 2008

Human rights conditions in Iraq remain extremely poor. Security gains in 2008 did little to ease Iraq's crisis of displacement, with about 2.8 million Iraqis displaced within the country and another 2 million abroad, mainly in Syria and Jordan.

The government continues to rest on a narrow political and ethnic/sectarian base, though Tawafuq, a Sunni bloc, returned to its ranks in July after a year-long boycott. The government was to incorporate into state forces up to 100,000 mainly Sunni paramilitaries paid by US forces to provide local security, but government officials disputed their numbers and threatened to arrest some leaders, casting doubt over the plans.

Government-run detention facilities struggled to accommodate over 24,000 detainees, and tardy judicial review of cases exacerbated overcrowding. The US military said in October its detainee population had fallen to about 17,000 from a peak of approximately 26,000 in late 2007. Some detainees have spent years in custody without charge or trial.

As of mid-November 2008, Iraq's parliament was preparing to vote on a security agreement with the US to govern the presence of foreign troops when the UN Security Council mandate for the Multi-National Force-Iraq (MNF) expired at the end of 2008.

Political Developments

Iraq's parliament passed legislation in February intended to refine procedures for vetting former Baath Party members; the new law continues to focus on group affiliation rather than individual responsibility for past abuses. An amnesty law was passed at the same time aimed in part at easing overcrowding in the detention system, but had limited impact on the detainee population. In September parliament passed legislation needed to hold provincial elections, seen as crucial to redressing a 2005 polls boycott by Sunnis and loyalists of Shia cleric Muqtada al-Sadr; however, it deferred a decision on elections in ethnically divided Kirkuk.

MNF and Iraqi Government Military Operations

Military operations by the MNF continued against insurgents throughout the country, and continued also to cause civilian casualties. For example, on September 19, US troops backed by airstrikes killed seven Iraqis north of Baghdad; the MNF said it had targeted an al Qaeda bomb maker, but local officials said those killed were members of a displaced Baghdad family.

Iraq's military launched offensives against insurgent and militia forces in various parts of the country. The government launched military operations with US military backing against loyalists of Muqtada al-Sadr in Basra and Baghdad in April and May. April operations centered in Baghdad's Sadr City killed at least 595 people, nearly half of them civilians, according to UN figures.

Attacks on Civilians and Displacement

Civilians remained the targets of attacks by Sunni and Shia armed groups across the country, though the number of such attacks fell after the US and Iraqi security offensive ("surge") in 2007. In February 2008 Muqtada al-Sadr extended a freeze on the activities of his Jaysh al-Mahdi (Mahdi Army) militia; many Iraqis attributed the reduced level of violence in Iraq to the halt in the militia's armed activities in 2007 following bloody clashes with rival Shiite forces.

In Baghdad, twin bombings in a crowded commercial district on March 7, 2008, killed as many as 71 people, a June 18 truck bomb in a neighborhood where Sunnis have been displaced by Shiite militias killed as many as 63 people, a female suicide bomber targeting Shia pilgrims killed at least 32 people on July 28, and two separate waves of attacks before and during the Eid al-Fitr holiday in early October killed at least 48 people. A car bomb in Dujail, north of Baghdad, killed as many as 32 people on September 12. A second female suicide bomber on July 28 in Kirkuk killed about 25 people during a Kurdish protest over the provincial elections law.

Displacement born of sectarian violence continued, but economic pressures and difficulties maintaining legal status in Syria, Jordan, and Egypt induced some refugees to return, and Iraq's government periodically announced financial incentives for returnees. (For the situation of the largest Iraqi refugee population, and of Palestinians fleeing Iraq and stuck at the Syrian border, see Syria chapter.) In Baghdad, returnees were seldom able to reclaim their former homes, though a campaign launched by security forces to evict squatters from homes they occupy was aimed at paving the way for returns. In Baghdad and elsewhere, orders for squatters to vacate public properties threatened to compound displacement.

In August the office of the United Nations High Commissioner for Refugees (UNHCR) reported that only 10,000 of the 30,000 Iraqis it had referred for settlement in the US since early 2007 had departed, though the pace accelerated in mid-2008. In September the US State Department said it had reached its goal of admitting 12,000 refugees in fiscal year 2008 (up from 1,600 in 2007), and had a target of 17,000 admissions in fiscal year 2009. The European Union for the first time also promised to take more Iraqi refugees.

Detention and Torture by Iraqi Forces

Reports of widespread torture and other abuse of detainees in detention facilities run by Iraq's defense and interior ministries and police continue to emerge. Detainees interviewed by Human Rights Watch at Iraq's Central Criminal Court in May recounted abuse by police and military personnel in initial detention; the United Nations Assistance Mission for Iraq (UNAMI) previously reported widespread allegations of abuse in pretrial detention. Iraq's presidency council in August ratified parliament's approval for Iraq to become a party to the UN Convention against Torture.

The number of detainees in Iraqi government custody (excluding the northern Kurdish region) stood at approximately 24,000 in August, according to a Human Rights Ministry official. Judicial authorities reported in August over 100,000 approved amnesty applications but as of September diplomats tracking amnesty implementation estimated releases stood at only 5,000-8,000; estimates from Iraqi officials in October suggested a lower figure. The United Nations Children's Fund (UNICEF) in August reported some easing of overcrowding

at al-Tobchi juvenile detention facility-where detainees had told UNAMI of sexual abuse in custody in 2007-following the release of hundreds of detainees under the amnesty.

MNF Detention

As of early October 2008 the US military said it was holding about 17,000 detainees in Iraq; the previous month it said it had released approximately 13,000 since the beginning of 2008. Reviews of cases were limited to administrative hearings that fall short of internationally recognized due process norms. MNF officials estimated in May that no more than a tenth of detainees would be referred for criminal proceedings in Iraqi courts. In June the US Supreme Court issued a disappointing decision regarding two US citizens, Shawqi Omar and Mohammad Munaf, detained by the US in Iraq. While the Court upheld federal court jurisdiction over the men's cases, it paid little heed to the men's substantive claims that they would be tortured if turned over to Iraqi custody, stating that such assessments were for the political branches of government to make.

The number of children in MNF custody dropped during 2008 from a high of nearly 900 in December 2007 to approximately 170 as of mid-September 2008. The sharp decrease appears to reflect faster MNF processing of children's cases, transfers to Iraqi custody for trial, and a shift from arrests by the MNF to arrests by Iraqi forces. Juvenile detainees in MNF custody continue to lack access to independent legal counsel to challenge detention.

Accountability for Past Crimes

In May the Iraqi High Tribunal (IHT) began trying former foreign minister and deputy prime minister Tariq Aziz, along with seven other defendants, for the former government's execution of merchants accused of profiteering while Iraq was under sanctions in 1992. Previous trials in the IHT, including that of former president Saddam Hussein for crimes against humanity, were marred by failure to disclose key evidence, government conduct undermining the independence and impartiality of the court, and violations of defendants' right to confront witnesses.

Gender-Based Violence

Violence against women and girls in Iraq continues to be a serious problem, with members of insurgent groups and militias, soldiers, and police among the perpetrators. Even in high-profile cases involving police or security forces, prosecutions are rare. Insurgent groups operating in Basra and Baghdad have specifically targeted women who are politicians, civil servants, journalists, and women's rights activists. They have also attacked women on the street for what they consider "immoral" or "un-Islamic" behavior including not wearing a headscarf. The threat of these attacks keeps many Iraqi women at home. "Honor" killing by family members also remains a prevalent physical threat to Iraqi women and girls. While dozens of cases were reported in 2008, few resulted in convictions.

Lesbian, gay, bisexual, and transgender people are also vulnerable to attacks from state and non-state actors.

Key International Actors

As of September 2008, the United States had approximately 146,000 troops in Iraq (down from 160,000-170,000 at the height of the 2007 "surge"). The United Kingdom, the only

other country with a significant number of personnel in Iraq, had approximately 4,000. Most other countries with forces in Iraq were expected to withdraw them ahead of the lapse of the MNF's mandate in December 2008.

Prime Minister Nouri al-Maliki's government in November approved a security agreement with the US that would entail the withdrawal of all US forces by the beginning of 2012. Drafts of the agreement indicated that Iraqi-US committees would determine whether Iraqi legal jurisdiction could apply in instances where US troops were accused of committing crimes while outside specified military installations.

In August the UN Security Council voted to extend the mission of UNAMI for one year. The UNAMI Human Rights Office monitors, reports, and follows up on human rights violations as part of a plan aimed at developing Iraqi mechanisms for addressing past and current abuses.

Source: Human Rights Watch Report, English: http://www.hrw.org/en/node/79254 Arabic: http://www.hrw.org/en/world-report/2009-12.

Activity 2 Human Rights Educators and the Participatory Approach

Objectives

To identify how the participatory approach is put into practice during the TOT.

To review the necessary skills of an effective human rights educator.

To learn more about the participatory approach.

Time

2 hrs

Description

This activity is divided into three parts.

In **Part A**, the facilitator will lead a discussion on the participatory approach in practice.

In **Part B**, you will complete a self-assessment questionnaire on skills of a human rights educator.

In **Part C**, the facilitator will present additional ideas on the participatory approach.

30 min

Part A Putting the Participatory Approach into Practice

The facilitators lead a brainstorm how the participatory approach is put into practice during the Equitas workshops or sessions participants have participated in so far. Examples can include:

- Having resource persons complement participants' knowledge of a particular topic
- Daily debriefs at the end of each workshop day which include participants
- Discussion forums on the Equitas Community before a workshop
- Distribution of a workshop outline for validation and feedback from participants

Continued ▸ ▸ ▸

- Etc.

Questions for discussion:

- How do you use the participatory approach in your HRE work? How do you adapt the participatory approach for different target audiences?
- How does the participatory approach compare to other educational approaches?
- Based on your experience, what are the strengths and limitations of the participatory approach?
- Look back at the online discussion on challenges faced as a trainer/facilitator. Are there any challenges related to applying the participatory approach?

30 min **Part B Self Assessment**

Participants take a few minutes to complete **Worksheet 1: Self-Assessment for Human Rights Educators**. This self-assessment will provide participants with a reference point on their skills as human rights educators.

Once everyone has completed the self-assessment, the facilitator leads a large group discussion. The discussion is based on the results of the self-assessment and the third online activity on challenges faced as trainers/facilitators (see **Online Activity 3: Challenges to Address as Trainers/Facilitators**).

Questions for discussion:

- Looking at the results of the self-assessments, are there any areas where the participants have considerable expertise? What are they?
- Are there any areas where you need to increase your level of expertise? Which ones?
- Are there common "facilitation dilemmas" that have been identified? If yes, what are they?
- How can this training enable participants with less expertise in certain areas to benefit from participants with more expertise? What would be some effective strategies?

Continued ▸ ▸ ▸

It is important to keep in mind that the self-assessment is meant to be a tool to help you identify your individual strengths and weaknesses so that you can plan strategies for improvement.

1 hr

Part C Learning More about the Participatory Approach

The facilitators lead a discussion on the participatory approach. Topics to discuss include:

- **Reference Sheet 2: The Learning Spiral** (review)
- **Reference Sheet 3: Paulo Freire's Educational Theory**
- **Reference Sheet 4: Understanding the Participatory Approach**
- **Reference Sheet 5: Different Levels of Participation**
- **Reference Sheet 6: The Reflective Practitioner**

End of Activity ■

Worksheet 1: Self-Assessment as Human Rights Educators

Level of Experience in Designing HRE	1 no experience	2 minimal experience	3 experienced	4 very experienced
a) Instructional design				
1. Determining program goals and objectives	☐	☐	☐	☐
2. Developing training materials	☐	☐	☐	☐
3. Determining program content	☐	☐	☐	☐
4. Increasing transfer of learning in the workplace	☐	☐	☐	☐
5. Assessing participants needs	☐	☐	☐	☐
6. Evaluating training	☐	☐	☐	☐
b) Applying methodology and theory for developing and delivering HRE sessions				
7. Using a participatory methodology in your human rights education work	☐	☐	☐	☐
8. Applying human rights education theory	☐	☐	☐	☐
9. Applying adult learning theory	☐	☐	☐	☐
c) Designing human rights training materials				
10. Writing case studies	☐	☐	☐	☐
11. Designing role plays	☐	☐	☐	☐
12. Designing other types of participatory activities	☐	☐	☐	☐
d) Using evaluation tools and techniques				
13. Doing needs assessment	☐	☐	☐	☐
14. Developing indicators for assessing outputs, outcomes and impact	☐	☐	☐	☐
15. Conducting interviews	☐	☐	☐	☐
16. Writing questionnaires	☐	☐	☐	☐

Level of Experience in Designing HRE	1 no experience	2 minimal experience	3 experienced	4 very experienced
17. Using learning journals	☐	☐	☐	☐
e) Coordinating a HRE session				
18. Ability to arrange the program logistics	☐	☐	☐	☐
19. Designing a budget	☐	☐	☐	☐
20. Managing a budget	☐	☐	☐	☐

Level of Experience as a Facilitator	1 no experience	2 minimal experience	3 experienced	4 very experienced
a) Setting the climate				
1. Selecting and preparing the training space (e.g., the room)	☐	☐	☐	☐
2. Creating a supportive environment where people feel free and safe to take risks	☐	☐	☐	☐
b) Group dynamics				
3. Keeping the group on task during sessions	☐	☐	☐	☐
4. Getting participants to respect the schedule (i.e., starting time, breaks)	☐	☐	☐	☐
5. Balancing the needs of individual participants with the needs of the group	☐	☐	☐	☐
6. Harmonizing the needs of the participants with the demands of the process	☐	☐	☐	☐
7. Handling difficult participants	☐	☐	☐	☐
8. Working constructively with diversity	☐	☐	☐	☐
9. Reading the mood of the group and making necessary adjustments	☐	☐	☐	☐
10. Having participants reflect on the dynamics of the group	☐	☐	☐	☐
c) Process skills				

Level of Experience as a Facilitator				
	1 no experience	2 minimal experience	3 experienced	4 very experienced
11. Presenting activities in a clear and concise manner	☐	☐	☐	☐
12. Asking probing questions	☐	☐	☐	☐
13. Encouraging critical thinking	☐	☐	☐	☐
14. Paraphrasing interventions by participants	☐	☐	☐	☐
15. Synthesizing discussions	☐	☐	☐	☐
16. Making appropriate links and connections	☐	☐	☐	☐
17. Debriefing activities	☐	☐	☐	☐
18. Using icebreakers and energizers	☐	☐	☐	☐
19. Using a variety of participatory training techniques (e.g., brainstorming, role plays, case studies)	☐	☐	☐	☐
20. Flip charting	☐	☐	☐	☐
21. Using audio-visual equipment	☐	☐	☐	☐
d) Problem-solving skills				
22. Defining a problem	☐	☐	☐	☐
23. Generating solutions in a participatory manner	☐	☐	☐	☐
24. Managing conflict	☐	☐	☐	☐
e) Communication skills				
25. Listening and really focusing on what participants are saying rather than what you will say next	☐	☐	☐	☐
26. Interpreting participants' non-verbal cues and responding appropriately	☐	☐	☐	☐
27. Encouraging dialogue rather than debate	☐	☐	☐	☐
28. Handling questions	☐	☐	☐	☐

Level of Experience as a Facilitator				
	1 no experience	2 minimal experience	3 experienced	4 very experienced
29. Making presentations	☐	☐	☐	☐

Reference Sheet 2: The Learning Spiral

The Curriculum Design Model

The “Spiral Model”, which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:

1. Learning begins with the experience and knowledge of the participants. The educational approach is learner-centered, and aims at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.

2. After the participants have shared their experiences, they analyze that experience and look for patterns (i.e., what are the commonalties? what are the patterns?)

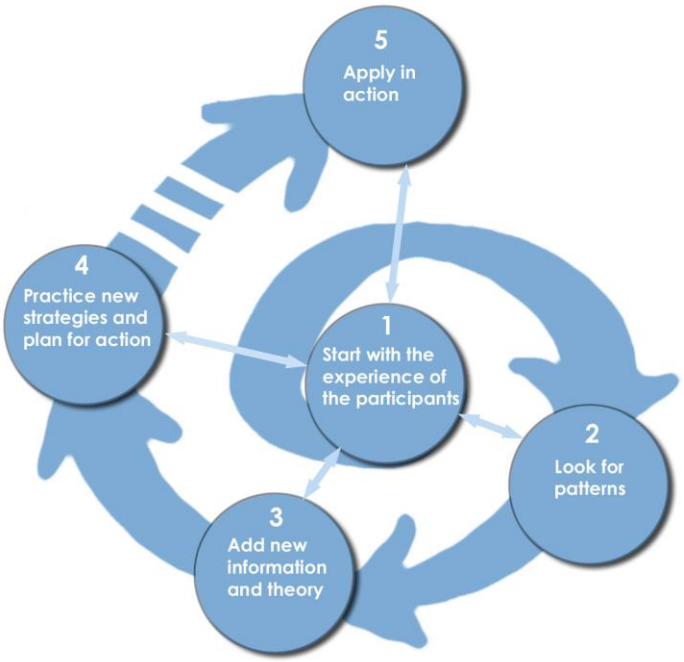
3. To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.

4. Participants need to practice what they have learned. They need to practice new skills, develop strategies and plan for action.

5. Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

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

The Spiral Model – Diagram 1



Reference Sheet 3: Paulo Freire

Key words:

- **Dialogue**
- **Praxis**
- **Conscientization**
- **Experience**

Paulo Freire (1921 - 1997), the Brazilian educationalist, has left a significant mark on thinking about progressive practice. His *Pedagogy of the Oppressed* is currently one of the most quoted educational texts (especially in Latin America, Africa and Asia). Freire was able to draw upon, and weave together, a number of strands of thinking about educational practice and liberation.

Four aspects of Paulo Freire's work have a particular significance. First is his emphasis on **dialogue**. Paulo Freire was able to take the discussion on several steps with his insistence that dialogue involves respect. It should not involve one person acting **on** another, but rather people working with each other. Too much education, Paulo Freire argues, involves 'banking' - the educator making 'deposits' in the educatee.

Second, Paulo Freire was concerned with **praxis** - action that is informed (and linked to certain values). Dialogue wasn't just about deepening understanding - but was part of making a difference in the world. Dialogue in itself is a co-operative activity involving respect. The process is important and can be seen as enhancing community and building social capital and to leading us to act in ways that make for justice and human flourishing.

Third, Freire's attention to naming the world has been of great significance to those educators who have traditionally worked with those who do not have a voice, and who are oppressed. The idea of building a 'pedagogy of the oppressed' or a 'pedagogy of hope' and how this may be carried forward has formed a significant impetus to work. An important element of this was his concern with **conscientization** - developing consciousness, but consciousness that is understood to have the power to transform reality' (Taylor 1993: 52).

Fourth, Paulo Freire's insistence on situating educational activity in the lived **experience** of participants has opened up a series of possibilities for the way informal educators can approach practice. His concern to look for words that have the possibility of generating new ways of naming and acting in the world when working with people around literacies is a good example of this.

Source: http://www.infed.org/thinkers/et-freir.htm

Reference Sheet 4: Understanding the Participatory Approach (Equitas Community Members)

What is your understanding of the participatory approach? Responses from Community members:

1. The participatory approach is a technique that allows a facilitator to get the participants to participate in a learning process – learning where the participants are not only “empty receptacles” but a full part of their learning. The participative approach is focused on the participant, and it implies everyone’s active participation. I would call it an “abusive participation’ of the participants in the process, such as the learning spiral developed by Equitas and put into practice with the participatory approach developed by Paulo Freire.

2. I understand participatory approach as an important tool that takes intended beneficiaries perspective into account and giving them a greater say in designing, planning and managing the task. It builds trust, ensures satisfaction, allows different stakeholders to articulate their needs, and fosters people's ownership in the initiatives. This approach generally stands on four principles; participation, negotiation, learning and flexibility.

3. It is like having a goal(usually flexible , I mean it can be improved always) that I want others(participants) to get too , but I want them to get it by their own way that should be suitable & applicable by them ,accommodating their individual differences. So to achieve that I need there feedback to design the final draft (that may be even better than my initial one) & this can help both of us (facilitator & participants) to improve our knowledge & learnings.

4. It’s getting a message through the participation of everyone’s individual experiences. The communicator, the trainer, the agent of change, the educator, the mobilizer, starts from the experiences of each and every one to build and get the message across. The advantage is that each of them can find a bit of themselves in the development of the presenter and this gets everyone’s experiences together. It’s a way to learn from the others.

5. It’s to make/allow our target group to participate in any activity/project in all steps. We start with the reflection, identifying the needs, the implementation of the activity/project…and we finish with the final evaluation.

6. I understand that a participatory approach is giving to those concerned – the target audiences or beneficiaries – the opportunity, the space, a possibility to express a level of knowledge, an understanding, a vision, expectations and also contribute to the analysis of the problems and the needs, as well as the planning of the activities aiming to answer the needs and the search for solutions to the problems.

7. For me, for a given subject, it’s starting from experiences, the experiences of the target audience and to show them a new way to address that subject.

8. Our understanding of the participatory approach in human rights education is based on the experiences of the participants. This understanding is best reinforced by sharing our experiences of using the participatory approach in the field.

9. The kind of participatory processes i most frequently design and facilitate usually start by inviting the participation of the learner in the design phase of the learning event - whether this is a course, a workshop, a human rights training. Practically speaking, this usually means working with a small representative group of the learners. Every step of the participatory process for me is guided by democratic, human rights and anti-oppressive values. A recent curriculum that i developed was based on research into immigrants and precarious work. Using research that scholars had gathered, i developed, with a partner and the scholars, a draft of a three-hour popular education workshop (it goes without saying that if it's popular education that it is also "participatory"). We then facilitated two pilot workshops with immigrants in precarious work situations and representatives of social service agencies. Participants knew their involvement in these pilots was about giving critical feedback to the design team. We took that feedback, altered the design and completed the curriculum. The learning processes in this workshop include a combination of exercises designed to draw out participants' experience and opinions and exercises aimed at sharing, in a critical and open fashion, what the research generated. And, very importantly, the workshop concludes by involving participants in a process to suggest and decide on action steps they might take.

10. The participatory approach start from the common knowledge of the learners in order to bring what they do not know about a particular theme. For example, in a precise case, such as the consciousness of people against the effects of excision, we ask the participants to tell what they know in terms of effects of excision and the pretext why people commit such actions upon women, etc. before to start any conversations on this subject.

Source: Equitas Community 7th Virtual Conference on the Participatory Approach, August 2009.

Reference Sheet 5: The Ladder of Participation

Where are you on the ladder of participation? The Ladder of Participation can provide you with a means of evaluating the quality of engagement with communities and individuals.

Participants have the idea, setup project and invite the organization to join with them in making decisions.	**Participant initiated, shared decisions with adults**	Degrees of Participation
Participants have the initial idea and decide how the project is to be carried out. The organization is available but does not take charge.	**Participants are directed**	
The organization has the initial idea but participants are involved in every step of the planning and implementation: their views are considered and they are involved in taking the decisions.	**Organization initiated, shared decisions with participants**	
The project is designed and run by the organization but participants are consulted. They have a full understanding of the process and their opinions are taken seriously.	**Consulted but informed**	
The organization decides on the project and participants volunteer for it. The organization respects their views.	**Assigned but informed**	
	Tokenism	Participants are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.
	Decoration	Participants take part in an event but they do not understand the issue.
Non - Participation	**Manipulation**	Participants do or say what the organization suggests they do, but have no real understanding of the issue, or have been asked what they think. The organization uses some of their ideas but do not tell them what influence they have had on the final decision.

Source: http://www.shetland.gov.uk/consultation/guidelines/TheLadderofParticipation.htm

Reference Sheet 6: The Reflective Practitioner

Donald Schön wrote extensively about the use of reflection as a means of understanding new experiences and making sense of them. There are two central notions to his approach of a reflective practitioner: **reflection-in-action**, and **reflection-on-action**. The former is sometimes described as 'thinking on our feet'. It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding.

During **reflection-in-action**, the practitioner allows herself/himself to experience surprise, puzzlement, or confusion in a situation which s/he finds uncertain or unique. S/he reflects on the phenomenon before him/her, and on the prior understandings which have been implicit in her/his behaviour. S/he carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.

Reflection-on-action is done later – after the event or experience. For example, this may be done through a journal where the practitioner reflects on the implications of new experiences on their work and their personally-held beliefs. The act of reflecting-on-action enables us to spend time exploring why we acted as we did, what was happening in a group and so on. In so doing we develop sets of questions and ideas about our activities and practice. It is also beneficial for reflection-on-action to be an activity that is shared with another practitioner, in order to further clarify and understand our own experiences.

Source: Schön, D. (1983) The Reflective Practitioner. How Professionals Think in Action, London: Temple Smith.

Module 2
Designing HRE

Overview

In **Module 2: Designing HRE**, participants explore how HRE can be a force for positive social change in Iraq. During the Iraq Workshop II (May 2008), participants examined how their HRE work can contribute towards individual, organizational/community, and societal changes. During this activity, participants take a fresh look at the context of their HRE work. They will also identify specific examples of positive social change as a result of their HRE work.

This enables participants to examine the basic steps of developing an HRE event. There are many different types of HRE events (advocacy campaign, research, monitoring, etc.). For the purposes of this TOT, the focus is on designing an HRE training session. Participants will use a model for designing an HRE training session and adapt it for specific target audiences.

Activity		Time
Activity 3	HRE and Social Change	2 hrs 30 min
Activity 4	The Basics of Developing an HRE Training	2 hrs
Activity 5	Assessing Learning Needs of Different Target Audiences	2 hrs
Activity 6	Determining Goals and Objectives	1 hr 30 min
Activity 7	Determining Program Content	3 hrs
Activity 8	Determining Program Materials and Appropriate Techniques	3 hrs

Activity 3 HRE and Social Change

Objective

To analyze the social change resulting from participants' HRE work.

Time

2 hrs 30 min

Description

This activity is divided into three parts.

In **Part A**, the facilitators will review social change from previous workshops.

In **Part B**, you will identify how your HRE work has contributed to social change in Iraq.

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

1 hr

Part A Review of Social Change

The facilitators lead a discussion on social change. During the Iraq Workshop II (May 2008), positive social change was identified at different levels: individual, community/group, and societal (see below). During the workshop, participants were asked to identify different types of social change for specific target audiences (such as children, prison officials, women, media, etc.).

- **Individual**: for example,
  - an awareness that rights exist
  - changing of attitudes and behaviours for a greater respect of human rights
  - ability to claim rights
- **Community/group**: for example,
  - greater participation and decision-making of women within the family and the community
  - change in power relations within a community
  - increased access to resources for marginalized groups (for example, access to health services)

Continued ▸ ▸ ▸

- **Societal**: for example,
  - change in laws, regulations, and policies protecting and respecting human rights
  - increased cooperation between civil society and States to protect and fulfill human rights
  - Changing cultural norms and practices that positively impact on human rights (for example, changing gender roles)

The facilitators distribute six metacards to each participant (in three different colours, two cards of each colour). Participants write one example of social change on each card. Each colour represents a different level of social change:

- Blue: individual changes
- Yellow: Community/group changes
- Pink: Societal changes

Once the participants have filled out the metacards, they post them on a flipchart version of **Worksheet 2** and the facilitators lead a discussion.

Questions for discussion:

- Look back at the changes in the human rights context identified during the online discussions and in **Activity 1**. Are any of those changes similar to the ones listed in the flipchart version of **Worksheet 2**?
- Can the changes identified be clearly seen as ***results*** instead of ***activities***?
- What is the relationship between the levels of change? In other words, is it possible to attribute community/group changes to individual changes? Is it possible to attribute societal changes to community/group changes?

45 min

Part B Social Change in Our Work

The facilitators divide participants into small groups. Participants in each group identify and discuss examples of social change that have taken place as a result of their HRE activities. Use **Worksheet 3** to record the results of the discussion.

Continued ▸ ▸ ▸

Record the main elements from your discussion to present to the larger group in **Part C**.

45 min **Part C Large Group Discussion**

Report the result of your group discussion to the larger group. The facilitators synthesize and comment on the information presented by the different groups.

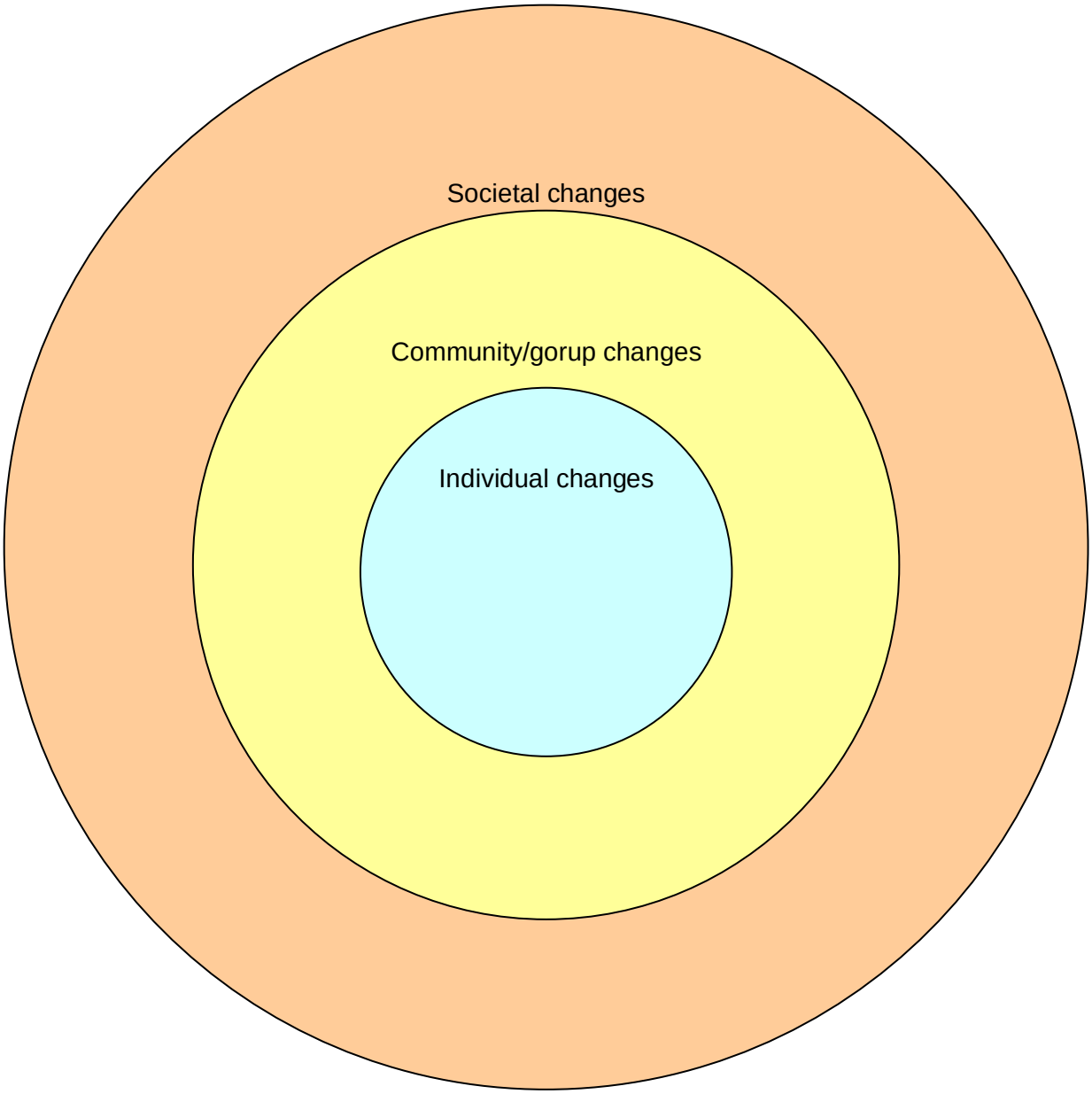
Questions for discussion:

- Are there common areas of social change resulting from participants' HRE work? If yes, which areas?
- How do the changes reflect different impacts on men and women, girls and boys?
- What are some challenges in measuring social change? For example: using the most appropriate evaluation tools or measuring change that takes place over a long period of time.
- This activity focuses on activities participants have **already undertaken and the social changes that have resulted**. What could be other types of social change you would **hope to accomplish** as a result of your work? In particular, what changes would you hope to see:
    - In terms of reducing conflict in your environment?
    - In terms of ensuring greater respect for equality between men and women and boys and girls?
    - In terms of fostering a stronger relationship between civil society organizations (CSOs) and the State?
    - In terms of promoting citizenship in Iraq?

End of Activity ■

Worksheet 2: Mapping Social Change

Write down examples of what you think social change can be at three different levels: individual, community/group, and societal.



Worksheet 3: Social Change in Our HRE Work

Identify example of your own HRE work that help to illustrate a process of social change. Use the following example below to guide you.

1	**What are our HRE activities?** For example: "Our organization facilitated a series of workshops for community leaders on human rights…"	
2	**How do our HRE activities contribute to social change?** For example: "…and during these workshops, community leaders began to recognize the importance of respecting human rights and questioning their own behaviours…"	
3	**What are the different types of social change?** **How do we know the change has occurred? In other words, what indicators help us measure the change?** For example: "…and because of the community leaders questioned their own behaviours, they consulted men and women in the community on identifying actions the entire community can take to respect human rights. They decided to promote better access to health services and education for their children."	

Activity 4 The Basics of Developing an HRE Training

Objectives

To explore the benefits and challenges of a systems approach to the development, design and implementation of human rights education.

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

To review the development, planning, design, delivery and follow up of a human rights education project/program using a project cycle framework.

Time

2 hrs

Description

This activity is divided into four parts.

In **Part A**, you will work in small groups to discuss your organization's approach to HRE programming.

In **Part B**, you will discuss the key elements of a systems approach to HRE programming.

In **Part C**, you will identify the steps involved when developing a training session.

In **Part D**, the facilitators will present the educational program development cycle used by Equitas.

30 min

Part A Your Organization's Approach to HRE Programming

IMPORTANT: Forming Groups

During the Iraq Workshop II in May 2008, participants did group work based on the specific target audience they wanted to design HRE activities for. The facilitators will explain how groups will be formed for the TOT.

Work in small groups according to the target audience of your training and share your organization's approach to HRE programming.

Record the main elements from your discussion using **Worksheet 4**.

For this activity, there is no large group reporting, but the elements of the small group work in **Part A** will be addressed in **Part B**.

30 min

Part B A Systems Approach to HRE Programming

The facilitators begin by presenting a model of a systems approach to HRE programming (15 min). See **Reference Sheet 7.**

The facilitators highlight the following points:

- HRE is one of a number of potential actions to address the current human rights situation in a particular country or community which can lead to desired socio-political change.
- A **systems approach** as illustrated in **Reference Sheet 7** involves situating an HRE event within a broader context which includes:
    - Your organization's HRE work on a particular issue
    - Your organization's overall HRE and human rights work
    - Human rights work on the same issue, being carried out by other actors in your society (e.g., other NGOs, government institutions)
    - Human rights work on the same issue, being carried out by the broader international community
    - The global human rights environment which may be favourable or limiting towards the advancement a particular human rights issue

Questions for discussion:

- What do you feel might be the challenges to using the systems approach in planning your HRE activities?
- What do you see as the advantages of using this approach? Is there value-added to HRE program planning? Why or why not?
- How could a systems approach to HRE programming help you in measuring the broader societal impact of your HRE work?

30 min **Part C Steps for Developing a Training Session**

Individually complete the exercise on **Worksheet 5**. Then the facilitators lead a discussion on the steps for developing a training session.

Questions for discussion:

- When developing a training session, is there only one order in which these steps should occur?
- What are the relationships between the steps?

- Do some of the steps happen more than once throughout the planning stages?
- What are some key questions to ask at each stage in order to ensure that the process is effective?

30 min **Part D Presentation: Educational Program Development Cycle**

The facilitators present a brief overview of the educational program development cycle followed at Equitas. This will be followed by a brief question and answer session. Refer to **Reference Sheet 8**.

End of Activity ■

Worksheet 4: Organizational Approach to HRE Program Development

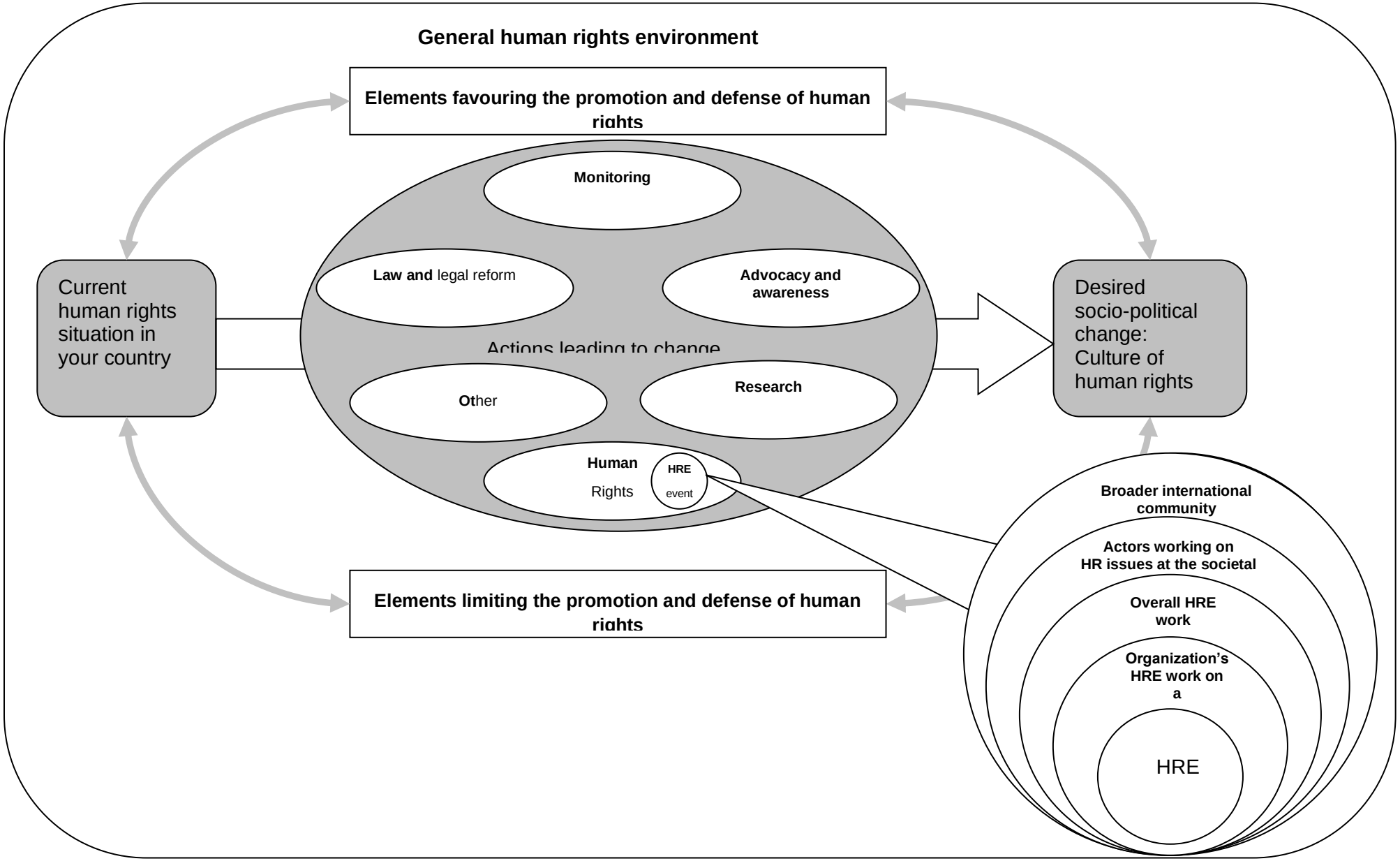
List all the different target audiences that the groups are analyzing:

Questions	Your Approach
1. How would you describe the HRE work of your organization? a) Does your organization do (one-time) training activities for the same or different target audiences, or does your organization do a series of training activities for the same or different target audiences that are part of a broader HRE programming strategy?	

Questions	Your Approach
2. What is the relationship between your organization's HRE work and its other human rights work? a) Are they completely separate? b) Do they generally complement each other? c) Do they form part of a well-planned strategy?	

Questions	Your Approach
3. How are decisions made in your organization about what HRE training activities to undertake? a) Who is involved in the decision making? b) Does your organization follow a pre-defined plan of activities? c) What **internal** factors do you consider? • Does the activity fit with the mission of the organization? • Is the activity in line with the principles and values of the organization? • Is the activity within the scope of the organization's capacity both in terms of knowledge, and skills as well as human and/or financial resources? • Are evaluation and follow up an integral part of planning for every HRE activity your organization undertakes? d) What **external** factors do you consider? • Is similar HRE work being carried out by other organizations for the same target audiences? What is the existing local/national/regional capacity? Is there any collaboration or networking with other organizations? • How does the current local/national/regional human rights context affect your HRE work (in positive or negative ways)? • What is the potential impact of your HRE work on the broader global scale?	

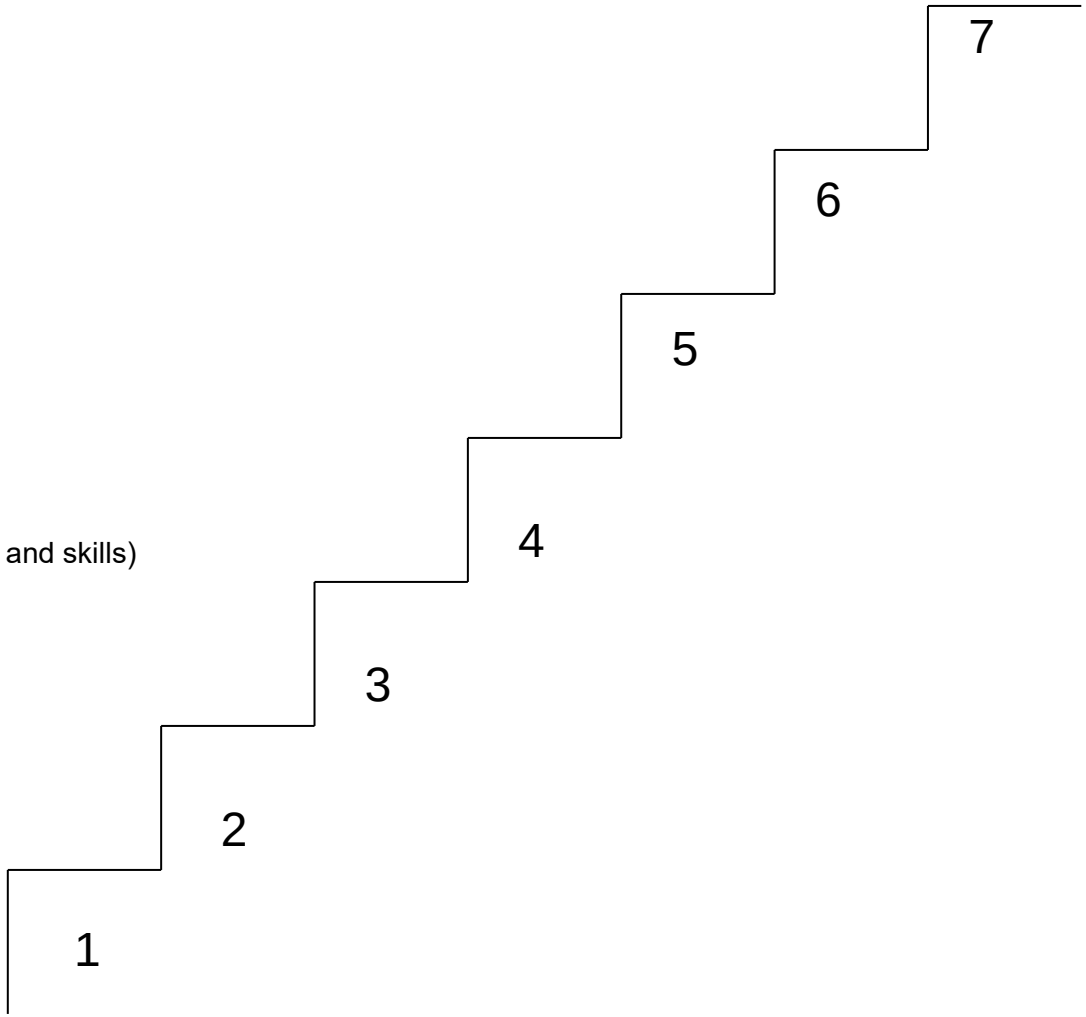
Reference Sheet 7: HRE through a Systems Approach



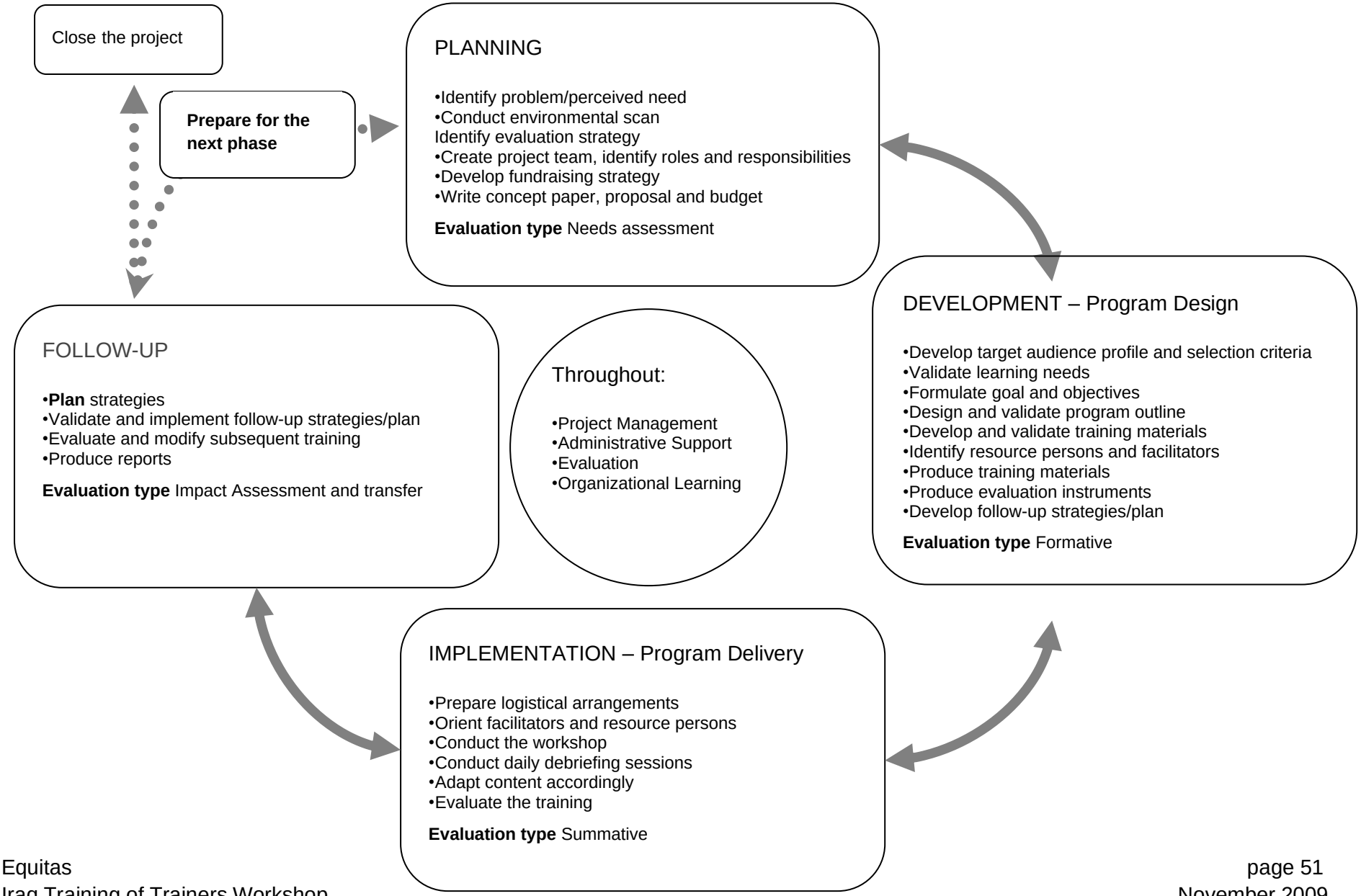
Worksheet 5: Steps for Developing a Training Session

Below are steps to follow when developing a training session. Determine a logical order for the steps by numbering them from 1 to 7.

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



Reference Sheet 8: Educational Program Development Cycle



Activity 5 Assessing Learning Needs of Target Audiences

Objective

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

Time

2 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitators will lead a discussion on learning needs assessment.

In **Part B**, you will work in small groups to identify the learning needs of specific target audiences.

In **Part C**, you will present the results of your discussion to the larger group.

30 min

Part A Discussion on Learning Needs

The facilitators lead a large group discussion on learning needs for different audiences.

Questions for discussion:

- What is a needs assessment? What is a learning needs assessment? Refer to **Reference Sheet 9** for more information.
- Do you undertake needs assessments when planning training sessions? If yes, how? What questions are asked, and how is information gathered?
- What are the factors to consider before conducting a training session?
- What methods/techniques do you use to identify training needs of the target audience of a training session?
- In your experience, does conducting a learning needs assessment improve your ability to deliver training?

Continued ▸ ▸ ▸

- Are there some target audience needs that you identified that cannot be met by training? Give some examples.
- Within a target audience, are there specific needs for men and women or girls and boys?
- What should you consider if you develop a training that has more than one target audience? For example, what if you developed a training for NGOs and government officials?

45 min **Part B Group Work**

Work in small groups according to target audience and determine the training needs of your target audience on flipchart versions of the **Worksheets** provided. Steps to follow:

- Prepare a description of your target audience using **Worksheet 6.**
- Determine how you will verify your assumptions about their training needs. See **Worksheet 7**.
- Prepare flipchart versions of these worksheets in order to present your work to the other groups in **Part C**.

45 min **Part C Group Presentations**

Present the information about the needs of your target audience using the flipchart versions of **Worksheets 6 and 7**. The facilitators lead a large group discussion.

End of Activity ■

Reference Sheet 9: Needs Assessment

1. Needs Assessment

Needs assessment is the process of identifying and evaluating needs in a community or other defined population of people. The identification of needs is a process of describing "problems" of a target population and possible solutions to these problems. Needs assessment focuses on the future, or what should be done. A need has been described as:

- A gap between "what is" and "what should be."
- "A gap between real and ideal that is both acknowledged by community values and potentially amenable to change."

A need is generally different from such related concepts as wants ("something people are willing to pay for") or demands ("something people are willing to march for").

Source: Titcomb, A.L. (2002) ICYF Evaluation Concept Sheet. Available online: http://ag.arizona.edu/icyf/docs/needs.pdf.

2. Training Needs Assessment

A training needs assessment is a needs assessment specifically for a training session.

A training needs assessment is conducted once it has been determined that a lack of human rights knowledge, skills, and/or attitudes and values is contributing to an existing problem, and that training is a way to help address this situation. In human rights education, a training needs assessment should enable us to gather the necessary information to:

- Build an adequate picture of the human rights context (environmental scan)
- Develop a profile of the potential learners (learner characteristics)

We begin a training needs assessment process by defining the purpose. Questions that will help us do this are:

- What do we already know?
- What do we think we know? (our assumptions)
- What else do we need to know?
- Why are we doing the training needs assessment?
- What are we trying to measure?
- What will we do with the information we gather? How will we use it?

Carefully addressing these questions will enable us to clearly articulate the purpose of our training needs assessment and will ensure that we focus our attention in the right areas from the start and work effectively at planning our HRE training. It will also ensure that limited financial and human resources are used effectively.

The table on the next page provides examples of situations where conducting a training needs assessment can help us to better understand the problem or issue and to make effective decisions about how to address it through human rights training. As you review the situations think about the questions provided above and try to determine what the purpose of the training needs assessment might be for each situation.

3. When to Conduct a Training Needs Assessment

When to Conduct a Training Needs Assessment	Examples
First-time training	A community organization decides to hold a workshop for teachers on human rights. The organization plans to make this training an annual event. The organization has trained teachers on other topics such as conflict resolution, but has never designed a workshop on human rights. *Conducting a training needs assessment will help to determine the goals of the training and ensure that the workshop responds to the real needs of the teachers.*
New target audience or change in target audience	A long-established NGO has been providing workshops to other NGOs and community groups on women's and children's rights. Recently, there is growing interest by local government authorities for similar training for their law enforcement personnel. *Conducting a training needs assessment will help to develop a learner profile of law enforcement personnel before moving ahead with the design of the training session.*
Change in context	Because of turmoil in a neighbouring country, the border area is seeing an influx of refugees. Border officials are ill-equipped to deal with the new situation and have little understanding of the rights of refugees under international law. An HRE organization would like to offer training in this area.*Conducting a training needs assessment will give them the opportunity to do an environmental scan and to understand the new context of the border area and the people working there.*
Response to a request for training	An international human rights organization requests a training session for child soldiers on the Convention on the Rights of the Child and contacts an NGO in the region to provide this training. The international organization suggests that visual art and theatre may be helpful tools. *Conducting a training needs assessment will help the NGO determine the specific goals of the training as well as to confirm the funder's assumption that visual arts and theatre will be effective tools.*
Ineffective HRE	An independent consultant determines that a current training program on using a rights-based approach to development is not delivering positive results. The funder approaches your organization and asks you to develop a more effective program. *Conducting a training needs assessment will help you to identify problems with the previous program and enable you to make the necessary improvements.*

4. How to Conduct a Training Needs Assessment Get the Answers:

a. Environmental Scan

The environmental scan component of training needs assessment in HRE involves examining the overall system within which our human rights training is situated, with a view to determining how different elements in the system may impact on learning. Conducting and environmental scan is similar to examining human rights work through a systems approach (discussed in **Activity 4**). To conduct an environmental scan, answer the same questions listed in **Worksheet 4: Organizational Approach to HRE Program Development.**

b. Learner Profile

Once you have good picture of the human rights context or environment of your training you need to develop a description of the potential target learners for the training. The learner profile we develop will inform decisions about the level of an HRE training, how it should be organized, how to design our materials, and what content and methods would be most appropriate.

Demographic information as well as information on the previous knowledge, experience, and motivations of learners, are the most important components of a learner profile. Gathering information about these and certain other characteristics can help build an adequate picture of learners. Key learner characteristics that can provide insight to human rights educators are described in the table on the next page.

Building a Learner Profile

Learner Characteristics	Reasons to Assess Learner Characteristics in HRE
Age	• Provides some idea about learners' life experiences • Can influence choice of methodology, examples, activities, print size • Age can be a factor in group dynamics particularly in some cultural contexts *Example:* *If some of the older learners in your target group have lived through a particularly violent period in your country's history, you may need to build in time for them to share their experiences in the training.*
Sex	• Important to achieve gender balance • Can influence choice of activity types, selection of venue • Gender often influences the power dynamics in a group *Example:* *If your target group is of mixed gender, it may be important to develop activities in which women and men can discuss issues separately in small groups if that makes communication easier.*
Language / Literacy	• Important to have a common language for training and as much as possible a common level of language ability • Enables you to determine if language support or translation may be necessary • Knowing the limitations of learners language skills can influence the presentation and organization of training *Example:* *If your target group consists of some learners with good verbal skills but poor writing skills or learners who have little or no literacy, you can choose activities that do not involve writing and use more visual cues in the activities.*
Culture	• Can influence selection of content, examples and activities as these may be perceived differently through different cultural lenses. • Cultural background is sometimes a factor in group dynamics *Example:* *If your target group consists of people from different cultural communities, they may have different comfort levels with an activity you have in mind that involves touching between men and women.*
Ability	• Knowing the limitations of learners in terms of physical or mental ability can influence the presentation and organization of training *Example:* *If your target group consists of people with limited sight, you will have to ensure that all the visuals are large and described orally.*
Occupation/ Profession	• Gives information about prior knowledge and experience • Professional background is a resource that learners bring to the training session • Will enable to you to develop training content that is relevant to real needs in learners' lives

Learner Characteristics	Reasons to Assess Learner Characteristics in HRE
	Example: *If your target group involves learners from both government and civil society, with the goal of collaboration among these two groups, it would be important to design activities where the benefits of collaboration become evident.*
Education	• Gives information about prior knowledge as well as about the learners' expectations and preferred learning styles • Each learner's education is a resource for the group during the training session • Will enable to you to develop training content that is at the right level *Example:* *If your target group includes learners who have university degrees, they may be expecting a more formal, expert-driven training rather than the participatory approach to HRE that you are planning. It may be important to address these expectations early on and plan some time during the training session to help the learners gain a familiarity with underlying theory of the approach.*
Motivation	• Enables you to establish the personal or professional reasons for learners' potential interest in training • Helps you determine learners' expectations and goals *Example:* *If some of the learners in your target group are attending your training session because they have been instructed to do so by a superior, you can acknowledge this by assessing learner expectations and resources at the beginning of the training session.*
Previous HR/HRE Knowledge, Skills, Attitudes, and Experiences	• Gives an idea of the resources learners will bring to the group during the training session • Helps determine an appropriate entry point for the learners • Enables you to develop a training session that is relevant to real needs in learners' lives *Example:* *If some of the learners in your target group are familiar with International Human Rights Instruments and some have no previous knowledge, you can adapt your introductory activity to include some of the more knowledgeable participants in the presentation.*

Worksheet 6: Model for Your Training Session – Description of Your Target Audience

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

Target Audience: _____

Characteristic	Description
Age	
Sex	
Language /Literacy	
Culture	
Ability	
Occupation/ Profession	
Education	

Characteristic	Description	
Motivation		
Previous human rights or HRE:	**Before the training: Actual**	**After the training: Ideal**
	Knowledge	**Knowledge: They should know…**
	Skills	**Skills: They should be able to…**
	Attitudes	**Attitudes: Their attitudes, beliefs, and values can change in the following way…**

Worksheet 7: Model for Your Training Session – Verifying Assumptions about Training Needs

How will you verify your assumptions about your target audience's training needs? Answer the questions below.

Target Audience: _____

Question	How you will verify your assumptions
How will you check that your description of the target audience is correct?	
Who will you contact to verify that your information is correct?	
What additional information do you need to develop training?	
How will you get this information?	

Activity 6 Determining Program Goal and Objectives

Objective

To examine the usefulness of setting goals and objectives in the training process and to practice writing measurable goals and objectives.

Time

1 hr 30 min

Description

This activity is divided into four parts.

In **Part A**, you will discuss some questions about goals and objectives.

In **Part B**, you will practice setting objectives.

In **Part C**, you will practice writing goals and objectives for training sessions you will conduct.

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

15 min

Part A Group Discussion

The facilitators lead a large group discussion on the goal and objectives in the training process by addressing the questions below.

- What is the difference between a goal and an objective?
- How do goals and objectives help us in developing our training programs?
- Why are they important for our participants?
- How do they help us in evaluating our training programs?
- What is the relationship between goals, objectives, and results?

The facilitators briefly review goals and objectives and the S.M.A.R.T. approach to setting objectives (see **Reference Sheet 10**).

For more information on results, see the **Appendices in the HRE Workbook**.

15 min **Part B Group Work**

The facilitators divide participants into small groups by target audience of their training. Together with the members of your group, rewrite the following objectives using action words and making them as clear as possible. Make your own assumptions and add information when necessary.

Focus on what you (the trainer) will do and what you reasonably can expect to happen as a result of the training. Use the guidelines on **Reference Sheet 11** to help you.

1. To know the concept of gender.

2. For police officers to understand their role during peaceful public demonstrations.

3. For teachers to know of the rights in the Universal Declaration of Human Rights.

30 min **Part C Group Work**

In your small groups, determine the overall training goal and two main objectives for the training session you are developing for your target audience. Write the objectives on **Worksheet 8**.

When constructing your objectives, consider the following questions:

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

Continued ▸ ▸ ▸

- Are the objectives appropriate to the group? i.e., could you express these objectives to the group and get support for it?
- Is there a logical flow from one objective to another?
- Do the objectives address what you want the target audience to know? (knowledge)
- Do the objectives address what you want the target audience to be able to do? (skills)
- Do the objectives address what you want the target audience to feel or believe? (attitudes)
- Are the objectives SMART (Specific, Measurable, Achievable, Relevant, and Time bound)?

30 min **Part D Synthesis and Reflection**

The facilitators lead a discussion on the groups' findings.

End of Activity ■

Reference Sheet 10: Goals and Objectives

A **goal** is a broad statement about the projected outcomes of the training event.

An **objective** is typically more specific, expressed in measurable, observable terms. It expresses what a learner should be able to do after a training event or activity.

As trainers, setting a goal and determining objectives for our training activities helps us to be clear about what we want to achieve. We have to know where we are going before we decide how to get there.

Stating the goal and objectives for a training activity ensures that all efforts are directed towards achieving only the desired results.

The key to developing objectives is to use **action words**, denoting something that can be measured or observed. For example, *understanding* is extremely difficult to measure. Words like *state*, *show* or *solve* are precise and measurable.

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

Source: Goad, T.W. (1982). Delivering Effective Training. San Diego: University Associates, pp. 63-76.

Think S.M.A.R.T.

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

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

Reference Sheet 11: Guidelines for Writing Objectives

1. **Identify what type of learning you expect to occur (knowledge, skills, attitudes)**

2. **For objectives related to learning new knowledge, information, facts, use verbs like:**

- List
- Describe
- Tell
- Name
- Explain
- Identify

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

- Apply
- Decide
- Create
- Select
- Develop
- Plan
- Compare
- Construct
- Solve
- Examine
- Demonstrate
- Implement

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

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

5. **Avoid using words that are vague or abstract such as:**

- Know
- Understand
- Be aware of
- Be familiar with
- Think about

6. Examples of performance verbs include:

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

Source: Rosof A.B. (1992). *Stating Objectives* in Rosof A.B, Felch, W.C. (Eds). Continuing Medical Education: A Primer. Westport CT. Praeger, p. 52-59.

Worksheet 8: Model for Your Training Session – Goal and Objectives

Training Goal:	
Objectives:	**Results: What results do you expect from reaching these objectives?**

Activity 7 Determining Program Content

Objective

To determine the content of a human rights training session.

Time

3 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitators will lead a discussion on goals and objectives.

In **Part B**, you will work in small groups to discuss human rights content.

In **Part C**, you will work in small groups to discuss human rights content for specific target audiences.

In **Part D**, you will present the results of your discussion to the larger group.

30 min

Part A Group Discussion

The facilitators lead a large group discussion on the different types of human rights content that can be addressed during a training session. Participants take a few minutes to review **Reference Sheet 12** on human rights content (this Reference Sheet was already presented during the previous workshops).

Questions for discussion:

- Since the last workshop, what areas of human rights content have you found most relevant to educate others about? Try to give specific examples. Since the first Iraq workshop, some of the content areas examined are the following:
    - International human rights standards and mechanisms
    - Human rights concepts and principles
    - Gender
    - Conflict and human rights education

Continued ▸ ▸ ▸

- Are there other human rights content areas not addressed in the previous workshops that you have found useful to educate to others? If yes, which content areas?

- Since the last workshop, the issue of **citizenship** has taken a greater priority in the MENA program, as has the relationship between civil society and States. Are you addressing citizenship more in your HRE activities? If yes, how?

45 min **Part B Group Work (by content area)**

The facilitators divide participants into four small groups. Each group discusses the following specific human rights content areas using the questions in **Worksheet 9** to guide them. **One facilitator is assigned to each group and shares with the group relevant content from the recent TOT 3 in Lebanon.**

- **Group 1: General human rights content**. For example, international human rights instruments and standards, human rights principles and values, rights-based approach, etc.

- **Group 2: Conflict and human rights education**. For example, the relevance of the UN Security Council Resolution 1325 on women in conflict, conflict transformation tools such as the ones discussed in the second Iraq workshop, the dangers to human rights defenders in zones of conflict, the impact of conflict on human rights for marginalized groups, etc.

- **Group 3: Gender and human rights**. For example, practical and strategic gender needs, understanding gender concepts, gender and social values, gender analysis tools, etc.

- **Group 4: Civil society organizations and States and the role of citizenship**. For example, understanding what citizenship means, identifying common human rights issues that civil society and States can work on, monitoring State obligations, monitoring human rights violations, etc.

45 min **Part C Group Work (by target audience)**

The facilitators divide participants into small groups based on target audience. Each group discusses the salient points from **Part B** and identifies relevant human rights content for their target audience. Use **Worksheet 10**.

Continued ▸ ▸ ▸

Activity 7cont'd

Each group prepares to present the main points of their discussion to the larger group in **Part D**.

1 hr **Part D Group Presentations**

Each group presents the results of their discussion (15 min each). The facilitators lead a large group discussion.

End of Activity ■

Worksheet 9: Human Rights Content

Group:	
❑ Group 1: General human rights content ❑ Group 2: Conflict and human rights education ❑ Group 3: Gender and human rights ❑ Group 4: Civil society organizations and States and the role of citizenship	
Questions:	
What we know: Based on our experiences, what are some important issues or topics to address in this human rights content area? Try to describe your answers in terms of ▪ Knowledge ▪ Skills ▪ Values and attitudes	
What we can learn from the MENA TOT group: What more can we learn from the TOT 3 about this human rights content area?	

Worksheet 10: Human Rights Content for a Specific Target Audience

Target audience:	
Questions	
Based on the goal, objectives and results you identified in **Worksheet 7**, what content areas should you address in your training? In other words, what are the issues, problems, themes to address? What kind of human rights knowledge, development of skills, or the reflection on attitudes and values should you address in your training? Try to be as specific as possible.	
How much do the participants of the training know about this content? Refer back to the needs assessment you did in **Worksheet 5**.	
How much content can you reasonably address during a training session?	

Reference Sheet 12: Human Rights Content Checklist

Human Rights Information (Knowledge)	Human Rights Values and Attitudes	Human Rights Skills for Taking Action
• Concepts and 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	• 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	• 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

Activity 8 Determining Program Materials and Appropriate Techniques

Objective

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

Time

3 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitators will present examples of training techniques and activities that can be used in human rights training sessions.

In **Part B**, you will go through four different HRE activities in an "HRE carousel."

In **Part C**, you will work in small groups to discuss human rights techniques for specific target audiences.

In **Part D**, the facilitators will debrief the techniques used.

20 min

Part A Group Discussion

The facilitator discusses different training techniques that can be used in a human rights training session. Refer to **Reference Sheets 13** for more information.

Questions for discussion:

- Since the last workshop, what different training techniques have you found most effective? Try to give specific examples.
- What factors do you consider when choosing a particular technique or activity for your training sessions?
- In your experience, are some activities more appropriate and/or more successful than others? Why?
- How do you determine appropriateness of techniques and materials for your target audience?

Continued ▸ ▸ ▸

- What needs to be done to the materials to make them appropriate and effective?

1 hr 40 min **Part B Carousel**

The facilitators explain the "carousel" technique, whereby three "stations" are set up in different rooms, each with one or two facilitators. Participants are divided equally into three groups, and each group goes from one station to the next, trying out different HRE activities. The activities selected are meant to provide you with examples of different training techniques. The activity for each station lasts 30 minutes.

Participants go to the following stations in the carousel:

- Carousel Station 1: Techniques to give information/knowledge
- Carousel Station 2: Techniques to teach skills and behaviours
- Carousel Station 3: Techniques to change attitudes and values

The facilitators choose the type of carousel activities to facilitate based on discussions during the debrief meetings they have had up until this point.

45 min **Part C Group Work**

Work in small groups according to the target audience of your training session. Decide on the training techniques and activities which would be most effective for the training session you are designing. Use **Worksheet 11** to record the results of your discussion.

15 min **Part D Group Discussion**

The facilitators lead a brief discussion on the different techniques explored in this activity.

End of Activity ■

Worksheet 11: Model for Your Training Session – Training Materials, Techniques and Activities

1. Refer back to the information in your training plan so far:
   The description of your **target audience**
   Their **training needs**
   The program **goal and objectives** you identified
   The program **content** you identified
2. Taking into account the information above, determine what types of techniques and activities would be most appropriate. Be prepared to explain the rationale for your choices. Record the results of your discussion on the chart below.

Content Area	Technique/Activity	Materials	Rationale

Reference Sheet 13: Effective Training Techniques

To Give Information (Knowledge)	To Teach Skills, Behaviours	To Change Attitudes, Values
• **Presentation**: One resource person presents information or his/her point of view on an issue. • **Panel Presentation**: Two to three resource persons present different aspects of a common topic (moderator required). • **Debate**: Two resource persons state conflicting views and argue their points (moderator required). • **Dialogue**: Informal, conversational discourse between two resource persons. • **Dramatic Presentation**: A prepared play or skit. • **Appropriate follow-up activities** to presentations of one or more resource persons involving an audience. • **Forum**: Free, open, question/discussion period immediately following a presentation. • **Question Period**: Opportunity for anyone in the audience to directly question presenters. • **Buzz Groups**: Sub-groups of 4 to 6 individuals take about 5 minutes to discuss a particular issue or question raised by the resource person, then share it with the audience.	• **Case Study**: Presentation of a problem or case for a group to analyze and solve. • **Demonstration**: Facilitator verbally explains and performs an act, procedure, or process. • **Games, Structured Experiences**: Participants participate in a game requiring particular skills, usually led by the facilitator. • **Simulation**: Participants learn skills in a setting that simulates the real setting where skills are required. • **Teaching/Learning Team**: Working cooperatively, small groups of 3 to 6 persons teach and help each other to develop skills. • **Appropriate activities for follow-up** and practise of skills. • **Application Projects**: Activities that enable participants to practise skills in their own context and situations during the training. • **Practise**: Specific activities to apply learning after the training in their work context.	• **Circle Response**: Question posed to members of a group seated in a circle, each person in turn expressing a response. • **Field Trips, Tours**: Viewing or experiencing situations first hand for observation and study. • **Games**: Experiencing a game and discussing its application to real life. • **Group Discussion**: Mutual exchange of ideas and opinions by members of small groups (8 to 20 persons) on a problem or an issue of common concern for about 10 to 40 minutes depending on the size of the group. • **Role Playing**: Impromptu dramatization of a problem or situation followed by discussion. • **Simulation**: Experience in a situation as realistic as possible, followed by discussion. • **Skit**: Short, rehearsed dramatic presentation followed by discussion.

Module 3
Facilitation Skills

Overview

In **Module 3: Facilitation Skills**, participants have the opportunity to reflect on their role as facilitators of an HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing them. Two specific areas of focus are facilitation in conflict areas and gender and facilitation.

Activity		Time
Activity 9	General Facilitation Skills	2 hrs
Activity 10	Conflict and Facilitation	3 hrs
Activity 11	Gender and Facilitation	3 hrs

Activity 9 General Facilitation Skills

Objective

To identify and practice facilitation skills in HRE.

Time

2 hrs

Description

This activity is divided into three parts.

In **Part A**, you will work in small groups to brainstorm facilitation tips.

In **Part B**, you will present your facilitation tips to the large group.

In **Part C**, the facilitators will debrief the tips presented and lead a large group discussion.

30 min

Part A Group Work

The facilitators divide participants into four groups. Each group chooses five aspects of being a good facilitator listed in **Worksheet 1: Self-Assessment as Human Rights Educators**. Different groups can choose the same aspects. Examples of aspects include:

- Keeping the group on task during sessions
- Flip charting
- Using icebreakers and energizers
- Synthesizing discussion

Each group can decide to choose other aspects not listed in the self-assessment tool. Use **Worksheet 12** to create a list of tips for each aspect and prepare to present to the large group in **Part B**.

When presenting in **Part B**, each group can present in their own unique and creative way (for example, through a role play or demonstration).

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1 hr **Part B Presentations**

Each group presents their tips to the larger group. The facilitators lead a brief discussion on the different techniques explored in this activity.

30 min **Part C Group Discussion**

The facilitators lead a group discussion on the tips presented and share with the group the results of their facilitation tips developed during the TOT 3 in Lebanon.

End of Activity ■

Worksheet 12: Tips on Being a Great Facilitator

Facilitation Aspect	Our best tips
1.	
2.	
3.	
4.	
5.	

Activity 10 Conflict and Facilitation

Objective

To explore challenges in facilitation in conflict areas.

Time

3 hrs

Description

This activity is divided into four parts.

In **Part A**, the resource person gives a presentation on facilitation challenges in conflict areas.

In **Part B**, there will be a question and answer period with the resource person.

In **Part C**, you will work in small groups on an activity presented by the resource person.

In **Part D**, you will present the results of your discussion to the large group and the resource person will provide additional comments.

45 min **Part A Presentation**

Resource person: Abdulhadi Alkhawaja, Frontline Defenders

During the Iraq Workshop II in May 2008, participants explored security of human rights defenders and the UN Declaration of Human Rights Defenders. This presentation is an opportunity to explore these issues more in relation to our work as facilitators.

The resource person gives a presentation on facilitation challenges in conflict areas:

- Ensuring security of human rights educators when conducting HRE activities
- Managing the stress that can accompany facilitation in conflict environments
- Managing HRE activities that bring conflict parties together
- Recognizing that HRE activities can be a source of conflict and identifying ways to minimize this

Continued ▸ ▸ ▸

45 min **Part B Question and Answer**

There is a question and answer period between the resource person and the participants.

45 min **Part C Group Work**

The resource person leads participants in a small group activity that he will explain further.

Each group records the main elements from their discussion to present to the larger group in **Part D**.

45 min **Part D Large Group Discussion**

Report the result of your group discussion to the larger group. The resource person offers additional comments.

End of Activity ■

Activity 11 Gender and Facilitation

Objective

To explore facilitation skills related to gender (both in terms of the training environment and how to facilitate discussions on gender for different target audiences).

Time

3 hrs

Description

This activity is divided into four parts.

In **Part A**, the resource person gives a presentation on facilitation skills and gender.

In **Part B**, there will be a question and answer period with the resource person.

In **Part C**, you will work in small groups to on an activity presented by the resource person.

In **Part D**, you will present the results of your discussion to the large group and the resource person will provide additional comments.

45 min

Part A Presentation

Resource person: Dr. Eman Al-Hussein, Lecturer, Al-Balqa' Applied University, Amman, Jordan

Gender has been addressed throughout all the Iraq workshops through resource persons and the expertise of participants. This presentation is an opportunity to explore how we address gender in our role as facilitators.

The resource person gives a presentation on the following issues:

- How to facilitate activities on gender taking into consideration the characteristics of different target audiences (for example, age, sex, cultural or social background, religious beliefs, traditions, etc.)
- Dealing with resistance: how to educate others about gender when they do not want to learn or change
- Examining our own biases related to gender

Continued ▸ ▸ ▸

- Making use of international human rights standards and mechanisms on women's rights to improve our facilitation skills
- Using gender analysis tools in our work as facilitators

45 min **Part B Question and Answer**

There is a question and answer period between the resource person and the participants.

45 min **Part C Group Work**

The resource person leads participants in a small group activity that she will explain further.

Each group records the main elements from their discussion to present to the larger group in **Part D**.

45 min **Part C Large Group Discussion**

Report the result of your group discussion to the larger group. The resource person offers additional comments.

End of Activity ■

Module 4
Evaluation

Overview

In **Module 4: Evaluation**, participants determine effective methods for measuring results. They also plan evaluation and follow up activities for the training they have designed, which are essential elements for ensuring the sustainability of HRE work.

Activity		Time
Activity 12	Educational Evaluation and the Continuous Improvement Cycle	45 min
Activity 13	Evaluation Techniques	2 hrs

Activity 12 The Continuous Improvement Cycle

Objective

To review and apply the continuous improvement cycle in educational evaluation.

Time

45 min

Description

This activity is divided into three parts.

In **Part A,** you will share your most current experience with educational evaluation.

In **Part B**, the facilitator will review the different types of evaluation in the "continuous improvement cycle."

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

10 min **Part A Group Discussion**

Discuss your most current experience with evaluation. Questions for discussion:

1. What does "educational evaluation" mean to you?

_____

_____

_____

Continued ▸ ▸ ▸

2. Why do we evaluate?

_____

_____

_____

20 min **Part B Presentation**

The facilitators review the different types of evaluation in the "continuous improvement cycle." Refer to **Reference Sheet 14**. There is also a PowerPoint presentation that describes the cycle in more detail.

15 min **Part C Group Discussion**

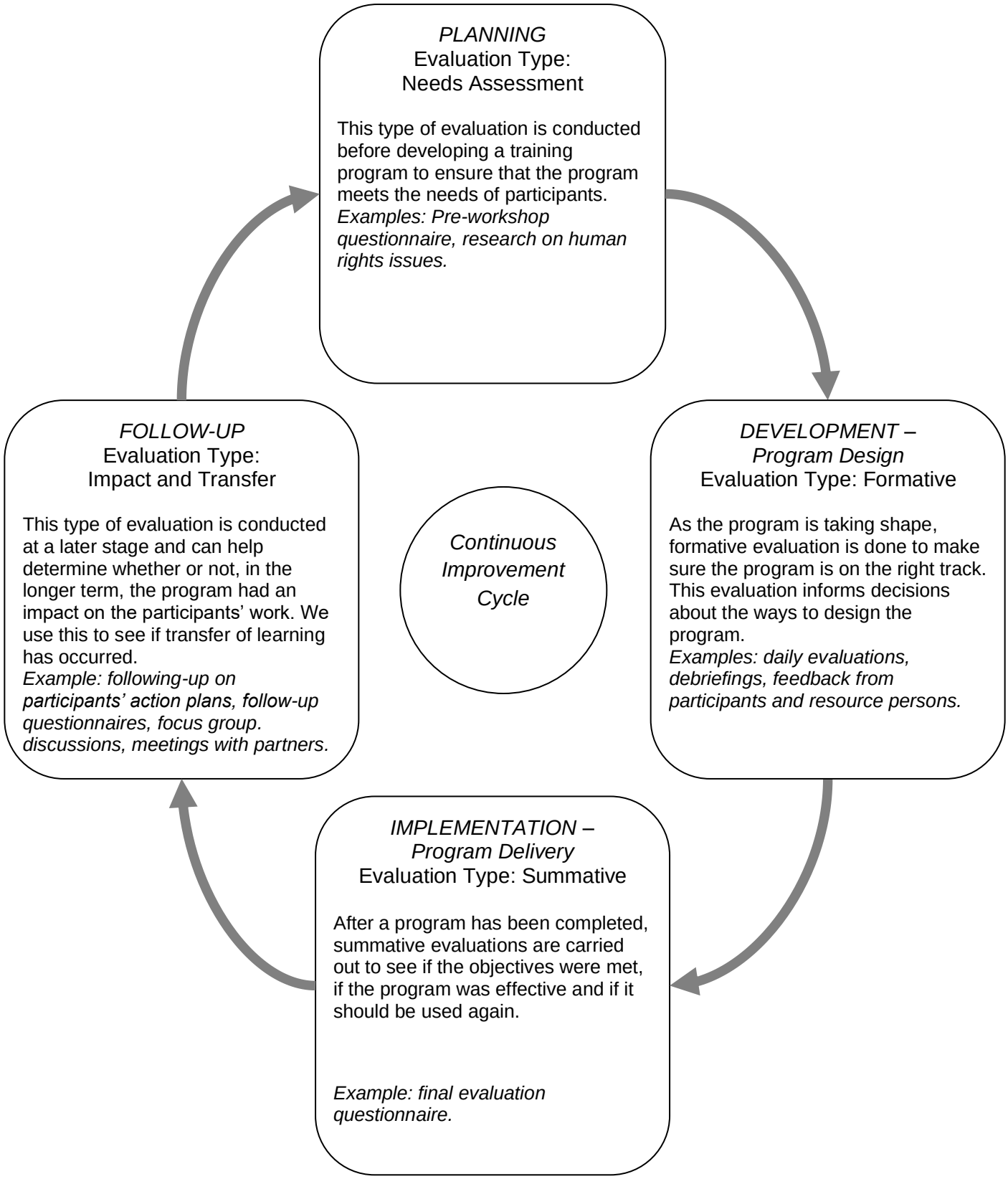
The facilitator leads a group discussion on the continuous improvement cycle in **Reference Sheet 14**.

Questions to consider:

- Have you used these types of evaluation throughout your own programs?
- Have you evaluated HRE activities in terms of **content** (e.g., what results were achieved by the target audience) and **process** (e.g., how a training session was planned and delivered)?
- How do you involve your target audience in evaluation of HRE activities?

End of Activity ■

Reference Sheet 14: The Continuous Improvement Cycle



Activity 13 Evaluation Techniques

Objectives

- To develop and reinforce skills for evaluating training sessions.
- To explore methods for analyzing data from evaluations.

Time

2 hrs

Description

This activity is divided into three parts.

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

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

In **Part C**, the Equitas team will share examples of analyzing data from evaluations.

15 min

Part A Group Work

The facilitator divides participants into small groups and assigns one of the evaluation techniques listed on **Worksheet 13** to each group. Discuss the technique by answering the questions provided.

Questions for discussion:

- Not every technique is appropriate for every context or every purpose. When would you use the technique assigned to your group? What factors would influence your choice?
- What are the advantages and disadvantages of the technique?
- How can the information gathered through this technique be used to determine longer term results?

Note your responses on **Worksheet 13** and give examples where possible.

Continued ▸ ▸ ▸

30 min **Part B Group Discussion**

Share your ideas and examples with the large group.

1 hr 15 min **Part C Analyzing Evaluation Data**

The Equitas team presents some examples of evaluating data from HRE activities. There is a PowerPoint presentation that provides examples of data analysis in more detail.

Following the presentation, there is a question and answer period.

End of Activity ■

Worksheet 13: Evaluation Techniques

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

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

Module 5
Model for an HRE Event

Overview

Module 5: Model for an HRE Event provides the opportunity for participants to complete the models for the training sessions they have been developing throughout this workshop and share them with the group for comments and feedback.

Activity		Time
Activity 14	Finalizing the Model	2 hrs 30 min

Activity 14 Finalizing the Model

Objectives

- To produce a complete model for a human rights training session for a specific target audience.
- To present participants' models for their sessions to other participants and get feedback from them.

Time

2 hrs 30 min

Description

This activity is divided into three parts.

In **Part A,** you will work in a group to finalize your model for an HRE training session.

In **Part B,** you will present your model to the large group and receive feedback.

In **Part C**, you will identify ways to transfer your learning to your organization.

1 hr **Part A Group Work**

Participants work in groups to complete their models for a HRE training session.

Over the course of the TOT, you have worked in small groups and identified the following components of an HRE training session:

- Description of your target audience (**Worksheet 6**)
- Goal, objectives, expected results and indicators to measure the results of your training session (**Worksheet 8**)
- Human rights content for your training session (**Worksheet 10**)
- Training materials, techniques and activities for your training session (**Worksheet 11**)
- Evaluation, follow up and monitoring (to be done in this activity)

Continued ▸ ▸ ▸

Each group compiles the information for their training session into a flipchart version of **Worksheet 14** and prepares to present their model to the large group for feedback in **Part B**.

1 hr **Part B Presentations**

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

Once each group has presented their training session, the remaining time will be for each group to modify their training session based on feedback.

30 min **Part C Group Discussion**

The facilitators lead a large group discussion on ways in which participants will transfer what they have learned during this TOT to their colleagues.

End of Activity ■

Worksheet 14: Model for Your Training Session

Main Steps	Model for Your Training Session
Description of your target audience (Worksheet 6)	
Goal and objectives of your training session (Worksheet 8)	
Results of your training session (Worksheet 8)	

Main Steps	Model for Your Training Session
Human rights content for your training session (Worksheet 10)	
Training materials, techniques and activities for your training session (Worksheet 11)	
Evaluation, follow up and monitoring • *What information do you want to obtain from the evaluation?* • *What kinds of instruments will you use?* • *What types of follow-up activities will you plan?* • *What strategies will you use to increase transfer of learning?*	

Module 6
Next Steps

Overview

In **Module 6: Evaluation**, participants will have the opportunity to give their feedback on the workshop.

Activity		Time
Activity 15	Next Steps and Evaluation	1 hr 30 min

Activity 15 Next Steps and Evaluation

Objectives

- To discuss next steps of the MENA program.
- To evaluate the TOT.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A,** Equitas staff will discuss the next steps of the MENA program.

In **Part B,** you will evaluate the TOT.

In **Part C**, there will be a closing ceremony.

40 min **Part A Presentation**

The Equitas staff lead a discussion on the next steps, in particular:

- Next steps for the local HRE projects
- Next steps for the MENA program
- Activities of ANHRE

20 min **Part B Evaluation**

Participants evaluate the TOT.

30 min **Part C Closing Ceremony**

Closing ceremony for the TOT.

End of Activity ■