



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**

**Regional Training for Trainers Workshop I**

**Amman, Jordan  
2-7 February 2007**

**Workshop Manual**

**Equitas – International Centre for Human Rights Education**

666, Sherbrooke St. West, Suite 1100  
Montréal, Québec  
Canada, H3A 1E7

Tel. : (514) 954-0382  
Fax. : (514) 954-0659  
E-mail : [info@equitas.org](mailto:info@equitas.org)  
Website: [www.equitas.org](http://www.equitas.org)

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# Introduction

## Background

This manual forms the basis of the first Regional Training of Trainers (TOT) Workshop for human rights educators as part of Equitas' Middle East and North Africa (MENA) Program. The goal of this 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 (HRE) aimed at the realization of a culture of human rights in the region for all. Over the next three years, the program seeks to strengthen the capacity of regional and local organizations to undertake HRE as a tool for social transformation.

This five-day Regional Training of Trainers Workshop I is the first in a series of three workshops. All workshops will be conducted in Arabic during which approximately 30 human rights educators from the region (with one-third from Iraq) will learn about developing, implementing and evaluating effective human rights education programs and participatory human rights education initiatives appropriate to local needs. Selected participants will have to commit to this regional TOT program for the period of three years and engage themselves to implement local training activities in their countries. These workshops aim also to build and maintain a network for sharing lessons learned among human rights educators in the region.

## Regional TOT Workshop I Objectives

The objectives of the Regional TOT Workshop I 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
- Develop and practice skills in 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 their respective countries

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' home 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 home countries.

## Participants

Participants are primarily from non-profit, non-governmental organizations (NGOs) or community-based organizations (CBOs) working in human rights. Some participants are also affiliated with other types of organizations involved in human rights education, such as national human rights institutions, educational institutions and government institutions. Some participants are alumni of Equitas' International Human Rights Training Program (IH RTP).

## 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 modules.

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

The workshop is designed as a practicum for human rights education (HRE) development. Participants will not only learn about effective human rights education design, but they will actually prepare the model for an HRE training session. Throughout the workshop, participants will have opportunities to discuss their model with other participants and facilitators for feedback. The development of a model for a human rights training session aims to increase institutional capacity by providing participants with a framework for developing a concrete initiative to put their learning into practice.

## About the Manual

This manual outlines the format of the workshop with objectives, descriptions of activities, and suggested time frames for each module. There are Worksheets and Reference Sheets for many of the activities.

**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 begin by reviewing their expectations and resources for the workshop and reflecting on how they can work effectively as a group. They also explore key aspects of the training, namely recaps, debriefings, feedback, and reflective practice.

In **Module 2 – Basic Concepts in Human Rights and HRE**, participants explore notions of human rights and HRE, along with principles of adult learning and participant-centred methodology. The participant-centered methodology of HRE necessitates awareness on behalf of the educator of his or her own abilities, characteristics, and personal beliefs, which is addressed in this Module's last activity.

### **Module 3 – Effective Human Rights Education – A Tool for Social Change**

examines three key notions that define HRE as a tool for social change. First is the complex notion of human rights values: what they are, how they are defined, and what they mean. The format for exploring human rights values is that of a debate, along with the expertise of a resource person. The second notion is that of gender, where another resource person discusses basic gender concepts and their link to HRE. The third notion is that of social transformation, where participants explore the transformative potential of HRE work.

**Module 4 – Designing Human Rights Education** focuses on the importance of approaching HRE programming in a systematic way to achieve results. In this module, participants explore what a systematic approach to HRE programming entails by examining essential elements at the organizational and societal levels that human rights educators must consider when planning HRE activities.

Modules 1 to 4 lay the necessary groundwork for designing effective HRE events.

In **Module 5 – Developing a Model for a Training Session**, participants work in designated groups according to the target audience of their training to outline the main elements of a model for the training session they will be designing. This work will be completed in Modules 7 and 8.

In **Module 6 – The Human Rights Educator and the Participants**, participants have the opportunity to reflect on their role as facilitators of a HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing these challenges.

Well-planned evaluation and follow-up activities are essential to ensure the sustainability of HRE programming. In **Module 7 – Program Evaluation, Transfer of Learning and Follow Up**, participants determine effective methods for measuring results. They also plan evaluation and follow-up activities for the training session they have designed.

**Module 8 – Model for Your Training Session** provides the opportunity for participants to complete the models for their training sessions and share them with the group for feedback.

Finally, in **Module 9 – Evaluation and Closing** participants will be provided with information on follow up initiatives to this workshop which are local HRE training sessions as part of the MENA Program. Participants will also have the opportunity to give their feedback on the workshop itself through the final workshop evaluation questionnaire.



## 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:

### Equitas – International Centre for Human Rights Education

- Vincenza Nazzari, Director of Education
- Paul McAdams, Senior Education Specialist
- Christine Messier, Senior Program Officer, Middle East and north Africa
- Rob Shropshire, Director of Programs
- Bing Arguelles, Program Officer, Asia
- Cecilia Thompson, Senior Program Officer, International Human Rights Training Program
- Ria Holcak, Program Director, Central and Eastern Europe/CIS

### Facilitators

- Sally Salem, Freelance Youth Facilitator, Egypt
- Sawsan Al-Refa'ie, Freelance Human Rights Trainer and Gender Program Officer, UNFPA/Yemen

### Resource Person

- Jefferson R. Plantilla, Chief Researcher, HURIGHTS Osaka, Japan

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# Workshop Schedule

## Schedule Opening Evening

Friday 2 February 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
		Opening Evening, Registration and Workshop Welcome
	<b>Module 1</b>	<b>Getting Started</b>
17:00 – 17:40	Activity 1	Group Introductions
17:40 – 18:00	Activity 2	Setting Ground Rules
18:00 – 18:45	Activity 3	Expectations/Resources and Workshop Content
18:45 – 19:15	Activity 4	About Recaps and Debriefings
	<b>Module 2</b>	<b>Basic Concepts in Human Rights and HRE</b>
19:15 – 20:15	Activity 1	Understanding Human Rights and HRE
20:15		Dinner

## Schedule Day 1

Saturday 3 February 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 9:45	Activity 2	Participatory Methodology and Human Rights Education
9:45 – 10:30	Activity 3	Profile of a Human Rights Educator – Self-Assessment
10:30 – 11:00	BREAK	
	<b>Module 3</b>	<b>Effective Human Rights Education – A Tool for Social Change</b>
11:00 – 12:40	Activity 1	The Current Context of Our HRE Work: Debating Human Rights Values
12:40 – 14:00	LUNCH	
14:00 – 15:00	Activity 1	Continued
15:00 – 15:15	BREAK	
15:15 – 16:45	Activity 2	Human Rights Education for Different Target Audiences
16:45 – 18:15	Activity 3	Gender Concepts and HRE
		Assign participants for recap

## Schedule Day 2

Sunday 4 February 2007		
Time	Module/Activity	Title
8:30 – 9:00	Recap	Review of previous day
9:00 – 10:45	Activity 4	Transformative Learning and Social Change
10:45 – 11:00	BREAK	
11:00 – 11:15		Evaluation of Modules 1, 2, and 3
	<b>Module 4</b>	<b>Designing Human Rights Education</b>
11:15 – 12:45	Activity 1	Developing HRE Programs for Results
12:45 – 14:00	LUNCH	
14:00 – 14:30	Activity 2	Developing a Training Session – The Basics
14:30 – 14:45	Activity 3	Educational Program Development Cycle
14:45 – 15:00		Evaluation of Module 4
15:00 – 15:30	BREAK	
15:30 – 17:45	<b>Module 5</b>	<b>Developing a Model for a Training Session</b>
	Activity 1	Assessing the Learning Needs of Your Target Audience
		Assign participants for recap

### Schedule Day 3

Monday 5 February 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 10:15	Activity 2	Determining Program Goal and Objectives
10:15 – 10:30	BREAK	
10:30 – 12:30	Activity 3	Determining Program Content
12:30 – 14:00	LUNCH	
14:00 – 15:30	Activity 4	Determining Program Materials and Appropriate Techniques
15:30 – 15:45	BREAK	
15:45 – 16:45	<b>Module 6</b> Activity 1	<b>The HR Educator and the Participants</b> The Art of Facilitation  Assign participants for recap

## Schedule Day 4

Tuesday 6 February 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 10:00	Activity 2	Facilitation Dilemmas
10:00 – 10:30	Activity 3	Sharing HRE Activities
10:30 – 10:45	BREAK	
10:45 – 12:15	Activity 3	Cont'd
12:15 – 12:30		End of Module Evaluation
12:30 – 14:00	LUNCH	
	<b>Module 7</b>	<b>Program Evaluation, Transfer of Learning and Follow Up</b>
14:00 – 14:45	Activity 1	The Continuous Improvement Cycle
14:45 – 15:45	Activity 2	Evaluation Techniques
15:45 – 16:00	BREAK	
16:00 – 16:30	Activity 2	Cont'd
16:30 – 17:30	Activity 3	Transfer of Learning
17:30 – 17:45		End of Module 7 Evaluation
		Assign participants for recap

## Schedule Day 5

Wednesday 7 February 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 11:15	<b>Module 8</b> Activity 1	<b>Model for Your Training Session</b> Putting Together the Model for Your Training Session
11:15 – 11:30	BREAK	
11:30 – 13:30	Activity 2	Presentation of Participants' Models for Their Training Session
13:30 – 14:30	LUNCH	
14:30 – 15:30	<b>Module 9</b> Activity 1	<b>Workshop Evaluation and Closing</b> Next Steps
15:30 – 16:15	Activity 2	Workshop Evaluation and Closing



# Module 1

## Getting Started

Activity		Time
Activity 1	Group Introductions	40 min
Activity 2	Setting Ground Rules	20 min
Activity 3	Expectations/Offers and Workshop Content	30 min
Activity 4	About Recaps and Debriefings	30 min

### Overview

This Module serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants begin by reviewing their expectations and resources for the workshop and reflecting on how they can work effectively as a group. They also explore key aspects of the training, namely recaps, debriefings, feedback, and reflective practice.



## Activity 1 Group Introductions

### Objective

To have participants and members of the Equitas team get to know each other and explore important values/attitudes for human rights educators.

### Time

40 min

### Description

#### Summary

This is an “icebreaker” activity that has you reflect on different values/attitudes you associate yourselves with as human rights educators.

This activity is divided into two parts.

In **Part A**, the facilitator will invite participants to form groups to do a ‘getting to know you’ activity.

In **Part B**, the facilitator will then lead a short debriefing of the content and process of the activity.

### 20 min

#### Part A Introductions

The facilitator presents a number of personal values/attitudes written on large sheets of paper and posts them in different places around the room:

- Empathy
- Respect
- Equality
- Compassion
- Responsibility

Briefly reflect on the values/attitudes posted and then go and stand by the value you most identify with as a human rights educator.

Introduce yourself (name, country, organization) to the other participants gathered around the same value.

*Continued* ▶▶▶

Activity 1 cont'd

Take about 5 minutes to discuss among yourselves the reasons why you chose this particular value.

The facilitator then has each group, in turn, introduce their group members and explain the reasons the different group members selected that particular value.

20 min

**Part B Debrief**

The facilitator discusses the relationship between personal values/attitudes and effectiveness as a human rights educator.



**Reflection**

“Human rights values” are an integral part of human rights education discourse, but can sometimes be difficult to address due to different interpretations of these values.

- Looking at the values mentioned in this activity, how do you as a human rights educator reflect them in your work? How do our personal values/attitudes impact on our effectiveness as human rights educators?
- How do you, as a human rights educator, enable others such as the people you train to understand or clarify values?
- Are there some values that are absolutely essential for a human rights educator to have? Are there values you would add to the ones listed in this activity?
- One of the values listed was **equality**. How do you, as a human rights educator, act to ensure gender equality in your work?

*Continued* ▶ ▶ ▶

## Activity 1 cont'd

**More  
About...****Gender Equality**

Gender equality – the equal participation of women and men in the development of their societies, and the equal access to the benefits of development – will not only empower women to overcome poverty, but also their children, families, communities and countries. When seen in this light, gender equality is not only morally right – it is pivotal to human progress and sustainable development.

Moreover, gender equality produces a double dividend: It benefits both women and children. Healthy, educated and empowered women have healthy, educated and confident daughters and sons. The amount of influence women have over the decisions in the household has been shown to positively impact the nutrition, health care and education of their families.

Yet, despite substantial gains in women's empowerment since the Convention on the Elimination of All Forms of Discrimination against Women was adopted by the UN General Assembly in 1979, gender discrimination remains pervasive in every region of the world. It appears in the preference for sons over daughters, limited opportunities in education and work for girls and women, and outright gender-based violence in the forms of physical and sexual violence.

Eliminating gender discrimination and empowering women will require enhancing women's influence in the key decisions that shape their lives and those of children in three distinct arenas: the household, the workplace and the political sphere.

**Source:** UNICEF. (2006). The State of the World's Children 2007. Women and Children: The Double Dividend of Gender Equality. Available online: [http://www.unicef.org/publications/files/The\\_State\\_of\\_the\\_Worlds\\_Children\\_2007\\_e.pdf](http://www.unicef.org/publications/files/The_State_of_the_Worlds_Children_2007_e.pdf).

End of Activity ■

## Activity 2 Setting Ground Rules

### Objective

To set ground rules for working effectively as a group.

### Time

20 min

### Description

#### Summary

Setting ground rules is an important aspect of any workshop in order to set a positive working environment where everyone has the responsibility of ensuring the workshop's success. You will set the ground rules for the workshop in this activity.

This activity is divided into two parts.

In **Part A**, you will brainstorm behaviours that affect group dynamics.

In **Part B**, you will set ground rules for working effectively as a group during this workshop.

**5 min**

#### **Part A Brainstorming**

The facilitator leads a brainstorming session to identify attitudes and behaviours that either help or interfere with the effective functioning of a group.

As the participants provide ideas, the facilitator lists these in different columns on flipchart, i.e., attitudes and behaviours that interfere with the effective functioning of the group are listed in RED in one column and those that help are listed in GREEN in the second column.

**15 min**

#### **Part B Setting Ground Rules**

Based on the ideas presented in **Part A**, together with your facilitator, develop a number of ground rules for working effectively as a group. You may also want to refer to the Universal Declaration of Human Rights (refer to **Reference Sheet 1**) and reflect on how it can inform the rules you determine for your group.

*Continued* ▶▶▶

*Activity 2 cont'd*

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

Examples of helpful ground rules include:

- give everyone a chance to speak
- no mobile phones during the activities
- respect the time for discussions

## More About...

### Setting Ground Rules

Ground rules provide a set of guidelines for facilitators and participants to help ensure effective group dynamics. They serve as a tool for identifying unhealthy group interactions as well as helping to develop productive and healthy interactions.

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

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

**Source:** Briskin, L. (1998). Using Groundrules to Negotiate Power in the Classroom. In *Centring on the Margins: The Evaded Curriculum*. Proceedings of the Second Bi-annual Canadian Association for the Study of Women and Education (CASWE) International Institute, 25-32, 49, 80. Ottawa, Ontario: Canadian Association for the Study of Women and Education (CASWE) International Institute.

*Continued* ▶ ▶ ▶

Activity 2 cont'd



**Reflection**

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?

End of Activity ■



## Reference Sheet 1: Summary of Articles of the UDHR

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

### Activity 3 Expectations/Resources and Workshop Content

#### Objective

To discuss participants' expectations and resources in relation to the workshop goal, objectives and content.

#### Time

45 min

#### Description

##### Summary

This activity is a discussion on the expectations and resources you listed in your Application Forms. The facilitator makes the links between your expectations and resources and the workshop objectives.

This activity is divided into three parts.

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

In **Part B**, the facilitator will review the workshop goal, objectives, and content in relation expectations and resources expressed.

In **Part C**, the Equitas team will provide a background of the MENA program.

15 min

#### **Part A Expectations and Resources**

Using the information compiled from the **Application Form** for this workshop, the facilitator has prepared a chart of the group's expectations and resources with respect to skills/experience as well as information/knowledge in planning, designing and delivering HRE activities (refer to **Reference Sheet 2**).

Take this opportunity to make sure your expectations and resources are listed. You may ask the facilitator to alter them if necessary.

The facilitator also explains the idea of a "parking lot," where participants can list issues/topics/questions not necessarily addressed during the workshop which are nonetheless of interest to participants. The parking lot issues can be listed on a flipchart posted in the room and discussed informally during tea breaks and meal breaks.

*Continued* ▶▶▶

*Activity 3 cont'd***10 min****Part B Goal, Objectives, and Content**

The facilitator goes over the goal, objectives, and content of the workshop making reference to the participants' expectations and resources.

The facilitator also highlights the importance of reflection and transfer of knowledge and skills that form an essential aspect of this workshop.

**20 min****Part C MENA Program Background**

The Equitas team briefly describes the development of this workshop, namely:

- the development of a proposal with participants from the MENA region
- a regional planning session in September 2006 to validate the program's scope and direction
- a draft outline of this workshop circulated to participants who attended the planning session
- a draft manual of this workshop circulated to team members for feedback

Then, the Equitas team briefly presents the overall Middle East and North Africa Program: goal, purpose and sequence of activities with the three-year timeline.

**End of Activity ■**

## Reference Sheet 2: Expectations and Resources

Below is a summary of the expectations and resources identified by workshop participants.

	<b>Expectations</b> What you hope to gain from this TOT	<b>Resources</b> What you have to offer to others during this TOT
<b>Skills/ Experience</b> in planning, designing and delivering HRE training activities	<ul style="list-style-type: none"> <li>- New training techniques</li> <li>- Designing HRE manuals</li> <li>- Facilitation skills</li> <li>- Using the participatory methodology</li> <li>- To obtain expertise from participants</li> <li>- To elaborate specialized training programs</li> <li>- To work with a diverse group of participants</li> <li>- Flexibility in training</li> <li>- Icebreakers</li> <li>- Evaluating a program and following up</li> </ul>	<ul style="list-style-type: none"> <li>- Experience in needs assessment</li> <li>- Designing outlines</li> <li>- Coordinating trainings</li> <li>- Presentation skills</li> <li>- Gender issues</li> <li>- Discussing practical and theoretical issues</li> <li>- Role play and other participatory activities</li> <li>- Group dynamics</li> <li>- Active participation</li> <li>- Running awareness seminars</li> <li>- How to write case studies</li> <li>- How to deal with youth</li> <li>- Fieldwork experience</li> <li>- Creating shadow reports</li> </ul>
<b>Information/ Knowledge</b> in planning, designing and delivering HRE training activities	<ul style="list-style-type: none"> <li>- Strategic planning</li> <li>- Communication techniques</li> <li>- Evaluation</li> <li>- Training materials</li> <li>- Allotting times to different subjects in a training</li> <li>- Writing case studies</li> <li>- International human rights material</li> <li>- How to make a program sustainable</li> <li>- Determine goals and objectives of a program</li> <li>- Necessary experience to run a similar workshop</li> </ul>	<ul style="list-style-type: none"> <li>- Participatory approach</li> <li>- Evaluation</li> <li>- Managing budgets</li> <li>- Logistical arrangements</li> <li>- Networking</li> <li>- Material on children's rights</li> <li>- Country-specific information</li> <li>- Women's rights</li> <li>- Issues related to violence against women</li> <li>- Children's rights</li> <li>- Planning activities for a specific target group</li> <li>- Distance education</li> <li>- Role of youth research in HRE</li> <li>- Techniques on creating group dynamics</li> </ul>

## Activity 4 About Recaps and Debriefings

### Objective

To present the rationale and methodology for daily recaps and debriefings.

### Time

30 min

### Description

#### Summary

An effective human rights educator is one who critically reflects on his or her work. This activity describes some aspects of reflective practice, namely recaps and debriefings.

The facilitator conducts a large group discussion on some elements of reflective practice, namely recaps and debriefings. He/she also asks you to reflect on your approach to receiving feedback.

#### Recaps

Throughout this TOT, you will be provided with a variety of opportunities to actively take part in the learning process. One of these is to have you individually or as a small group take responsibility for preparing a recap or summary of the day's learning and presenting it to the larger group the following morning. Recaps during this workshop will incorporate information gathered from participants' evaluation questionnaires. While recaps are a summary of the previous day's learning, they should also be an opportunity for participants to reflect on what that learning means within the context of their work (for example, how will they apply what they have learned?).

Participants responsible for the recap, (either volunteers or selected by the facilitators) are encouraged to use creative presentation methods (e.g., skits, poems, narratives, pantomimes). Recaps should be brief, to the point, and memorable. They should not exceed 10 minutes.

The facilitator will ask for volunteers or assign participants to prepare the recap for the following day.

*Continued* ▶ ▶ ▶

Activity 4 cont'd

**Debriefings**

Debriefing is a process of guided reflection carried after a learning activity or a series of activities which allows participants to express their thoughts and feelings, about the content and process of the learning experience. It is a means of gathering “live” feedback from participants which engages the emotions as well as the intellect.

It allows the facilitator to assess how successful participants have been at integrating and assimilating new knowledge as well as their underlying feelings about the learning process. It also provides the facilitator with insight into how to improve the activity the next time.

Effective debriefing creates a positive environment and communicates to participants that their participation is vital to the success of the training. Some guidelines for successful debriefing are provided in **Reference Sheet 3**. Ensure that you refer to these guidelines as necessary throughout the workshop.



**Reflection**

Some questions to consider about receiving feedback:

- Are you generally open to receiving feedback?
- How do you feel when you receive feedback that you consider critical? How do you react?
- Do you generally feel that the feedback you receive is useful? How do you decide whether it is useful or not?

*Continued* ▶ ▶ ▶

## Activity 4 cont'd

**More  
About...**
**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.

End of Activity ■

## Reference Sheet 3: Debriefing and Feedback

### Guidelines for Successful Debriefing

- **Make objectives clear.** Too little or too much unfocused feedback during the debriefing process can create confusion and misunderstandings. Make sure learning objectives are clearly linked to the activity, so that the exercise is not perceived by the participants as a waste of time. Providing them with guidelines will help set the standard for how feedback is to be given.
- **Schedule time for feedback.** Ensure to include time for debriefings.
- **Be specific.** Request feedback from the participants, ask for comments and reactions, and have an outline of points for discussion to keep the group focused. This will benefit both you and your participants, and allow you to fully recognize both the advantages and limitations of the activity. Do not neglect to gauge participants' feelings about activities in your debriefings.

### Tips on Giving and Receiving Feedback

- **Listen and be listened to.** Make sure the other person is ready to listen, otherwise the feedback will be ignored or misinterpreted.
- **Be objective.** Feedback should be a clear report of the facts based on observation. Make sure it is descriptive and not interpretative. Start with, "I noticed..."; "I saw..."; "I observed..."; "I wonder..."
- **Be specific.** Use quotes and give examples of what you are referring to.
- **Feedback should be prompt.** There is less chance of confusion and misunderstanding when feedback is given immediately after an activity.
- **Take it easy.** Do not overload the other person with too much information. Keep it simple and to the point. Ask the other person to paraphrase what he/she heard. Too much information can be confusing and leave the other person wondering where to start. Also be aware of the other person's self esteem.
- **Be constructive.** The goal of feedback should be to offer helpful input. Consider your reasons for giving your comments and ask yourself, "Am I being helpful?"
- **Get feedback on your feedback.** Have the other person share reactions to the feedback. Find out what is helpful and what part is not helpful.
- **Use different methods.** Feedback can be verbal, but it can also be through other means, such as written feedback through evaluations.

#### Source:

Instructional Resource Centre. [Teaching Resources Guide, Enhancing Learning, Interactive Classroom, Debriefing in the Interactive Classroom](http://www.irc.uci.edu/TRG_2006/TRG/Enhancing_Learning/Interactive/Debriefing.htm). University of California, Irvine.  
Available online: [www.irc.uci.edu/TRG\\_2006/TRG/Enhancing\\_Learning/Interactive/Debriefing.htm](http://www.irc.uci.edu/TRG_2006/TRG/Enhancing_Learning/Interactive/Debriefing.htm).



## Module 2

# Basic Concepts in Human Rights and HRE

Activity		Time
Activity 1	Understanding Human Rights and HRE	1 hr
Activity 2	Participatory Methodology and HRE	45 min
Activity 3	Profile of a Human Rights Educator: Self-Assessment	45 min

### Overview

In this Module, participants explore notions of human rights and HRE, along with principles of adult learning and participant-centred methodology. The participant-centered methodology of HRE necessitates awareness on behalf of the educator of his or her own abilities, characteristics, and personal beliefs, which is addressed in this Module's last activity.



## Activity 1 Understanding Human Rights and HRE

### Objective

To compare personal concepts of human rights and HRE to those of other members of the group.

### Time

1 hr

### Description

#### Summary

In the previous Module, you laid the groundwork for working as a group over the next five days. This activity helps clarify your understanding of what human rights and HRE mean.

This activity is divided into four parts.

In **Part A**, you will you will reflect on the meaning of human rights.

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

In **Part C**, you will work in small groups to discuss your understanding of HRE.

In **Part D**, you will share your ideas with the group.

5 min

#### **Part A Personal Understanding of Human Rights**

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

- What do "human rights" mean to me? Give some examples.

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*Continued* ▶ ▶ ▶

Activity 1 cont'd

15 min

**Part B Class Discussion**

Share your ideas with the group. Consider some of these questions:

- Do you think that human rights are universal? Why or why not?
- Which of the rights contained in the Universal Declaration of Human Rights seem most important to you?
- Do you feel that the group shares a common concept of human rights?
- In human rights language, we often refer to “duty bearers” and “rights holders.” Who are the principal duty bearers and rights holders of the rights you protect and promote through your human rights work?

15 min

**Part C Understanding of HRE**

Work in groups of three to answer the questions below concerning your understanding of HRE.

- What is your understanding of HRE? What does it involve? What is its main goal?

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- Why do you think HRE is important?

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*Continued* ▶▶▶

## Activity 1 cont'd

25 min

**Part D Group Discussion**

Share your ideas with the group. The facilitator reviews with participants the definitions of HRE provided in **Reference Sheet 4**.

**More About...****Human Rights Language**

In human rights language, we often talk of using a **rights-based approach**. A rights-based approach is founded on the conviction that every human being, by virtue of being human, is a holder of rights. The principles of a rights-based approach include equality and equity, accountability, empowerment and participation. The elements of a rights-based approach guide the content and practice of human rights education. These elements include:

**1. DIRECT LINKS TO RIGHTS**

- Establishes direct links to human rights instruments.
- Considers the full range of indivisible, interdependent and interrelated rights.

**2. Increased levels of ACCOUNTABILITY**

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

**3. Move from dependency to EMPOWERMENT**

- Focuses on beneficiaries as the owners of rights and the directors of development instead of the objects of programs and actions to address their needs.
- Gives people the power, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies.

**4. PARTICIPATION**

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

**5. NON-DISCRIMINATION**

- Gives particular attention to discrimination, equality, equity and marginalized groups. These groups may include women, minorities, indigenous peoples and prisoners.

End of Activity ■

## Reference Sheet 4: On Human Rights Education

### 1. Definition of HRE from the Draft Plan of Action for the First Phase (2005 – 2007) of the Proposed World Programme for Human Rights Education, 59th Session, General Assembly, October 2004 (excerpt)

#### Introduction

“The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace” (Vienna Declaration and Programme of Action, Para. 78).

#### Context and definition of human rights education

The international community has increasingly expressed a consensus that human rights education constitutes a fundamental contribution to the realization of human rights. Human rights education aims at developing an understanding of everybody’s common responsibility to make human rights a reality in each community and in the society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, to the promotion of equality and sustainable development and the enhancement of people’s participation in decision-making processes within democratic system, as stated in resolution 2004/71 of the Commission on Human Rights.

Provisions on human rights education have been incorporated in many international instruments, including the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), the Convention on the Rights of the Child (art. 29), the Convention on the Elimination of All Forms of Discrimination Against Women (art. 10), the International Convention on the Elimination of All Forms of Racial Discrimination (art. 7) and the Vienna Declaration and Programme of Action (Part I, par. 33-34 and Part II, par. 78 - 82), as well as the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in Durban, South Africa, in 2001 (Declaration, par. 95-97 and Programme of Action, par. 129-139).

In accordance with these instruments, which provide elements of a definition of human rights education as agreed by the international community, **human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:**

- a. The strengthening of respect for human rights and fundamental freedoms;
- b. The full development of the human personality and the sense of its dignity;

## Reference Sheet continued

- c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- d. The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- e. The building and maintenance of peace; and
- f. The promotion of people-centred sustainable development and social justice.

**Source:**

United Nations. (2005). Revised draft plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education. Available online:  
<http://www.ohchr.org/english/issues/education/docs/A.59.525.Rev.1.pdf>.

**2. Equitas' Understanding of HRE**

Human rights education is a process of social transformation that begins with the individual and branches out to encompass society at large.

The **goal** of human rights education is empowerment. The result is social change. Human rights education involves the exploration of human rights principles and instruments and the promotion of critical reflection and inquiry. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect their lives.

The **role of human rights educators** is to foster within each person an awareness of human rights and a sense of the individual's capacity to effect change. It is the responsibility of human rights educators to provide a supportive environment where people are free to define which issues are at the heart of their own human rights struggles.

The **practice of human rights education** is founded on mutual respect and reciprocal learning. Participatory methods that promote the sharing of personal knowledge and experience are fundamental. The modes of communication are numerous (from brain- storming and discussion to street theatre and festivals), but the challenge lies in discovering how to truly communicate across different cultures, values and perceptions.

## Activity 2 Participatory Methodology and Human Rights Education

### Objectives

To review the underlying principles of a participatory approach and its appropriateness for HRE.

### Time

45 min

### Description

#### Summary

In the previous activity, you discussed what human rights and HRE meant. One way to conduct effective HRE is by using a participatory, learned-centered methodology. This activity examines key theoretical underpinnings of this methodology.

This activity is divided into two parts.

In **Part A**, you will identify keys to successful learning.

In **Part B**, the facilitator will lead a discussion on a participatory approach for human rights education.

15 min

#### **Part A Keys to Successful Learning**

Discuss the following questions as a group.

- Based on your own experience, what are some keys to successful learning for adults?

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- How do these keys to successful learning relate to your understanding of a participatory approach in education?

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Refer to **Reference Sheet 5** for more information on keys to successful learning.

*Continued* ▶ ▶ ▶



*Activity 2 cont'd*

**30 min**

**Part B Participatory Approach for HRE**

The facilitator highlights the main ideas presented on **Reference Sheet 6**. The facilitator then leads a discussion on the ideas presented, referring to the questions provided below.

Questions for discussion:

- Do you think a participatory approach is appropriate for human rights education?
- What are some of the difficulties you have encountered in using this approach? How could these difficulties be overcome?
- Do you think a participatory approach is appropriate for teaching human rights to any target audiences? Why or why not? Would there be cases where you would not use a participatory approach?

**End of Activity ■**

## Reference Sheet 5: Keys to Successful Learning

### 1. Doing

- Learning by *experiencing* will result in successful learning.

### 2. Feedback

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

### 3. Sharing

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

### 4. Responsibility for Learning

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

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

## Reference Sheet 6: Participatory Approach

### Underlying Beliefs

People learn more effectively when:

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

### Some Assumptions about a Learning Event (program, workshop, activity)

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

### Some Assumptions about Ourselves as Educators

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

### The Curriculum Design Model

The “Spiral Model” (Diagram 1 on the next page), 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:

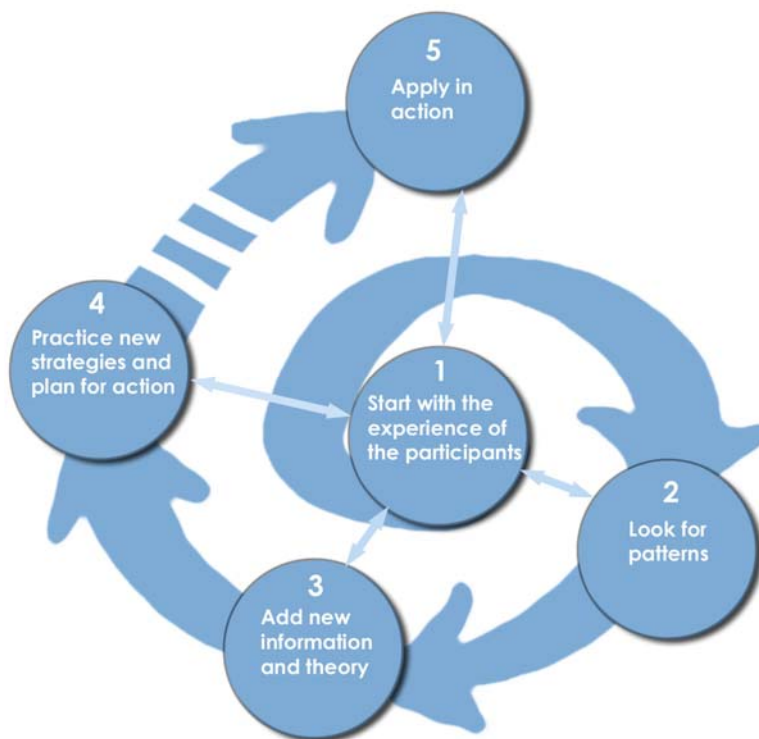
1. Learning begins with the experience and knowledge of the participants. The educational approach is learner-centered, and aims at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.
2. After the participants have shared their experiences, they analyze that experience and look for patterns (i.e., what are the commonalities? 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.

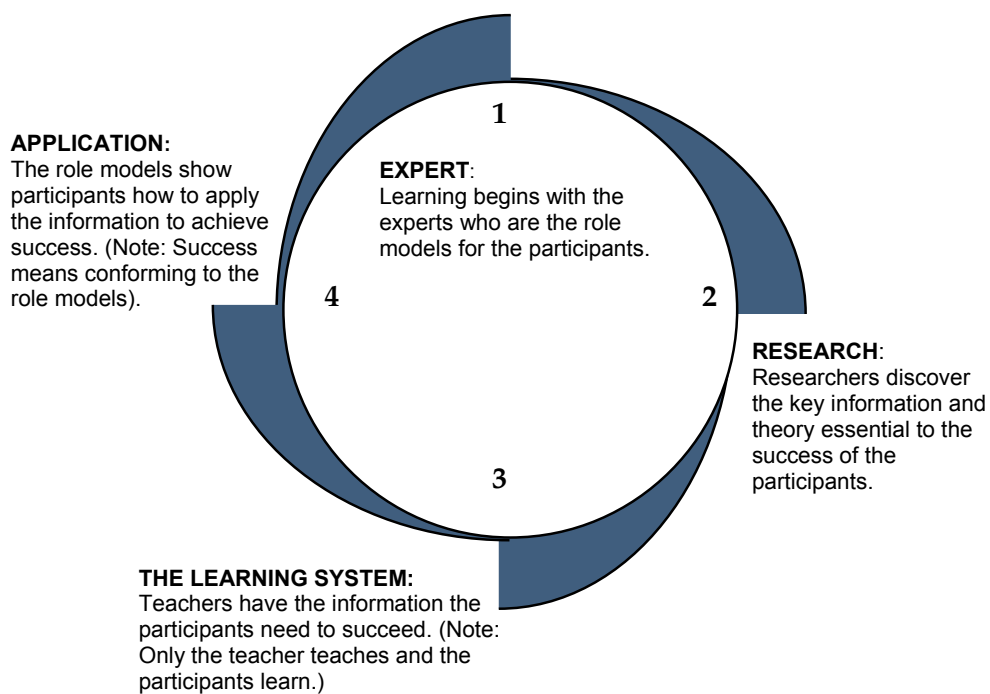
The Spiral Model differs from more traditional types of education models such as the “Expert Model” (Diagram 2, next page) in that it values the knowledge and experiences of the participants rather than relying mainly on the knowledge of the teacher or expert to transmit information to participants as in the Expert Model. The Spiral Model also focuses on action leading to change as a result of participants’ changing perceptions, whereas the Expert Model focuses on participants maintaining the status quo.

The Spiral Model – Diagram 1



Reference Sheet continued

### The Expert Model – Diagram 2



## Why a Participatory Method for Human Rights Education?

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

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

#### 1) Human rights are part of our experience

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

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

#### 2) Human rights are based in conflicting values

Another reason for applying a participatory approach to HRE is because human rights involve norms and values. These values are evolving, are rarely clearly defined, and often conflict (e.g., right to a clean environment v. right to employment, right to religious expression v. right to an identity, right to free expression v. right to freedom from persecution). These are the kinds of dilemmas that spark our reflection. John Dewey<sup>1</sup> in *How We Think* described learning as a process of reflecting on experiences that puzzle us and asking questions about these experiences. There is no one right answer to these questions. Therefore, we need to be active participants in figuring out the answers.

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<sup>1</sup> John Dewey (1859-1952) was the most influential thinker on education in the twentieth century, Dewey's contribution lies along several fronts. His attention to experience and reflection, democracy and community, and to environments for learning have been seminal. He was a pragmatic philosopher, psychologist, and educator commonly regarded as the founder of the progressive education movement.

## Reference Sheet continued

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

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

### 3) HRE is about social transformation

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

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

Paulo Freire<sup>2</sup> said, "Our reason for being is to be a subject, not an object, to act upon and transform the world." Learning to act upon the world implies a different relation between students and teachers: "Individuals gain back the right to say his or her own word."

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

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

### 4) HRE should spark reflection

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

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<sup>2</sup> Paulo Freire was a Brazilian educator from the 1950s through to his death in 1997. During the 1950s and 1960s he developed a method to teach illiterate adults to read that was extremely effective. In the early 1970s he became a celebrated author with the publication of a radical treatise on education called *Pedagogy of the Oppressed*.

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

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

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

Think back to the notions of reflection-in-action and reflection-on-action.

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

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

#### Sources:

Part of this reference sheet is based on notes prepared by human rights educator Dave Donahue for a presentation during a training of trainers workshop delivered by Equitas. Mr. Donahue is an Associate Professor of Education at Mills College in the United States. He is the recipient of the Sarlo Award for his interest in human rights education and reflective learning practices.

Arnold, R., et al. (1991). Educating for a Change. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.



## Activity 3 Profile of a Human Rights Educator – Self-Assessment

### Objective

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

### Time

45 min

### Description

#### Summary

In the previous activity, you explored principles of a participatory methodology. This activity has you reflect on your skills in using this methodology as a human rights educator.

This activity is divided into two parts.

In **Part A**, the facilitator will present the self-assessment information compiled from the participants' **Application Forms** for this workshop.

In **Part B**, the facilitator will initiate a discussion on the actions needed for improvements.

### 25 min

#### Part A Self-Assessment

The facilitator presents the results of participants' self-assessments of their design and training skills compiled from information provided in the **Application Forms**. He/She provides an analysis of these results highlighting commonalities, differences as well as any significant findings. Refer to **Reference Sheet 7** for the results of the Self-Assessment questionnaire from the **Application Form**.

Questions for discussion:

- Looking at the results of the self-assessments, are there any areas where you (the participants) have considerable expertise? What are they?
- Are there any areas where you need to increase your level of expertise? Which ones?

*Continued* ▶ ▶ ▶

Activity 3 cont'd

- Are there common “facilitation dilemmas” that have been identified? If yes, what are they?
- What are the personal characteristics identified that are key to being an effective facilitator? What characteristics should be strengthened?

20 min

### Part B Actions for Improvement

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. It is also important to remember that not all of the skills areas outlined in the questionnaire can be covered in this training session.

The facilitator initiates a large group discussion on effective actions that can be taken during the workshop as well as after the workshop to help participants address those areas that were identified as needing improvement. You will have the opportunity to add to the areas needing improvement throughout the workshop.

Questions for discussion:

- 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?
- How can a training such as this one ensure that everyone, even those with considerable expertise as human rights educators, has the opportunity to learn something new?



#### Reflection

Some questions to consider when analyzing data from a pre-workshop assignment:

- When applicants to a training workshop fill out a questionnaire such as this one, how candid do you think they are? For example, do you think some applicants might say they are more or less experienced than they are in the hopes of being selected? Do you think everyone has the same understanding of what the ratings mean?
- The results of the self-assessment questionnaire provide “baseline data” on your skills and characteristics as human rights educators. How can these characteristics be measured once the training is completed?

End of Activity ■

## Reference Sheet 7: Results of Participants' Self-Assessment as Human Rights Educators

### Part A: Experience Designing and Delivering HRE

<b>Level of Experience in Designing HRE</b>				
	<b>1</b> no experience	<b>2</b> minimal experience	<b>3</b> experienced	<b>4</b> very experienced
<b>a) Instructional design</b>				
1. Determining program goals and objectives	0	14	72	14
2. Developing training materials	0	48	38	17
3. Determining program content	3	21	66	10
4. Increasing transfer of learning in the workplace	0	24	59	17
5. Assessing participants needs	0	17	55	28
6. Evaluating training	0	21	55	24
<b>b) Applying methodology and theory for developing and delivering HRE sessions</b>				
7. Using a participatory methodology in your human rights education work	0	31	41	28
8. Applying human rights education theory	7	24	45	24
9. Applying adult learning theory	3	41	31	24
<b>c) Designing human rights training materials</b>				
10. Writing case studies	3	38	41	17
11. Designing role plays	3	28	59	10
12. Designing other types of participatory activities	3	41	41	10
<b>d) Using evaluation tools and techniques</b>				
13. Doing needs assessment	3	34	48	10
14. Developing indicators for assessing outputs, outcomes and impact	3	38	45	10
15. Conducting interviews	3	21	48	24
16. Writing questionnaires	3	31	31	34
17. Using learning journals	10	48	24	17
<b>e) Coordinating a HRE session</b>				
18. Ability to arrange the program logistics	7	7	48	38
19. Designing a budget	0	24	41	34
20. Managing a budget	3	17	38	41

## Reference Sheet continued

<b>Level of Experience as a Facilitator</b>				
	<b>1</b> no experience	<b>2</b> minimal experience	<b>3</b> experienced	<b>4</b> very experienced
<b>a) Setting the climate</b>				
1. Selecting and preparing the training space (e.g., the room)	0	3	55	41
2. Creating a supportive environment where people feel free and safe to take risks	0	17	45	38
<b>b) Group dynamics</b>				
3. Keeping the group on task during sessions	0	17	55	28
4. Getting participants to respect the schedule (i.e., starting time, breaks)	0	10	52	38
5. Balancing the needs of individual participants with the needs of the group	0	21	62	17
6. Harmonizing the needs of the participants with the demands of the process	0	31	52	14
7. Handling difficult participants	0	38	34	28
8. Working constructively with diversity	0	38	24	3
9. Reading the mood of the group and making necessary adjustments	3	31	38	28
10. Having participants reflect on the dynamics of the group	0	31	38	24
<b>c) Process skills</b>				
11. Presenting activities in a clear and concise manner	3	21	45	31
12. Asking probing questions	3	14	55	28
13. Encouraging critical thinking	0	17	52	31
14. Paraphrasing interventions by participants	3	21	52	24
15. Synthesizing discussions	3	21	55	21
16. Making appropriate links and connections	21	3	21	45
17. Debriefing activities	3	21	55	17
18. Using icebreakers and energizers	3	21	48	28
19. Using a variety of participatory training techniques (e.g., brainstorming, role plays, case studies)	0	14	55	31
20. Flip charting	0	10	48	38
21. Using audio-visual equipment	3	31	45	21
<b>d) Problem-solving skills</b>				
22. Defining a problem	7	24	52	17
23. Generating solutions in a participatory manner	3	31	52	14
24. Managing conflict	7	28	45	21
<b>e) Communication skills</b>				
25. Listening and really focusing on what participants are saying rather than what you will say next	0	14	59	28
26. Interpreting participants' non-verbal cues and responding appropriately	3	17	59	21
27. Encouraging dialogue rather than debate	0	17	55	28
28. Handling questions	0	21	48	31

Reference Sheet continued

Level of Experience as a Facilitator				
	1 no experience	2 minimal experience	3 experienced	4 very experienced
29. Making presentations	3	17	48	34
<b>f) Other skills you feel are important.</b>				
Voice use and body language skills.				
Helping the participants make their own decisions.				
Self-evaluation of individual activities.				
Following up with participants.				
<b>g) Describe 3 dilemmas (i.e., challenging situations) you experienced as a facilitator which you feel other participants at the TOT will benefit from.</b>				
<ul style="list-style-type: none"> <li>- Using human rights education in practical applications</li> <li>- Extremist opinions</li> <li>- Handling totally different levels of trainees</li> <li>- Being threatened and / or arrested</li> <li>- Keeping a high morale while working</li> <li>- Interruption of the electrical current when using the electrical devices during the training</li> <li>- Solving any misunderstandings between participants</li> <li>- It is good to have a diverse group of trainees, however, when it is TOO diverse, the differences in knowledge, experience and background could render it impossible to harmonize the group and maintain unified dynamics.</li> <li>- ...</li> </ul>				

**Part B: Personal Characteristics/Qualities of an Effective Facilitator**

<b>a) Please list 3 of your strongest personal qualities/characteristics that you think make you an effective facilitator.</b>
<ul style="list-style-type: none"> <li>- Positive and smiling</li> <li>- Tolerant and open- minded</li> <li>- Listening and acceptance to the other's opinions</li> <li>- Eager to listen</li> <li>- Organized</li> <li>- Creative</li> <li>- Organized and punctual</li> <li>- Inclusive and cooperative</li> <li>- My sense of humor</li> <li>- Can work under stress and face the challenges</li> <li>- ...</li> </ul>
<b>b) Please list 3 of your personal qualities/characteristics that you would like to strengthen in order to be a better facilitator.</b>
<ul style="list-style-type: none"> <li>- Ability to deliver material</li> <li>- sensitive with diversity</li> <li>- manage conflict</li> <li>- Putting a limit for the long discussions</li> <li>- Using audio-visual equipment</li> <li>- Synthesizing discussions</li> <li>- Sensitive to gender equality</li> <li>- Aware of alternative methods of training</li> <li>- How to be assertive</li> <li>- Ability to organize the training impact assessment</li> <li>- ...</li> </ul>



## Module 3

# Effective Human Rights Education – A Tool for Social Change

Activity		Time
Activity 1	The Current Context of Our HRE Work: Debating Human Rights Values	2 hrs 40 min
Activity 2	Human Rights Education for Different Target Audiences	1 hr 30 min
Activity 3	Gender Concepts and HRE	1 hr 30 min
Activity 4	Transformative Learning and Social Change	1 hr 45 min

### Overview

This Module examines three key notions that define HRE as a tool for social change. First is the complex notion of human rights values: what they are, how they are defined, and what they mean. The format for exploring human rights values is that of a debate, along with the expertise of a resource person. The second notion is that of gender, where another resource person discusses basic gender concepts and their link to HRE. The third notion is that of social transformation, where participants explore the transformative potential of HRE work





## Activity 1 The Current Context of Our HRE Work: Debating Human Rights Values

### Objective

To debate different arguments for and against the universality of human rights values in the Middle East and North Africa context.

### Time

2 hrs 40 min

### Description

#### Summary

A key element in effective HRE is the ability of the human rights educator to understand how human rights values are perceived by different people, and how their own personal values shape their views of what human rights are. This activity enables you to reflect on different perceptions of what human rights values mean.

This activity is divided into six parts.

In **Part A**, you will reflect on human rights values.

In **Part B**, the resource person will discuss human rights values.

In **Part C**, the facilitator will provide a background on the debate topic.

In **Part D**, you will prepare arguments for the debate.

In **Part E**, you will engage in the debate.

In **Part F**, the facilitator will synthesize the main points raised during the debate and link them with the participants' role as human rights educators.

*Continued* ▶ ▶ ▶

Activity 1 cont'd

10 min

**Part A Reflecting on Human Rights Values**

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

- What values do you feel define your society? What social dynamics help shape these values?

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- What are some key values that are in line with human rights?

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The facilitator asks participants to share some of their answers with the rest of the group. The results of this individual reflection will be addressed by the resource person in **Part B**.

1 hr

**Part B Presentation on Human Rights Values**

*Resource Person: Jefferson R. Plantilla, Chief Researcher, HURIGHTS Osaka, Japan.*

The resource person begins by commenting on participants' answers in **Part A**. Following this, he gives a presentation on human rights values (40 min). In particular, he addresses:

- Defining human rights values – with an explanation of their bases
- Interpreting values to resist human rights – the "Asian Values" debate
- Reconciling existing values and human rights values - examples of how this is formulated (in particular, in the Asia-Pacific context).

Following the presentation, there is a question and answer period (20 min).

*Continued ▶▶▶*

*Activity 1 cont'd*

10 min

**Part C Background on the Topic of the Debate**

The facilitator explains the rationale for the debate and discusses the background material in **Reference Sheet 8**.

You have begun to reflect on personal understandings of human rights values and have examined how different value systems can be interpreted as in line with or in opposition to human rights values. The debate will now help you engage in a discussion that will further explore strategies for addressing different value systems through human rights education.

*Continued* ▶ ▶ ▶

Activity 1 cont'd

20 min

**Part D Work in a Group**

You will prepare your arguments and then engage in a debate on the topic below:

**Debate Topic:**  
**Human rights are in contradiction with values found in our societies.**

The facilitator assigns you to one of two groups:

- **Group 1** - will argue that human rights **are in contradiction** with values found in our societies.
- **Group 2** - will argue that human rights **are not in contradiction** with values found in our societies.

The term “values found in our societies” is deliberately vague. It is up to the group to decide whether or not there are values that are representative of the many societies represented by the group.

In order to get the most out of the debate, it is best for each group to reflect on the kind of person (or persons) who would argue in favour of their point of view and act as they would during the debate.

For example, in the case of Group 1 – human rights are in contradiction with values found in our societies – group members may choose to role play a group of scholars or community leaders arguing that point of view. Members of Group 2, who argue that human rights are *not* in contradiction with values found in our societies, may choose to play the role of human rights activists.

All participants should agree beforehand if they choose to carry out the debate by role playing. Roles should be clarified prior to the role play.

The facilitator then explains the debate format on the next page.

*Continued* ▶ ▶ ▶

Activity 1 cont'd

40 min

**Part E Debate**

Carry out the debate following the format described below.

**Debate Format**

**Part I**

5 min

**Opening Statement: Group 1 – Human rights are in contradiction with basic values found in our societies**

Group 1 presents its main arguments.

Group 2 listens and group members prepare challenge questions.

8 min

**Challenge Questions: Group 2 to Group 1**

Group 2 asks challenge questions.

Group 1 responds.

**Part II**

5 min

**Opening Statement: Group 2 – Human rights are not in contradiction with basic values found in our societies**

Group 2 presents its main arguments.

Group 1 listens and group members prepare challenge questions.

8 min

**Challenge Questions: Group 1 to Group 2**

Group 1 asks challenge questions.

Group 2 responds.

5 min

**Preparation Break**

Each team prepares its closing statement keeping in mind the challenges and the main arguments of the other team.

**Part III**

4.5 min

**Closing Statement Group 1- For**

Group 1 presents its last appeal.

4.5 min

**Closing Statement Group 2 -Against**

Group 2 presents its last appeal.

*Continued* ▶ ▶ ▶

Activity 1 cont'd

20 min

**Part F Large Group Discussion**

The facilitator synthesizes the main points highlighted during the debate and leads a large group discussion on the relationship between human rights values and commonly-held values in society, and the challenges human rights educators may face in educating about human rights.

Questions for discussion:

- How do the arguments raised in this debate apply to your HRE work?
- Would you have different approaches to discussing human rights values with different target audiences? If yes, describe some specific examples.
- Are there human rights values you yourself find difficult to address? If yes, why? How does this affect your ability to talk with conviction about such human rights values? For example, if a man believes that women are subordinate to men, how can he sincerely promote women's equality?

The facilitator leads a discussion on some of the advantages and drawbacks of using debates as an HRE training technique.

**More About...**

**Debating**

Freedom of thought and freedom of expression form part of human rights. A debate is not merely a discussion or an exchange of opinions. A debate is a means whereby any individual can express his or her thoughts. Coming face to face with the thoughts of other people is a pre-requisite for debate and the creation of a democratic society. Respect for the law does not deprive individuals of the right to criticize, argue and put forth claims.

Freedom of expression goes hand in hand with acceptance of the diversity of thought, and debate enables this diversity to be expressed. It should not, however, encourage the idea that all opinions are of equal value. E.g., The expression of racist ideas is not an opinion but an offence.

Debate is a constituent element of democratic society. To learn to debate is to learn to think, listen and argue properly. It provides the opportunity to work on one's identity: one has to learn to express oneself, to listen to other people and be willing to change one's mind without fear of 'losing face'.

Debating gives participants experience in presenting and defending a point of view which may not necessarily be their own. At the same time, it provides practice in planning group strategy.

**Source:** UNESCO. (1997). Manual for Human Rights Education at Primary and Secondary Levels.

**End of Activity ■**

## Reference Sheet 8: Preparing for the Debate on Human Rights Values

### Background

During the Regional Working Session in September 2006, participants took part in an exercise on “taking stock” of their current human rights work in the region. In their SWOT analysis (strengths, weaknesses, opportunities, and threats), one of the threats identified as hindering their HRE work was “cultural resistance towards human rights.”

Furthermore, in an exercise on describing the macro environment of human rights in the region, the following was highlighted by participants: “Domination of a traditional culture preventing people from accepting new information and concepts that would result in changes in attitude and behaviour.”

Resistance to human rights has been and continues to be a longstanding struggle in many societies. The idea of human rights as a “Western” construct or being in opposition to certain cultural traditions is not new. For example, there has been a lengthy debate in Asia on the idea that human rights, as set out in international standards, are from the West and place emphasis on the individual, while an Asian concept of human rights focuses primarily on the establishment of a stable society through family and cooperation at a community level. Proponents of Asian values also reinforce the importance prosperity through authoritarianism, thus limiting personal freedom.

Another argument in favour of Asian values, which is applicable in many other instances of “national” or “regional” values is an assertion to resist cultural Western hegemony. But as UN Secretary-General Kofi Annan observed, such resistance is often fuelled by political leaders: “It was never the people who complained of the universality of human rights, nor did the people consider human rights as a Western or Northern imposition. It was often their leaders who did so.”

### Why Have a Debate?

Having an understanding of human rights values is a core aspect of effective human rights education. As the World Programme for Human Rights Education states, developing values is a core element of human rights education:

- (a) Knowledge and skills — learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;
- (b) Values, attitudes and behaviour — developing values and reinforcing attitudes and behaviour which uphold human rights;
- (c) Action — taking action to defend and promote human rights.

This debate will enable participants to examine the validity of arguments for and against the idea that human rights are in contradiction with basic values, and identify strategies for discussing human rights values with different target audiences they work with.

### Some Definitions of Culture

- It is the very essence of individuals, families and communities, who must learn to live together, and reflects their values and forms of expression, whether through their language or their life-styles and family customs, in an increasingly diverse and multicultural society (Council of Cultural Co-operation).
- Clifford Geertz, an anthropologist, defined culture as follows: "the shared patterns that set the tone, character and quality of people's lives" (p. 216). These patterns include language, religion, gender, relationships, class, ethnicity, race, disability, age, sexual orientation family structures, nationality, and rural/suburban/urban communities. These shared patterns, however, go beyond external characteristics to include the values, symbols, interpretations, and perspectives held by a group of people. Culture is a way of living and being in the world; it is a design for living that involves ways of acting, believing, and valuing.

### Some Definitions of a "Culture of Human Rights"

- Shulamith Koenig defines a culture of human rights as "a culture is where we are free from fear and want. These freedoms [are] encoded by very specific and very detailed norms and standards translated into law on the international and national levels.... A human rights culture, as defined by a multitude of norms and standards, is a way of life, politically, morally and legally, a way of life guided by the human rights framework."
- Professor of Law Mario Gomez has defined a culture of human rights as "active practice and implementation of a shared core set of values regarding a way of life developed over a period of time which is inspired by the HR standards and norms that are translated into practice. In everything we have to look towards dynamism – about new tendencies in the culture of human rights – critical analysis and self-criticism are very important."

### Forming Arguments

Below are some questions for both groups to consider when forming their arguments:

- Is there a common, agreed upon set of human rights values? If yes, what are these values?
- Where are these values defined?
- Can values change over time?
- How can you shape or change another person's (or a group's) values? Should you? And how do you know whether or not you have succeeded?

Sources:



Council for Cultural Co-operation. (2001). Ten Years of Cultural Co-operation in Europe 1989-1999: an Outside View. Strasbourg (69<sup>th</sup> Session). Available online: [http://www.coe.int/t/e/cultural\\_co-operation/culture/resources/publications/CDCC\\_2001\\_7\\_EN.pdf](http://www.coe.int/t/e/cultural_co-operation/culture/resources/publications/CDCC_2001_7_EN.pdf).

Geertz, C. (1973). The Interpretation of Cultures referred in Exploring a Curriculum that is International. Kathy G. Short, University of Arizona. IBO World, November 2003. Available online: <http://www.ed.arizona.edu/Short/Publications/A%20curriculum%20that%20is%20international.pdf>.

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Koenig, S. People's Movement for Human Rights Education (PDHRE) Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights. <http://www.hrea.org>.

United Nations. (2005). Revised draft plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education. Available online: <http://www.ohchr.org/english/issues/education/docs/A.59.525.Rev.1.pdf>.

## Activity 2 Human Rights Education for Different Target Audiences

### Objective

To develop a common understanding of human rights education (HRE) for different target audiences.

### Time

1 hr 30 min

### Description

#### Summary

In the previous activity, you examined fundamental human rights values. In this activity, you will reflect more on different HRE strategies for particular target audiences.

It is important for us to be able to articulate clearly to others the nature of the work we do and why it is important. In order to do this effectively, we must reflect on and clarify our own understanding of HRE and its goal. You reflected on your understanding of HRE in **Module 2 Activity 1**.

This activity is divided into three parts.

In **Part A**, you will work in small groups to develop your ideas on HRE for specific target audiences.

In **Part B**, you will share the results of your small group discussion with the larger group.

In **Part C**, the resource person will comment on the results of your presentations.

30 min

#### Part A HRE for Different Target Audiences

During this TOT, you will work on developing HRE activities for specific target audiences. In the **Application Form**, you were asked to choose from the following list of target audiences:

- Students/Youth
- Teachers/Professors
- NGOs/CBOs

Think back to the debate and ask yourself how these target audiences perceive human rights values.

*Continued* ▶ ▶ ▶

*Activity 2 cont'd*

- General Public
- Government/ National Human Rights Institutions Officials
- Police/Security Forces Personnel

The facilitator divides participants into six groups, with each group discussing why HRE is important for one of the target audiences listed above. Write these reasons in **Worksheet 1** and prepare to present the main points of your discussion to the entire group in **Part C**. Also write successful HRE activities for working with the group and challenges to those successes, based on your experiences.

**40 min**

**Part B Report on Group Work**

The large group reconvenes. Each group reports on the results of their discussion (5 min each). The facilitator synthesizes common elements and provides feedback on the presentations.

Questions for discussion:

- The reasons why HRE is important for each group were written by you. Do you think members of each target audience are aware of these reasons?
- Would the successful HRE activities listed be successful in all contexts? For example, would methods of training security personnel in Egypt be effective in Iraq?
- What can be done to minimize the challenges listed?

**20 min**

**Part C Response from Resource Person**

The resource person responds to the presentations and offers additional examples of effective HRE for the target audiences identified.

**End of Activity ■**

**Worksheet 1: Human Rights Education for Different Target Audiences**

Who needs human rights education? You conduct HRE for a number of different target audiences. Why is HRE critical for these groups?

In the table below, the facilitator assigns each group a target audience from the six listed in **Part A**. Write reasons why you think HRE is important for them. An example is provided.

Target Audience	Reasons why HRE is important for them	Successful HRE activities with the target audience	Challenges that prevent HRE activities from being successful
<p><b>For example:</b> HRE for police / security forces personnel</p>	<ul style="list-style-type: none"> <li>• Reduce the number of human rights violations they commit.</li> <li>• Increased accountability for police and security personnel's actions.</li> <li>• Increase the level of trust the general public has towards them.</li> </ul>		

## Activity 3 Gender Concepts and HRE

### Objectives

- To identify key gender concepts.
- To examine how a gender perspective can be applied to HRE work.

### Time

1 hr 30 min

### Description

#### Summary

In the previous activity, you explored what HRE means for different target audiences. Regardless of the target audience, understanding what gender is and how you need to address it as a human rights educator are key to any HRE activity. In this activity, a resource person provides an introduction to basic gender concepts.

This activity is divided into two parts.

In **Part A**, participants will explore different gender roles in society by means of forum theatre.

In **Part B**, a resource person will lead a discussion on basic gender concepts.

*Continued* ▶ ▶ ▶

Activity 3 cont'd

30 min

**Part A Forum Theatre on Gender Roles**

The facilitator explains what forum theatre is and how it will be used to demonstrate perceptions of traditional gender roles in society. For the initial 5-minute play, a select number of participants will be asked to act out a scene that depicts men and women in traditional gender roles (for example, a woman staying at home to care for her children while her husband works). The play should end with a conflict or unresolved situation (for example, the woman wanting to earn a living and her husband opposing the idea).

Once the first enactment of the play is over, the play starts again with the other participants taking an active part in transforming the end result by taking the place of the initial actors. Once a second version of the play is over, the facilitator intervenes and asks participants if an appropriate solution has been identified; if not, participants act out the play again, and participants can intervene to change the outcome.

The number of times a play is re-enacted depends entirely on the participants. Once the play is over, the facilitator debriefs the activity with participants.

<b>More About...</b>	<p><b>Forum Theatre</b></p> <p>The technique of forum theatre was largely developed by Brazilian theatre director Augusto Boal, with his <i>Theatre of the Oppressed</i>. The Theatre of the Oppressed has given birth to several different forms of theatre, including forum theatre, theatre debate, and interactive theatre. Forum theatre involves the enactment of a scene presenting a problem situation that is meant to stimulate the intervention of the spectators (“spect-actors”) to either end a solution to the problem or seek a possible alternative action by taking the place of the protagonist. This method originated in Brazil, when a spectator jumped onto the stage out of frustration at the actors’ inability to depict her suggestions satisfactorily. The moderator does not judge the interventions, but questions the spectators about the reality and effectiveness of the proposed solutions and invites them to take the stage and to resume the play by acting out their own vision of how to solve the problem.</p> <p><b>Source:</b> International Development Research Centre (IDRC). <u>Putting information to work for research projects: Popularize, produce, disseminate!</u> Theatre – Sheet 11. Available online: <a href="http://www.idrc.ca/uploads/user-S/11606750171Sheet11_Theatre.pdf">http://www.idrc.ca/uploads/user-S/11606750171Sheet11_Theatre.pdf</a>.</p>
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Continued ▶▶▶

Activity 3 cont'd

1 hr

**Part B Presentation on Gender Concepts**

The resource person leads a large group discussion on basic gender concepts (40 min).

The resource person addresses the following main points:

- Differences between sex and gender
- Gender roles in different societies
- Factors that influence and change gender roles in societies
- Understanding gender equality
- Application of a gender perspective in HRE

Refer to **Reference Sheet 9** for more information on gender concepts.

Following the presentation, there is a question and answer period (20 min).



**Reflection**

Below are some questions for you to reflect on relating to gender and your work:

- Looking back at the HRE activities for specific target audiences in the previous activity, how can gender be addressed with each of them? For example, how do you address gender when conducting HRE for police officers?
- How do you address gender in your work? Do you apply a gender perspective to all stages of your work (for example, project development, project implementation, project evaluation)?

**End of Activity ■**

## Reference Sheet 9: Gender – Basic Concepts

- The term "gender" is used to describe a set of qualities and behaviours expected from men and women by their societies. A person's social identity is formed by these expectations. These expectations stem from the idea that certain qualities, behaviour, characteristics, needs and roles are 'natural' for men, while certain other qualities and roles are 'natural' for women.
- Gender is not biological - girls and boys are not born knowing how they should look, dress, speak, behave, think or react. Their "gendered" masculine and feminine identities are constructed through the process of **socialisation**, which prepares them for the social roles they are expected to play. These social roles and expectations differ from culture to culture and at different periods in history. They can and do change.
- Gender relations are **patriarchal** - that is, they reflect and perpetuate a hierarchy where women are subordinate to men. Women's subordination is reflected in inequality and differences between women and men within the family and community, as well as in all social, economic, cultural and political interactions and relationships between people.
- Patriarchal social structures and institutions are sustained and strengthened by value-systems and cultural rules which propagate the notion of women's inferiority. Every culture has its example of customs which reflect the low value placed on women.
- Patriarchy makes women powerless in many ways - by convincing them of their own inferiority to men; by demanding that they conform to certain stereotyped 'appropriate' roles and behaviour; by denying them control over their own bodies, lives and labour; by limiting their access to resources and by restricting their opportunities to participate in decisions which affect their own lives.
- These different forms of control often operate to strengthen each other, and have resulted in the exclusion and marginalisation of women from social, economic and political processes. Women's subordination is reflected both in women's socio-economic **condition** (like their levels of health, income and education), as well as in their **position**, or degree of autonomy and control over their own lives.
- Gender equality cannot come about only through changes in women's condition - it requires transformation of the structures and systems which lie at the root of women's subordination and gender inequality. This transformation cannot be induced by external interventions. Women must themselves become active **agents of change**.
- Gender equality therefore demands **women's empowerment**, a process that leads to greater participation in social and political processes, greater decision-making power and to conscious action for social transformation.



Reference Sheet continued

- The process of empowerment is not sectoral - it encompasses women's multiple roles and interests, and addresses the inter-relationships between them, leading to women gaining greater control over their own lives. Empowerment thus has many dimensions.
  - Building a critical understanding of the causes and processes of disempowerment.
  - Enhancing self-esteem and altering self-image.
  - Gaining increased access to natural, financial and intellectual resources.
  - Acquiring the confidence, knowledge, information and skills to understand and intervene in social, economic and political structures and processes.
  - Increasing participation in and control of decision-making processes within and outside the family and community.
  - Moving into new roles and spaces, which were hitherto seen as exclusively male domains.
  - Coming together to question, challenge and change unjust and inequitable beliefs, practices, structures and institutions which perpetuate gender inequality.
  
- The process of women's empowerment challenges the basic assumptions which govern age-old social institutions, systems and values. It is, therefore, inevitable that it should encounter resistance from existing power structures. It is easier for **collectives** of women, rather than individual women, to take the process of empowerment forward in the face of this resistance.
  
- Development efforts in the last forty years have by and large not addressed the root causes of women's subordination, and have therefore failed to impact gender inequality in a significant way. Most mainstream approaches to women's development have not been based on analyses of the overall reality of women's lives, but have focused either on their roles as mothers and housewives, or as economic agents. The development of women was seen as an issue of "letting them participate" in projects which they were not involved in determining, on terms decided by others.
  
- The emphasis later shifted to targeting women through separate women-only projects. While many of these were innovative and catalytic, most were small, isolated and under-funded initiatives which had very little lasting impact. Where women's components have been included in large mainstream projects, the objectives and priorities of these projects were seldom influenced or informed by women's needs and concerns.

Reference Sheet continued

- It is now widely accepted that gender inequality is not a result of women's integration or lack of integration in development, or their lack of skills, credit and resources. The root cause of the problem lies in the social structures, institutions, values and beliefs which create and perpetuate women's subordination. The issue is not merely one of "adding on" women to various processes, but of reshaping these processes to create the space for women's involvement not only in implementing the development agenda, but also in agenda-setting.
- The global crisis of rapidly increasing ecological degradation and poverty in the 1990s led to a growing acceptance of the critiques of the dominant ideology and conceptual framework of development by people's movements and NGOs in both the South and the North. Dominant models of industry-based and export-led economic growth are now acknowledged to have resulted in large scale exploitation of both natural and human resources. Women have been the worst affected. Women's work and the environment have been compared to invisible "subsidies which support all societies. Both are undervalued or perceived as free even as others continue to profit from them".
- The need is therefore to move from **integrating** women into existing development approaches - giving them "a larger slice of the poisoned pie" - to a framework of **equitable and sustainable development**. This involves reshaping development to reflect the visions, interests and needs of those who have been rendered invisible and powerless by mainstream processes.
- Women and the poor together form the majority of the world's population. The perspectives and experiences of poor women can be a major source of transformation of the way in which we understand development. **Gender mainstreaming is therefore a strategy for addressing and reversing the current global crisis of development.**

**Source:** UNDP. (2004). Moving from Policy Moving from Policy to Practice: A Gender Mainstreaming Strategy for UNDP India. Available online: <http://www.undp.org.in/REPORT/Gstrat/Default.htm>.

## Activity 4 Transformative Learning and Social Change

### Objectives

- To identify the main elements of transformative learning theory.
- To reflect on the transformative potential of HRE work.

### Time

1 hr 45 min

### Description

#### Summary

In the previous activities, you examined how an understanding of human rights values and gender can contribute to effective HRE. In this activity, you will examine some theoretical aspects of transformative learning theory and identify the types of changes related to social transformation that can arise from HRE with different target audiences.

In **Module 2, Activity 1**, we presented Equitas' view of human rights education as:

*“a process of social transformation that begins with the individual and branches out to encompass society at large. The goal of human rights education is empowerment. The result is social change.”*

Our understanding of human rights education and what it should achieve must be reflected in the way we carry out our work. If we are to contribute to the transformative learning of others, it is necessary for us to understand the theoretical and practical underpinnings of the learning process associated with human rights education.

This activity is divided into four parts.

In **Part A**, the facilitator will do a short presentation on transformative learning theory.

In **Part B**, you will work in small groups in order to identify changes you envision as a result of your HRE work.

In **Part C**, you will share the results of your discussions with the larger group.

In **Part D**, the resource person will comment on the results of your presentations.

*Continued ▶▶▶*

Activity 4 cont'd

30 min

Think back to the Learning Spiral presented in Module 1. What are the links between the Learning Spiral and transformative learning?

**Part A Transformation Learning Theory**

The facilitator:

- Provides an overview of how “social transformation” is defined
- Provides an explanation of what transformative learning involves
- Describes the ideal conditions for transformative learning

Following the presentation, you will have an opportunity to ask questions. Refer to **Reference Sheet 10** and the “**More About...**” box on the next page for more information on transformative learning.

The facilitator leads a large group discussion on participants’ experience with elements of transformative learning.

Questions to guide your discussion:

- Think of this workshop. Are the essential practices and ideal conditions for fostering transformative learning found here in the workshop? Try to cite examples.
- Think of your own HRE work. Do your training activities foster transformative learning? If yes, how?

30 min

The target audiences listed in Module 3 Activity 2 are:

1. Students/ Youth
2. Teachers/ Professors
3. NGOs/ CBOs
4. General Public
5. Government/ National Human Rights Institutions Officials
6. Police/ Security Forces Personnel

**Part B Transformative Potential of Our HRE Work**

The facilitator goes through the transformative potential model illustrated in **Reference Sheet 11**. The example illustrates possible changes at individual, institutional, and societal levels resulting from human rights education for security personnel.

The facilitator divides participants into small groups according to the different target audiences identified in **Module 3 Activity 2**.

In your small group, reflect on what changes you envisage at the level of the individual, the organization and society as a result of your HRE work with this particular target audience. Try to identify changes in terms of **skills** acquired, **knowledge** learned, and **values/attitudes** shaped or clarified.

Prepare a flipchart version of **Worksheet 2** to record the results of your discussion.

Continued ►►►

*Activity 4 cont'd*

**30 min**

**Part C Report on Group Work**

The large group reconvenes. Each group reports on the results of their discussion (5 min each).

**15 min**

**Part D Response from the Resource Person**

The resource person responds to the presentations and provides additional examples of transformative change resulting from effective HRE.



**Reflection**

Below are some questions for you to reflect on relating to the transformative potential of your HRE work:

- Do you identify results of your HRE activities as part of your planning process before the activities?
- How do you know that you achieved what you set out to do with your HRE activities? In other words, how do you evaluate change?
- Can you give examples of positive changes at the individual, institutional/organizational, and societal levels which can be linked to your HRE work?

*Continued ▶▶▶*

Activity 4 cont'd

**More  
About...**

**Social Transformation, Transformative Learning and Transformative Potential**

**Defining Social Transformation**

Social transformation may involve changes in social structures, labor relations, urbanization, attitudes, beliefs, views, and values, freedoms and rights, the quality of education, competitive and comparative advantages, and effective governance.

**Source:** Alvi, H. (2005). The Human Rights of Women and Social Transformation in the Arab Middle East. Middle East Review of International Affairs, Vol. 9, June 2005, No. 2.

**On Achieving Social Transformation**

Taylor (1998), in reference to Paulo Freire's view on the goal of social transformation, indicates Freire "...is much more concerned about a social transformation via the unveiling of reality by the oppressed through the awakening of their critical consciousness, where they learn to perceive social, political and economic contradictions, and to take action against the oppressive elements of reality."

**Source:** Taylor, E. (1998). The Theory and Practice of Transformative Learning: A Critical Review. Ohio: Vocational Education, Ohio State University. Available online at: [www.cete.org/acve/mp\\_taylor\\_01.asp](http://www.cete.org/acve/mp_taylor_01.asp) (accessed 6 October 2004).

**Transformative Learning**

Mezirow, who pioneered the theory of transformative learning, suggests that individuals can be transformed through a process of critical reflection. He goes on to explain that in transformative learning the most significant learning occurs in the communicative domain which " involves identifying problematic ideas, values, beliefs and feelings, critically examining the assumptions upon which they are based, testing their justification through rational discourse and making decisions predicated upon the resulting consensus." (Taylor, 1998, p. 43)

**Source:** Nazzari, V., et al. (Canadian Human Rights Foundation, former name of Equitas). (2005). Using Transformative Learning as a Model for Human Rights Education: A Case Study of the Canadian Human Rights Foundation's International Human Rights Training Program, Intercultural Education, Vol. 16, No. 2, May 2005, pp. 171-186.

For more information on essential practices and ideal conditions for fostering transformative learning, please see **Reference Sheet 10**.

**Transformative Potential Model**

The transformative potential model is a visual representation of how transformative learning can create an impact at individual, institutional, and societal levels is illustrated in **Reference Sheet 11**.

End of Activity ■

## Reference Sheet 10: Essential Practices and Ideal Conditions for Fostering Transformative Learning

Below are the essential practices and conditions for fostering transformative learning as identified by J. Mezirow<sup>1</sup> and subsequent researchers that supported and expanded on his findings.

### 1) Ideal learning conditions

- Learning conditions that promote a sense of safety and openness and trust (e.g., appropriateness of the training environment).

### 2) Learning situations that are open and promote critical reflection

- The establishment of a learning situation that is democratic, open, rational, has access to all available information and promotes critical reflection.

### 3) Transformative learning as experiential

- Learning that requires a sharing of personal and professional human rights experiences.

### 4) Participant-centered curriculum

- Effective structural methods that support a learner-centered approach, promote student autonomy, participation and collaboration.
- Activities that encourage the exploration of alternative personal perspectives, problem posing and critical reflection.

### 5) Feedback and self-assessment

- Learning conditions that support appropriate and timely feedback is a key aspect of a participatory learning process.
- Having an environment that supports the capacity to depersonalize critiques of others' ideas and also how to receive critiques from others.

### 6) Group setting for transformative learning

Significant conditions for transformative learning in a group context include:

- The opportunity to get to know the cultural background of participants in the group.
- The importance of embracing and not avoiding “dissonance and conflict”.
- The necessity to act on new ideas.

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<sup>1</sup> Jack Mezirow pioneered the theory of transformative learning. He is Emeritus Professor of Adult and Continuing Education at Teachers College, Columbia University. Professor Mezirow's research interests are in adult learning and education. His work has resulted in an evolving Transformation Theory that outlines generic dimensions and processes of learning and their implications for educators of adults.

### 7) Facilitator characteristics

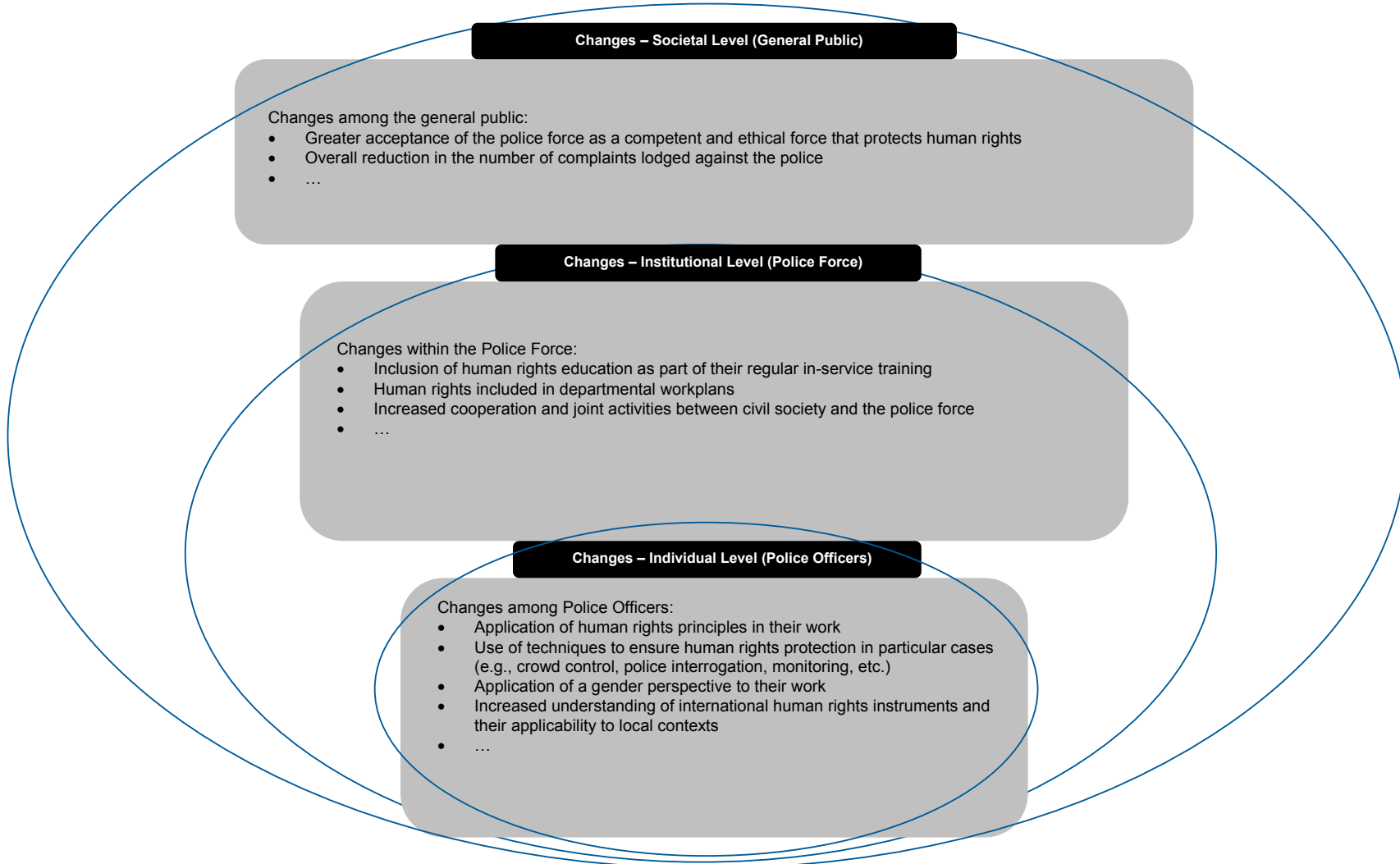
- ‘Teachers’ need to be trusting, empathetic, caring, authentic, sincere and demonstrate a high degree of integrity.

**Source:** Nazzari, V., et al. (Canadian Human Rights Foundation, former name of Equitas). (2005). Using Transformative Learning as a Model for Human Rights Education: A Case Study of the Canadian Human Rights Foundation’s International Human Rights Training Program, Intercultural Education, Vol. 16, No. 2, May 2005, pp. 171-186.



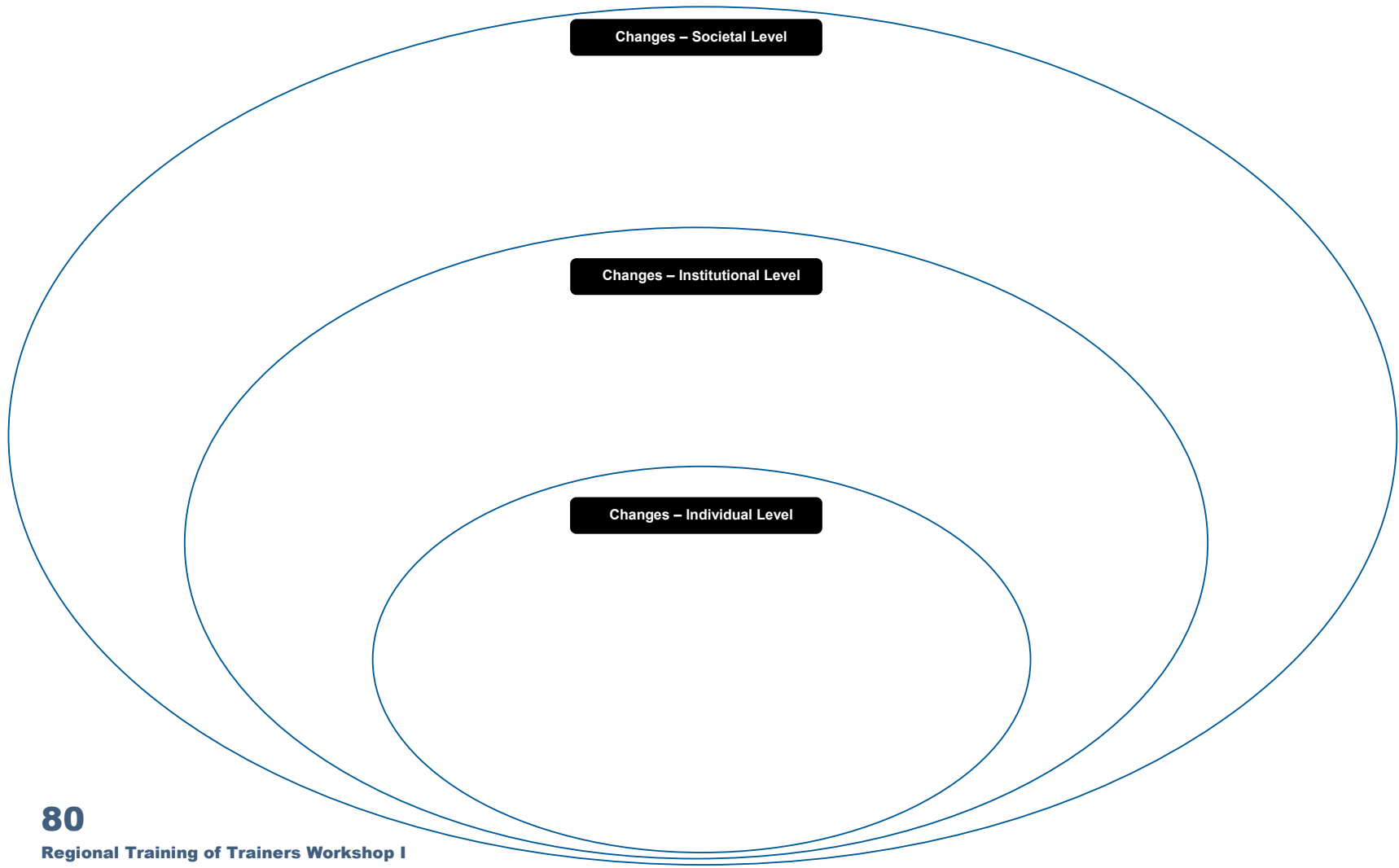
**Reference Sheet 11: Example of Transformative Potential Model**

**TO REVISE....**The following example illustrates the transformative potential of HRE. As a starting point, this example uses the following objective: **Plan and design effective human rights education activities for security personnel (in particular, police officers).**



**Worksheet 2: Transformative Potential of Your HRE Work**

Workshop Objective: \_\_\_\_\_



## End of Module Evaluation

### Time

15 minutes

### Description

You will evaluate the work carried out in Modules 1, 2 and 3.



## Module 4

# Designing Human Rights Education

Activity		Time
Activity 1	Developing HRE Programs for Results	1 hr 30 min
Activity 2	Developing a Training Session – The Basics	30 min
Activity 3	Educational Program Development Cycle	15 min

### Overview

This Module focuses on the importance of approaching HRE programming in a systematic way to achieve results. In this module, participants explore what a systematic approach to HRE programming entails by examining essential elements at the organizational and societal levels that human rights educators must consider when planning HRE activities. These include:

- their organization's HRE work on particular issues as well as its overall HRE and HR work
- other actors (local, national) working on similar issues within the society
- the broader international human rights community addressing similar issues nationally and/or globally
- the human rights situation/context of the potential participants
- the global human rights environment

Modules 1 to 4 lay the necessary groundwork for designing effective HRE events.



## Activity 1 Developing HRE Programs for Results

### Objective

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

### Time

1 hr 30 min

### Description

#### Summary

In the previous Module, you reflected on what HRE is. In this Module, you begin to examine how to undertake effective HRE. A first step is to see the relation between specific HRE activities conducted by organizations and how these activities relate to the “bigger picture” of human rights on a global scale.

This activity is divided into three parts.

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

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

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

30 min

#### **Part A Your Organization’s Approach to HRE Programming**

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

Record the main elements from your discussion to present to the larger group in **Part B** using **Worksheet 3**.

30 min

#### **Part B Large Group Discussion**

Report the result of your group discussion to the larger group. The facilitator synthesizes and comments on the information presented by the different groups highlighting the advantages and challenges of systematic planning.

*Continued* ▶ ▶ ▶

Activity 1 cont'd

30 min

**Part C A Systems Approach to HRE Programming**

The facilitator begins by presenting a model of a systems approach to HRE programming (15 min). See **Reference Sheet 12**.

The facilitator highlights 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.
- Approaching HRE in a systematic way as discussed in **Parts A and B** of this activity can increase its potential effectiveness.
- A **systems approach** as illustrated in **Reference Sheet 12** involves situating a 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 of a particular human rights issue

The resource person then provides specific examples of how organizations can strategically plan HRE activities within a systems approach (15 min).



**Reflection**

Below are some questions for you to reflect on relating to a systems approach to HRE:

- 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?

**End of Activity** ■



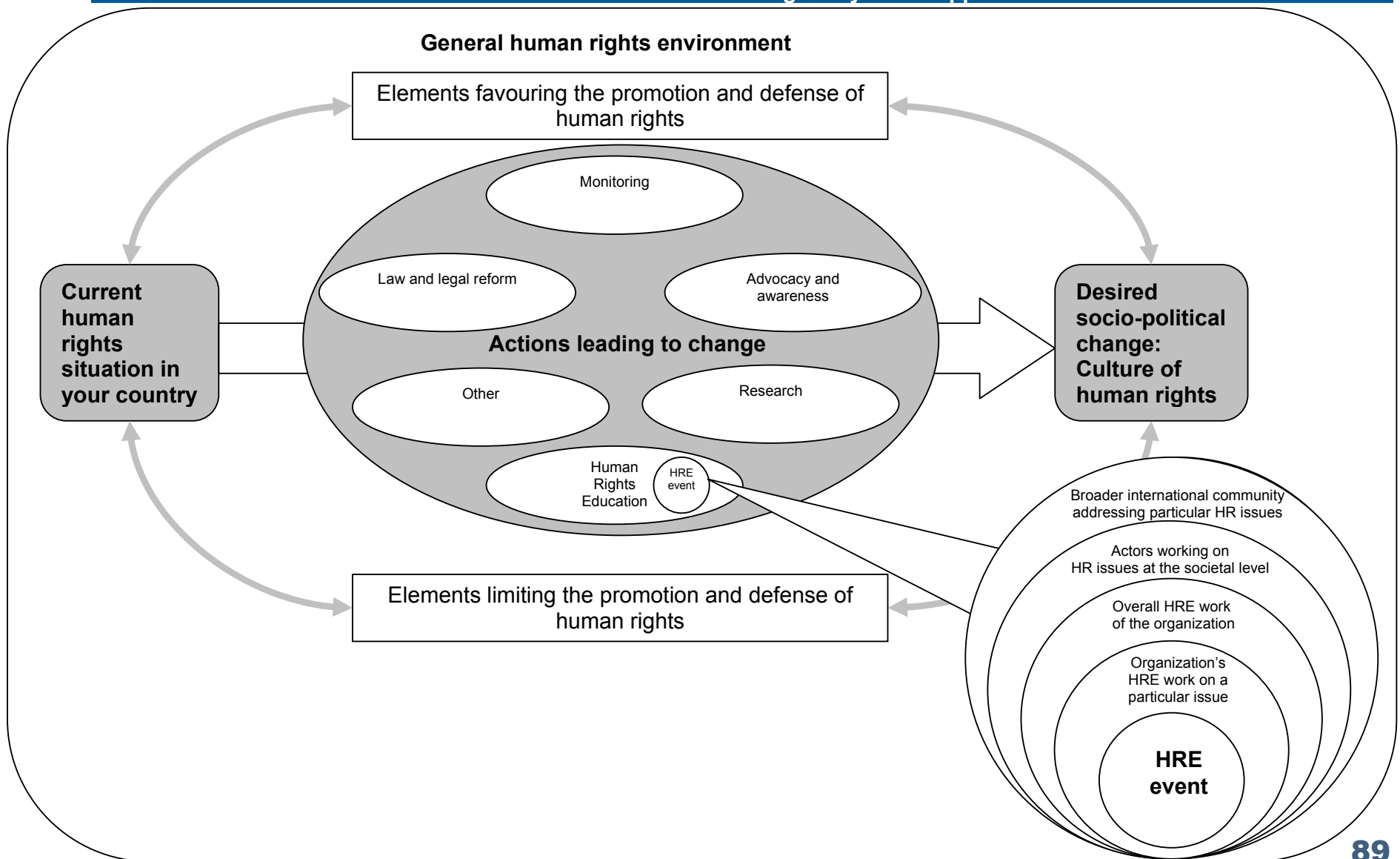
**Worksheet 3: Organizational Approach to HRE Program Development**

Questions	Your Approach
<p><b>1. How would you describe the HRE work of your organization?</b></p> <p>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?</p>	
<p><b>2. What is the relationship between your organization's HRE work and its other human rights work?</b></p> <p>a) Are they completely separate?</p> <p>b) Do they generally complement each other?</p> <p>c) Do they form part of a well-planned strategy?</p>	

Worksheet continued

Questions	Your Approach
<p><b>3. How are decisions made in your organization about what HRE training activities to undertake?</b></p> <p>a) Who is involved in the decision making?</p> <p>b) Does your organization follow a pre-defined plan of activities?</p> <p>c) What <b>internal</b> factors do you consider?</p> <ul style="list-style-type: none"> <li>• Does the activity fit with the mission of the organization?</li> <li>• Is the activity in line with the principles and values of the organization?</li> <li>• 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?</li> <li>• Are evaluation and follow up an integral part of planning for every HRE activity your organization undertakes?</li> </ul> <p>d) What <b>external</b> factors do you consider?</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• How does the current local/national/regional human rights context affect your HRE work (in positive or negative ways)?</li> <li>• What is the potential impact of your HRE work on the broader global scale?</li> </ul>	

Reference Sheet 12: HRE Through a Systems Approach



## Activity 2 Developing a Training Session – The Basics

### Objective

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

### Time

30 min

### Description

#### Summary

In the previous activity, you looked at HRE using a systems approach. In this activity, you focus more precisely on basic steps for undertaking an HRE training session based on your experience.

This activity is divided into two parts.

In **Part A**, you will work in small groups to identify the steps involved when developing a training session.

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

5 min

#### **Part A Group Work**

Together with the members of your group, complete the exercise on **Worksheet 4**.

25 min

#### **Part B Large Group Discussion**

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

Questions for discussion:

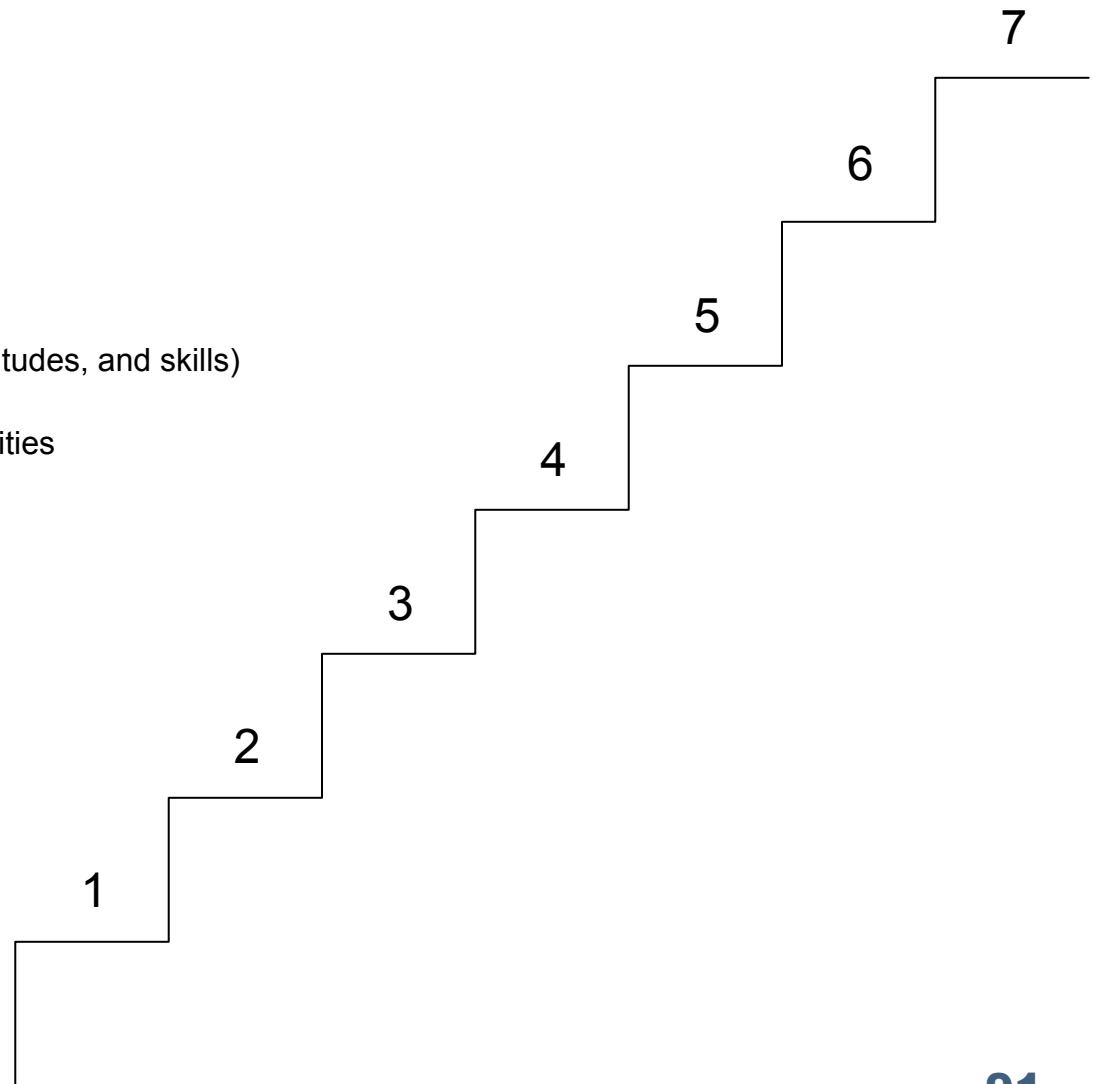
- When developing a training session, is there only one order in which these steps should occur?
- What are the relationships between the steps?
- Do some of the steps happen more than once throughout the planning stages?
- What are some key questions to ask at each stage in order to ensure that the process is effective?

End of Activity ■

**Worksheet 4: 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



## Activity 3 Educational Program Development Cycle

### Objective

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

### Time

15 min

### Description

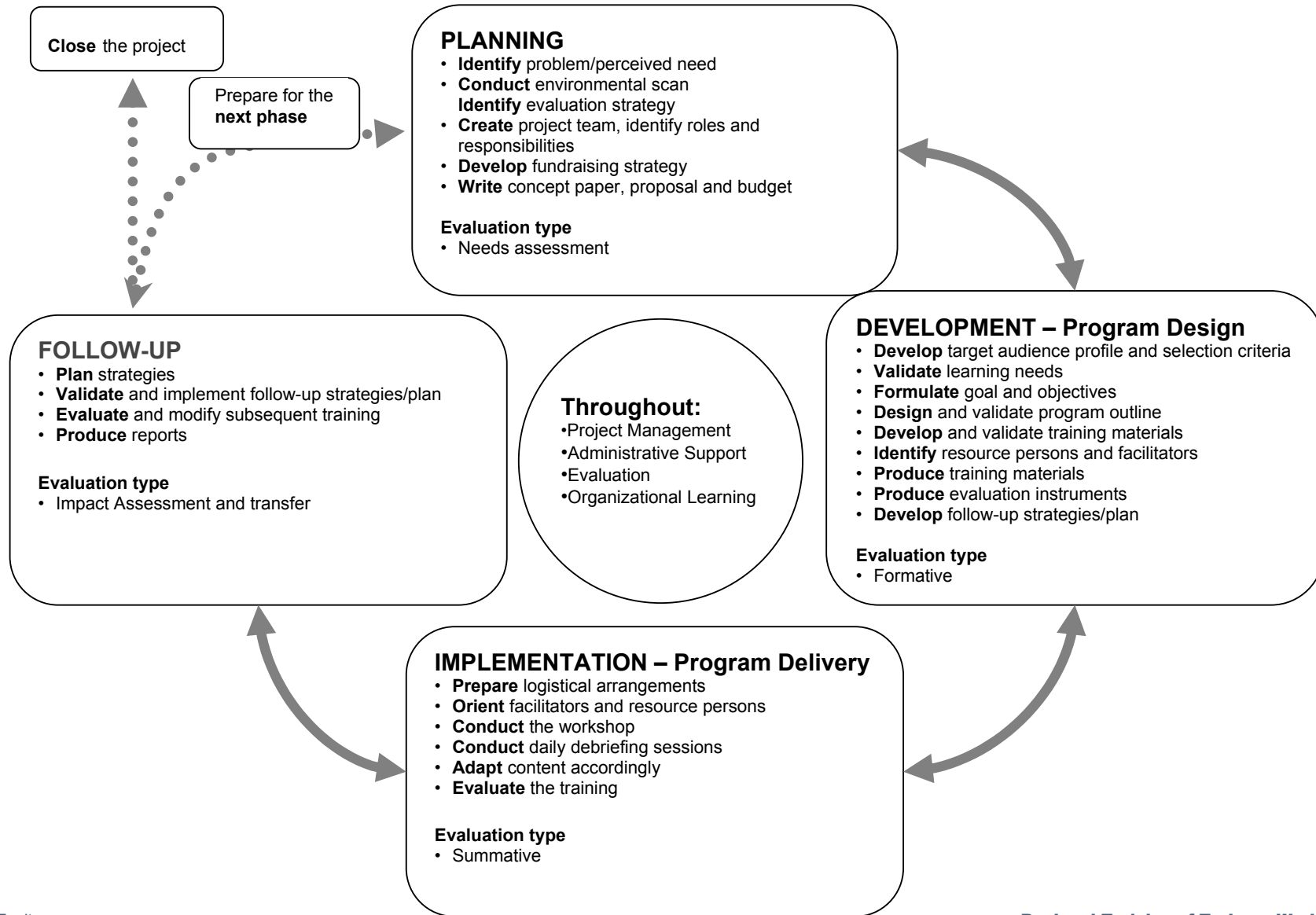
15 min

#### **Presentation: Educational Program Development Cycle**

An Equitas resource person presents 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 13**.

End of Activity ■

Reference Sheet 13: Educational Program Development Cycle



## End of Module Evaluation

**Time**

15 minutes

**Description**

You will evaluate the work carried out in **Module 4**.



## Module 5

# Developing a Model for a Training Session

<b>Activity</b>		<b>Time</b>
Activity 1	Assessing Learning Needs of Your Target Audience	2 hrs 15 min
Activity 2	Determining Program Goal and Objectives	1 hr 15 min
Activity 3	Determining Program Content	2 hrs
Activity 4	Determining Program Materials	1 hr 30 min

### Overview

In this Module, participants work in designated groups according to the target audience of their training, to outline the main elements of a model for the training session they will be designing for their specific target audience. This work will be completed in Modules 7 and 8.



## Activity 1 Assessing Learning Needs of Your Target Audience

### Objective

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

### Time

2 hrs 15 min

### Description

#### Summary

This activity enables you to identify some key characteristics of your target audience in order to determine what their training needs are.

This activity is divided into four parts.

In **Part A**, you will work in small groups to reflect on identifying training needs.

In **Part B**, you will present your ideas to the larger group.

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

In **Part D**, you will present the results of your discussion to the larger group and discuss examples of learning needs assessment.

15 min

#### Part A Group Work

The facilitator divides participants into small groups by target audience of their training. He/She assigns to each group one of the questions below. Reflect on the question in your small group.

- What are the factors you consider before you decide to conduct a training session?
- What methods/techniques do you use to identify training needs of the target audience of a training session?
- What could help make the task of identifying training needs of a target audience easier?
- In your experience, does conducting a learning needs assessment improve your ability to deliver training?

*Continued* ▶ ▶ ▶

Activity 1 cont'd

- Are there some target audience needs that you identified that cannot be met by training? Give some examples.

Refer to the “More About...” box below for more information.

**More  
About...**

**Needs Assessment and Learning Needs Assessment**

**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>.

**Learning Needs Assessment**

Learning needs assessment is a tool utilized to identify what educational content and activities should be provided to learners to improve their knowledge, skills, and awareness in a process that leads to changes in attitudes and behaviour. It should focus on needs as opposed to desires.

The main purpose of learning needs assessment is to help educational planning so as to ensure a match between learners expectations and the content of the training.

**Source:** Grant, J. (2002). Learning Needs Assessment: Assessing the Need. Available online: <http://bmj.bmjournals.com/cgi/content/full/324/7330/156>.

30 min

**Part B Group Discussion**

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

45 min

**Part C Group Work**

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 5**.
- Describe your perception of your target audience's training needs. See **Worksheet 6**.

*Continued* ▶ ▶ ▶

*Activity 1 cont'd*

- 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 D**.

**45 min**

Keep in mind that you have just identified training needs for a “generic” target audience with the members of your group. When you develop your own training for your organization, what differences or specificities will you need to indicate?

**Part D Group Presentations**

Present the information about the needs of your target audience using the flipchart versions of **Worksheets 5 to 7**. The facilitator then comments on the presentations and the Equitas team provides examples of how Equitas determines training needs.

**End of Activity ■**

**Worksheet 5: 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
Occupation(s)	
Average age	
Gender	
Education level	
Experience in human rights and HRE	
Main human rights issues they face in their work	
Main human rights problems that arise because of target audience's actions	
Other important facts	

**Worksheet 6: Model for Your Training Session – Your Perception of the Training Needs**

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

	Actual	Ideal	How will you bridge the gap?
Knowledge:			
Attitudes:			
Skills:			

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

Once you have filled in **Worksheet 6** as best you can, consider the following questions:

Question	How you will verify your assumptions
How will you check that your understanding of the actual and ideal situations 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 2 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 15 min

### Description

#### Summary

In the previous activity, you identified the learning needs for specific target audiences in terms of three areas of human rights content: knowledge, skills, and attitudes. Once these needs have been established, it is necessary to identify goals and objectives in order to structure effective HRE.

This activity is divided into four parts.

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

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

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

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

15 min

#### Part A Group Discussion

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

1. What is the difference between a goal and an objective?

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2. How do they help us in developing our training programs?

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*Continued* ▶▶▶

Activity 2 cont'd

3. Why are they important for our participants?

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4. How do they help us in evaluating our training programs?

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The facilitator briefly reviews goals and objectives and the S.M.A.R.T. approach to setting objectives (see the “**More About...**” box below).

**More About...**

**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.

*Continued* ▶ ▶ ▶

Activity 2 cont'd

15 min

**Part B Group Work**

The facilitator divides 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 14** to help you.

1. To know the concept of gender.

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For this last objective, "For teachers to know the rights in the Universal Declaration of Human Rights," can you think of other objectives that could be related to this one? For example, the teachers may know the rights, but how will they use that knowledge?

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

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

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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?

Remember that these are goals and objectives for a generic training. How would you write the goals and objectives for a training specifically from your organization?

Continued ▶▶▶

*Activity 2 cont'd*

- 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)?

15 min

**Part D Synthesis and Reflection**

The facilitator leads a discussion on the groups' findings.

**End of Activity ■**

## Reference Sheet 14: 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

Reference Sheet continued

6. Examples of performance verbs include:

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

**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**

<b>Training Goal:</b>	
<b>Objectives:</b>	<b>Results: What results do you expect from reaching these objectives?</b>
Objective 1:	
Objective 2:	

## Activity 3 Determining Program Content

### Objective

To determine the content of a human rights training session.

### Time

2 hrs

### Description

#### Summary

So far in the design process, you have identified your target audience's needs and determined some goals and objectives for training. The core content of human rights education includes elements related to: 1) knowledge about human rights, 2) values and attitudes for human rights, and 3) action skills. In this activity, you will discuss the essential elements in each of these categories. You will then determine the content for your HRE training session.

This activity is divided into three parts.

In **Part A**, you will work in three groups to discuss what the core content of HRE should include and then share the results of your discussion with the larger group.

In **Part B**, you will work in small groups according to the target audience of your training to determine what you think the content of your training session should include.

In **Part C**, you will reflect on the content identified and discussed within the large group.

30 min

#### **Part A Group Work**

The facilitator divides participants into three groups and assigns to each group one of the core content areas of human rights education listed below.

- **Group 1 - Knowledge:** What people need to know about human rights
- **Group 2 - Attitudes:** How people behave, their attitudes (based on what they know about human rights)

*Continued* ▶ ▶ ▶



Activity 3 cont'd

- **Group 3 - Skills:** What people need to be able to do with what they have learned

Together with the members of your group, review the information provided on **Reference Sheets 15 and 16** pertaining to the core content area assigned to your group and determine the elements you feel would be essential to include in your human rights training session. List these essential elements in **Worksheet 9**. Feel free to add or clarify any elements your group feels are missing.

Each group then presents the results of their discussion to the larger group.

1 hr

**Part B Group Work**

The facilitator divides participants into small groups according to the target audience of their training.

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

Steps to follow:

1. Refer back to the needs you identified (**Worksheet 6**) and the goal and objectives you have set for the session (**Worksheet 8**).
2. Decide on the content of your training session by addressing the questions on **Worksheet 10**. Prepare a flipchart version of **Worksheet 10** to present this information to the other groups.

Look back at **Worksheet 6** of **Module 5 Activity 1** for your answers on knowledge, skills, and attitudes of a specific target audience.

30 min

**Part C Group Presentations**

Present the information about the content of your training session using a flipchart version of **Worksheet 10**. The facilitator leads a large group discussion.

Questions for discussion:

- Is the content appropriate for the target audience? Is it sensitive to gender and cultural differences, religious practices, and country specificities of the participants?
- Does this content respond to the needs of the target audience?
- Does this content correspond to the goal and objectives of this training session in order for the expected changes to occur?

Look back at **Worksheet 8** for the goal, objectives, and expected results of the training.

Remember that this is a generic content. How would you make the content specific for a training from your organization?

End of Activity ■

## Reference Sheet 15: Core Elements of Human Rights Education Content and Methodology

Human Rights Education: Content and Methodologies in a Nutshell J. Paul Martin, Columbia University, E-mail: [jpm2@columbia.edu](mailto:jpm2@columbia.edu) From HREA listserv April 2003.

Dear Listserv members,

I have been teaching human rights education for the past ten years. In the process I have been trying to define its core elements and characteristics. I would welcome comments on the following from colleagues engaged in human rights education.

### Assumption

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Human rights education is very diverse on account of extensive content and diversified target audiences, circumstances, normative interpretation, population needs and program goals. Nevertheless field experience shows definite common elements.

### Core Content

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#### The Cognitive [Knowledge]

To deal with this diversity, I follow the lead of Henry Shue and emphasize basic/core content, namely those human rights which are necessary to enjoy (not just have) other rights, namely rights to liberty, subsistence and security. The UDHR and its associated treaties provide a comprehensive list of rights and a shorter list of responsibilities. Other core/essential cognitive elements include:

- background conceptual and historical information on growth of the ideas and struggles that underpinned the human rights movement, as well as on the roles played by moral and legal principles
- an understanding of the existing international regime, its institutions, standards, laws, obligations and actors
- linkages between the international and domestic human rights regimes, -the strategies used to enforce human rights, effect remedies and prevent future abuses, and
- the ways in which all these impinge on the students' lives.

## Reference Sheet continued

**The Attitudinal [Values and Attitudes]**

The attitudinal content of human rights education benefits from the formulations of international treaties. The UDHR, for example, speaks of the recognition of the inherent dignity and equality of human beings, of preventing disregard and contempt, and of promoting respect for human rights, as well as of "acting towards one another in a spirit of brotherhood."

Defining the right to education Article 26.2 of the UDHR says that education "shall promote tolerance and friendship among all nations, racial and religious groups."

These and other attitudes describe the frames of mind necessary to realize human rights, to make sure that the ideals have an impact in real life. The human rights regime exists for a very practical reason, namely to prevent, reduce and eliminate human suffering and abuse of human beings. Addressing attitudes is thus an essential part of human rights education.

Two core areas of attitudinal content can be extrapolated from both the documents and from day-to-day experience in promoting human rights. They are:

- the desire or sensitivity that places a premium on fairness and justice for all, seeing others as equals, taking their interests as equally important, and
- awareness of and responsiveness to (empathy, compassion etc. towards) those suffering human rights abuses ("acting towards one another in a spirit of brotherhood"), especially those unable to help themselves.

**The Skills**

Responding to human rights abuses assumes many skills common to other human endeavours, notably conflict management, language abilities, mediation and negotiation skills, professional integrity and honesty, information management, communications, government and media relations, the three most critical skills in the promotion and realization of human rights are:

- Critical thinking, notably the ability to distinguish between facts, propaganda and "spin," cause/effect analysis, early and accurate detection of patterns and causes of human rights abuse, recognize and define situations of detrimental discrimination
- Mobilization, motivation, education and training of potential collaborators, and
- Advocacy and lobbying (whether by the victims themselves or third parties).

**Teaching Methodologies**

Content must be reinforced by teaching methods and the atmosphere in the classroom. Thus mutual respect and a concern for fairness and justice must be explicit in relationships between teacher and students as well as among the students themselves, that is, again in the words of the UDHR, "acting towards one another in a spirit of brotherhood."

Reference Sheet continued

Equally important is to be continually linking classroom learning with real life processes outside the classroom. [Teaching about due process, for example, requires students seeing the inside of courtrooms as well as police stations, and meeting with the respective officials. Empathy can be illustrated by eliciting student responses to accounts of abuse close to home or through visits to the classroom by those who have suffered abuse or work on their behalf.] Overall, participatory and experiential learning as well as lecture methodologies are needed to maximize the learning in human rights education.

**Source:** Martin, J.P. (2003). HRE Content and Methodologies in a Nutshell. HREA Global Education Listserv. April 18. Available online: <https://hrea.org/lists/hr-education/markup/msg01224.html>.

**Reference Sheet 16: Human Rights Content Checklist**

Human Rights Information ( <u>Knowledge</u> )	Human Rights <u>Values</u> and <u>Attitudes</u>	Human Rights <u>Skills</u> for Taking Action
<ul style="list-style-type: none"> <li>• Concepts and principles</li> <li>• Historical developments</li> <li>• Human rights documents</li> <li>• Human rights violations</li> <li>• Human rights law and its enforcement</li> <li>• People &amp; agencies responsible for promoting and protecting human rights</li> <li>• Human rights terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a sense of empowerment</li> <li>• Appreciating the rights of others</li> <li>• Developing an acceptance of others</li> <li>• Showing empathy for those who are denied rights</li> <li>• Understanding the relationship between rights and responsibilities</li> <li>• Recognizing our own biases</li> <li>• Examining how our actions impact on the rights of others</li> <li>• Taking responsibility for defending the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• Developing critical thinking skills</li> <li>• Developing strategic action plans</li> <li>• Analyzing situations at a macro and micro level to determine cause and effect factors</li> <li>• Adopting methods of peaceful conflict resolution</li> <li>• Analyzing factors that cause human rights violations</li> <li>• Practising participatory decision-making</li> <li>• Applying human rights instruments and mechanisms</li> </ul>

**Worksheet 9: Model for Your Training Session – Understanding of HRE Knowledge, Attitudes, and Skills**

**Our target audience:**

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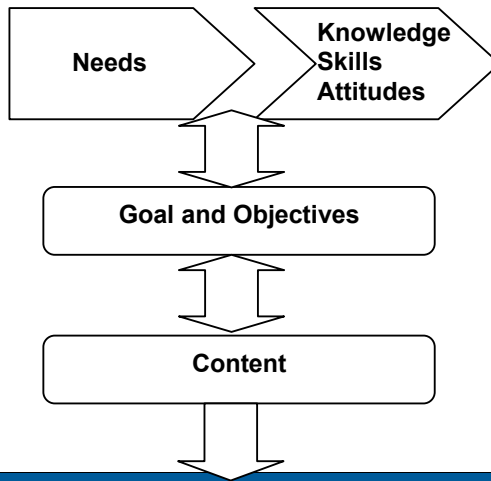
**HRE content area (knowledge, skills, or attitudes):**

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**Essential elements (refer to elements listed in Reference Sheets 14 and 15):**

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## Worksheet 10: Choosing the Content for the Training Program



### Our target audience:

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

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

## Activity 4 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

1 hr 30 min

### Description

#### Summary

Now that you have identified the content of your training session, this activity helps you reflect on how that content will be delivered. An interactive presentation, along with ideas from other participants, help you determine how to deliver that content effectively.

This activity is divided into three parts.

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

In **Part B**, you will work in small groups to determine the types of techniques and activities that would be most appropriate for your training session.

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

15 min

#### **Part A Interactive Presentation**

The facilitator discusses different training techniques that can be used in a human rights training session. Refer to **Reference Sheets 17 and 18** for more information.

Questions for discussion:

- What factors do you consider when choosing a particular technique or activity for your training sessions?
- How do "participatory" techniques/activities differ from more "traditional" education techniques?

*Continued* ▶ ▶ ▶



*Activity 4 cont'd*

- 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?
- What needs to be done to the materials to make them appropriate and effective?
- How do you select HRE materials?

**45 min**

Remember that these are training techniques you have agreed upon as a group. Which techniques would you use for your training?

**Part B 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.

Each group will then present their plan to the other groups in **Part C**.

**30 min**

**Part C Group Presentations**

Each group presents the techniques and activities they have selected for their training session.

Other groups will provide comments on feedback.

**End of Activity ■**

## Reference Sheet 17: Types of Training Techniques and Activities

Types of techniques can fall under several categories:

### 1. Group Building Dynamics:

- “Dinamicas”
- Icebreakers
- Energizers

### 2. Knowledge/Information Building Techniques:

- Presentations
- Reading texts and performing tasks
- Brainstorming

### 3. Values/Attitudes Techniques:

- Role plays
- Debates

### 4. Skills Practice/Application:

- Case studies
- Simulations

### 5. Critical Analysis/Reflection:

- Techniques that are a combination of the types listed above

Reference Sheet 18: Effective Training Techniques

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

**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** (Module 5, Activity 1, **Worksheet 5**)
  - Their **training needs** (Module 5, Activity 1, Worksheet 6)
  - The program **goal and objectives** you identified (Module 5, Activity 2, **Worksheet 7**)
  - The program **content** you identified (Module 5, Activity 3, **Worksheet 10**)
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

## End of Module Evaluation

**Time**

15 min

**Description**

You will evaluate the work carry out in Module 5.



# Module 6

## The Human Rights Educator and the Participants

<b>Activity</b>		<b>Time</b>
Activity 1	The Art of Facilitation	1 hr
Activity 2	Facilitation Dilemmas	1 hr
Activity 3	Sharing HRE Activities	2 hrs

### **Overview**

In this Module, participants have the opportunity to reflect on their role as facilitators of a HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing these challenges.





## Activity 1 The Art of Facilitation

### Objectives

- To explore human rights educators' /facilitators' core values and beliefs about how training should be conducted.
- To examine the elements of climate setting and their impact on a training situation.
- To describe the facilitator's role in climate setting and to identify appropriate techniques to enhance participants' performance.

### Time

1 hr

### Description

#### Summary

In the previous Module, you went through the basic steps of conducting an HRE training session. In this activity, you will go through a “continuum” exercise to prompt your thinking on how your personal beliefs and values can play a role in shaping your facilitation style.

This activity is divided into two parts.

In **Part A**, you will do a “continuum” exercise on values and beliefs of human rights facilitators.

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

15 min

#### Part A Continuum

Our core values, and our beliefs about how training should be conducted impact on the way we plan and carry out a training session. They also impact on how we conduct ourselves when facilitating a training session including our interactions with participants.

In **Module 1** you were asked to reflect on what makes an effective facilitator. We will now try to deepen this discussion by reflecting on how we view our role as facilitators of human rights education.

The facilitator begins by doing a “continuum” exercise, to have the group explore some of their core values and beliefs as facilitators of human rights education.

*Continued* ▶ ▶ ▶

*Activity 1 cont'd*

The facilitator reads out a series of statements (see below). You indicate your response to each statement by placing yourself along an imaginary line extending from one side of the room to the other.

The position you choose along the line indicates your position with regard to the statement. One side of the room represents a strongly positive response and the other side a strongly negative response, while the middle of the room is for responses somewhere in between the two extremes.

After each statement, the facilitator asks various participants why they are standing where they are along the continuum.

**List of Statements Regarding Facilitators' Values and Beliefs**

- Everyone can be a good facilitator.
- Training should be enjoyable.
- Methods and skills represent the most important part of training.
- A facilitator's personality is central to the success of training.
- A facilitator's skills are central to the success of the training.
- A facilitator should leave his/her personal values at home.
- A facilitator has a lot of power in the group.
- A facilitator should like all participants otherwise the results will be jeopardized.
- A facilitator must be prepared to always respond to participants' needs.
- A facilitator should help participants reach the conclusion that he/she wants them to reach.
- In a training session, participants need to receive "recipes".
- The purpose of every training is personal development.
- A good facilitator develops friendly relationships with all the participants.
- A facilitator must never acknowledge his/or her lack of knowledge or experience in a certain area because this will severely undermine his/her credibility with the group.
- A facilitator should be completely neutral in his/her dealings with participants.
- Most of the responsibility for learning falls on the facilitator.
- Male and female facilitators face the same challenges.

Questions for discussion:

- Are there other values and beliefs that you consider essential which are not mentioned?

*Continued* ▶ ▶ ▶

Activity 1 cont'd

- How do these values and beliefs relate to the underlying principles of the participatory approach?

45 min

**Part B Group Discussion**

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

Brainstorm some of the things the facilitator can do to set a climate that is conducive to learning. Keep in mind the core values and beliefs the group discussed in **Part A**.

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Some ideas for climate setting are provided in **Reference Sheet 19**. Provide examples from your own facilitation practice or from this, or other, training sessions you have participated in.



**Reflection**

Below are some questions for you to reflect on as a facilitator:

- Do you think you are perceived differently by participants whether you are a male or a female facilitator? If so, why?
- As a facilitator, you have a general idea of your target audience's needs prior to the workshop. Do you also have any presuppositions about their values, beliefs, and attitudes? How does this affect your work as a facilitator?
- One of the statements in the continuum exercise was on neutrality as a facilitator. Should human rights educators remain "neutral" in carrying out human rights education work? Is it possible to remain neutral? Why or why not?

End of Activity ■

## Reference Sheet 19: The Facilitator's Style – An Important Element in Setting the Climate

### Things to do:

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

## Activity 2 Facilitation Dilemmas

### Objective

To practice techniques for addressing problematic situations that may arise during training sessions.

### Time

1 hr

### Description

#### Summary

In the Application Form, you were asked to describe three facilitation dilemmas or challenging situations that you experienced as facilitators. In this activity, you will share concrete strategies to address these types of challenges.

This activity is divided into two parts.

In **Part A**, you will work in small groups to discuss how to address a number of facilitation dilemmas.

In **Part B**, each group will share the results of their discussion with the large group in a creative way.

10 min

#### **Part A Group Work**

The facilitator divides participants into small groups according to the target audience of their training and assigns one situation to each group.

Read the situation(s) assigned to your group and discuss how you would handle it. Prepare to present your strategies to the larger group in **Part B**. Remember to be creative!

*Continued* ▶ ▶ ▶

Activity 2 cont'd

**Situation 1**

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

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

- **Group 1** completed their presentation in 10 minutes.
- **Group 2** is now presenting and they have had the floor for over 20 minutes. Their presentation is very engaging and there is lively discussion.
- **Group 3** has not presented yet. Participants will break for lunch in 15 minutes.

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

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**Situation 2**

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

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

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Continued ►►►

Activity 2 cont'd

**Situation 3**

You are facilitating a human rights training session. In your group there are a number of different participant types that are affecting the smooth delivery of the training. A description of three of these participants is provided below.

**The Hesitant One**

- One participant is shy, reluctant and often silent. It is easy to forget this person is in the group.

**The Monopolizer**

- Another participant seems to have a tremendous amount to say and will take up all the available time for discussion if permitted.

**The Non-listener**

- A third participant tends to interrupt, cut others off, and jump in before others have had a chance to finish. This person's eagerness to speak often prevents him/her from listening.

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

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**Situation 4**

You are facilitating a workshop on human rights where most participants are men. You raise the issue of equality between men and women and notice that some men are making offensive comments that are discriminatory against women. One official states that a woman's place is at home, and another mentions that women cannot do the same work as men. You feel tension rising among the participants, some of whom are feeling uncomfortable.

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

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Continued ►►►

Activity 2 cont'd

**Situation 5**

You are facilitating a 21-day training session designed by someone else. You are provided with the training materials only one day at a time, usually just the day before and sometimes only during the training session.

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

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**Situation 6**

You are facilitating a human rights training session. In your group there are a number of different participant types that are affecting the smooth delivery of the training. A description of three of these participants is provided below.

**The Rigid One**

- One participant staunchly takes a position on an issue and will rarely if at all move on it. The person is so unyielding that it makes it difficult for the group to make progress.

**The Idea Zapper**

- Another participant is very skillful at putting down other participants' ideas. This person always has some negative comment ready which aims to discourage any idea that is new or different

**The Complainer**

- A third participant is an expert at blaming, finding fault, complaining, and sharing his/her endless complaints with anyone who will listen.

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

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*Continued ▶▶▶*



*Activity 2 cont'd*

**50 min**

**Part B Group Discussion**

Each group will in turn present their situation(s) and the strategies they arrived at, to the larger group. Remember to be creative and practice different presentation techniques (e.g. role play).

After each small group presentation, the large group has the opportunity to comment and provide their own suggestions on handling the situation in question.

The facilitator presents some common “facilitation dilemmas” identified by participants in their **Application Forms** and discusses possible solutions with participants.

Refer to **Reference Sheet 20** for some tips on facilitation skills.

**End of Activity ■**

## Reference Sheet 20: Facilitation Skills

### 1. Tips on Time Management

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

### 2. Use a Variety of Techniques to Involve All Participants

- Change the composition of groups for small group work
- Assign roles to participants in small groups (leader, timekeeper, recorder, spokesperson, etc.)
- Encourage different methods of reporting group work
- Create seating arrangements that encourage group discussions

### 3. Tips on Facilitator's Participation in a Discussion

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

### 4. Tips on Giving Presentations

- Practice your presentation a number of times.
- Ensure that content and delivery style respond to the needs of your audience.
- Maintain regular eye contact with the audience (i.e., the participants).
- Use a conversational tone.
- Convey your enthusiasm for the material and the audience.
- Ask the audience periodically if they can hear and see everything.

Reference Sheet continued

- Move purposefully around the room and use natural gestures. Avoid movements and gestures that may distract the audience.
- Interact with the participants to create positive rapport with them.

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

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

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

## Activity 3 Sharing HRE Activities

### Objective

To have participants share HRE activities they use in their own training and practice facilitation skills.

### Time

2 hrs

### Description

#### Summary

In the previous activities, you worked on different aspects of facilitation. In this activity, you share some of your HRE activities and collectively create activities for specific target audiences. You also put into practice your facilitation skills by demonstrating the activities to other participants.

This activity is divided into three parts.

In **Part A**, you will share an HRE activity in your small group.

In **Part B**, your group will present one activity to the larger group.

In **Part C**, two participants will debrief the activity.

30 min

#### Part A Group Work

The facilitator divides participants into small groups by target audience of their training. In the **Application Form**, you were asked to describe your “favourite human rights education activity”.

Briefly describe your activity to the members of your group. This is an opportunity to demonstrate your facilitation skills.

Based on the activities shared, develop one activity as a group that you could use with your target audience and summarize it in **Worksheet 12**.

Prepare a brief presentation of the activity for the larger group (remember to be creative!).

This is a good opportunity for participants who have not presented as much as others during the workshop to practice their facilitation skills.

*Continued* ▶▶▶

*Activity 3 cont'd*

**1 hr 15 min**

Look back at the discussion on feedback in **Module 1, Activity 4.**

**Part B Group Presentations**

Participants present the activities to the larger group (10 min each group). Each group should explain why that particular activity was developed.

For each presentation, participants from the other groups provide feedback using **Worksheet 13.**

**15 min**

**Part C Debriefing of the Activity**

To enable you to practice your facilitation skills, the facilitator asks two participants to lead a debriefing discussion to evaluate this activity.

**End of Activity ■**

## Worksheet 12: Sharing an HRE Activity

Target audience: \_\_\_\_\_

Human Rights Education Activity	
<b>Title</b>	
<b>Objective</b>	
<b>Participants</b>	
<b>Time</b>	
<b>Materials</b>	
<b>Description and Steps</b>	

**Worksheet 13: Providing Feedback on HRE Activities**

When providing feedback, remember the following tips:

- Be objective
- Be specific
- Limit the amount of feedback you provide
- Be constructive

Activity	Feedback
Activity 1: Title: _____	
Activity 2: Title: _____	
Activity 3: Title: _____	
Activity 4: Title: _____	
Activity 5: Title: _____	

## End of Module Evaluation

Time

15 min

Description

You will evaluate the work carried out in Module 6.



# Module 7

## Program Evaluation, Transfer of Learning and Follow Up

Activity		Time
Activity 1	The Continuous Improvement Cycle	45 min
Activity 2	Evaluation Techniques	1 hr 30 min
Activity 3	Transfer of Learning	1 hr
Activity 4	Planning for Follow Up	1 hr

### Overview

Well-planned evaluation and follow-up activities are essential to ensure the sustainability of HRE programming. In this Module, participants determine effective methods for measuring results. They also plan evaluation and follow-up activities for the training session they have designed.

## Activity 1 The Continuous Improvement Cycle

### Objective

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

### Time

45 min

### Description

#### Summary

This activity enables you to identify different types of educational evaluation. The model used is the “continuous improvement cycle,” which has four components: planning, development, implementation, and follow-up. The continuous improvement cycle was discussed during the IHRTP.

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?

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*Continued* ▶▶▶

Activity 1 cont'd

2. Why do we evaluate?

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20 min

Look back at the "More About..." box in Module 5, Activity 1 on needs assessment.

**Part B Presentation**

The facilitator reviews the different types of evaluation in the "continuous improvement cycle." Refer to **Reference Sheet 20**. There is also a PowerPoint presentation that describes the cycle in more detail.

15 min

**Part C Group Discussion**

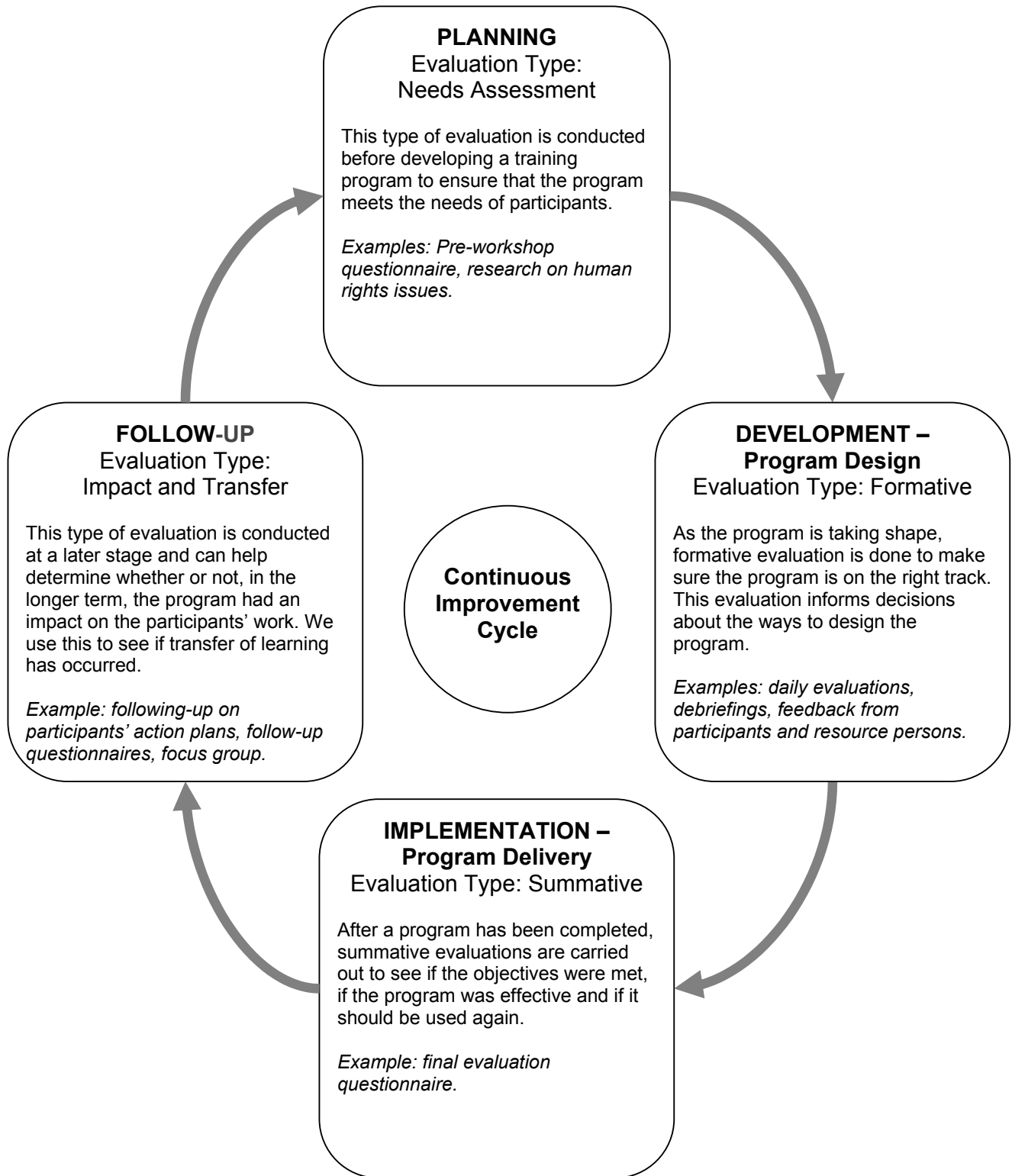
The facilitator leads a group discussion on the continuous improvement cycle in **Reference Sheet 21**.

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 21: The Continuous Improvement Cycle



## Activity 2 Evaluation Techniques

### Objectives

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

### Time

1 hr 30 min

### Description

#### Summary

The previous activity emphasized the need to continuously evaluate HRE and promotion activities. This activity outlines different evaluation techniques and methods for analyzing them.

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 14** 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 14** and give examples where possible.

*Continued* ▶ ▶ ▶

*Activity 2 cont'd*

**30 min**

**Part B Group Discussion**

Share your ideas and examples with the large group.

**45 min**

**Part C Analyzing Evaluation Data**

The Equitas team presents some examples of evaluating data from HRE activities (20 min). There is a PowerPoint presentation that provides examples of data analysis in more detail.

Following the presentation, there is a question and answer period (25 min).

**End of Activity ■**

## Worksheet 14: 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:

Worksheet continued

**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:



## Activity 3 Transfer of Learning

### Objective

- To examine the concept of transfer of learning.
- To develop ideas on how transfer can be promoted throughout different stages of the educational program development cycle.

### Time

1 hr

### Description

#### Summary

Whatever the content or theme of a particular training event, participants must be able to take action when they return to their organization or their work. This is the major measure of the success of any training activity. This activity explores how transfer of learning can occur in an organization following an HRE training session.

This activity is divided into three parts.

In **Part A**, you will discuss the concept of ‘transfer’ of learning.

In **Part B**, you will work in small groups according to the target audience of your training to develop some strategies for promoting transfer in your own training activities.

In **Part C**, you will share the results of your discussion with the larger group.

10 min

#### Part A Group Discussion

The facilitator invites participants to share their ideas as to the meaning of transfer in the training context and why it is considered an important part of human rights training.

Consider the following questions:

- What do we mean by ‘transfer’ in the training context?
- What can trainers do to ensure that learning is transferable?

*Continued* ▶ ▶ ▶

*Activity 3 cont'd*

- At what stages of the educational program development cycle does the **trainer** have to think about transfer?
- Think back to the “Learning Spiral.” At what point in the spiral does transfer of learning occur for the **participant**?

**15 min**

**Part B Group Work**

You will work in small groups according to the target audience of your training.

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

Think of as many ideas as possible without considering the constraints. Have a group member list all your ideas on flipchart.

**35 min**

**Part C Large Group Discussion**

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

The facilitator will then go through each phase, asking each group for their brainstorming ideas.

The facilitator will lead a large group discussion to review the ideas generated by the groups and discuss which options are most feasible and effective. Other ideas can also be added. Refer to **Reference Sheet 22** for more information on transfer of learning.

Discuss how they apply to your own context.

**End of Activity ■**

## Reference Sheet 22: Concept of Transfer

### 1. What is Transfer?

- Transfer is the application of learning to the work situation, a real life context.
- Transfer is likely to occur when the training program addresses the needs of the participants and the context in which they work.
- Trainers should think about transfer during all program phases: planning, development, implementation and follow up.

### 2. Planning Stage

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

### 3. Development and Implementation Stage

- a. Define goals and objectives so participants understand what they will gain by participating in the training session.
- b. Design an activity where participants are asked:
  - what they want to learn from the training program
  - what they want to be able to do or know as a result of training program
  - what they can contribute to the training program
- c. Focus on a few key concepts and skills that are most likely to be applied after the training. Emphasize how to apply these.

Reference Sheet continued

**3. Development and Implementation Stage (cont'd)**

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

**4. Follow-up Stage**

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

## End of Module Evaluation

### Time

15 min

### Description

You will evaluate the activities carried out in Module 7.



# Module 8

## Model for Your Training Session

<b>Activity</b>		<b>Time</b>
Activity 1	Putting Together the Model for Your Training Session	2 hrs 15 min
Activity 2	Presentation of Participants' Training Session Models	2 hrs

### Overview

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The aim of this Module...

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Note:

We did not forget to include the aim. Since this is a TOT we will ask two participants to volunteer to read this module ahead of time, develop the aim and an overview to present to the group.





## Activity 1 Putting Together the Model for Your Human Rights Training Session

### Objective

To produce a complete model for a human rights training session for a specific target audience.

### Time

2 hrs 15 min

### Description

You will work in small groups according to the target audience of your training to develop a complete model for your training session by bringing together all the work you have done over the course of the workshop. A format is provided on **Worksheet 15** to guide you through the process.

Refer back to the worksheets from the previous days, review the information and transfer it onto **Worksheet 15**, making any necessary changes.

Prepare to present this information to the other groups. Prepare a flipchart version of **Worksheet 15** for your presentation.

End of Activity ■

**Worksheet 15: The Model For Your Training Session**

Together with the members of your group, develop a complete model for your training session by bringing together all the work you have done over the last four days. Refer back to the training plan worksheets from the previous days. Review the information and transfer it onto this Worksheet making any necessary changes. Questions have been provided to guide you in this process.

Main Steps	What questions do you need to answer?	Model for Your Training Session
<p><b>Step 1</b>  <b>Description of your TARGET AUDIENCE</b></p> <p>Refer back to:  <b>(Worksheet 5)</b></p>	<ul style="list-style-type: none"> <li>• <i>Who are the participants? Their occupation? gender? education level?</i></li> <li>• <i>What problems do they face?</i></li> <li>• <i>What is the context in which the participants work?</i></li> </ul>	
<p><b>Step 2</b>  <b>Determine NEEDS</b></p> <p>Refer back to:  <b>(Worksheets 6 and 7)</b></p>	<ul style="list-style-type: none"> <li>• <i>What is/are the participants' current knowledge? attitudes? skills?</i></li> <li>• <i>What is/are knowledge, attitudes, skills, that the participants need to develop?</i></li> </ul>	

Worksheet continued

Main Steps	What questions do you need to answer?	Model for Your Training Session
<p><b>Step 3</b>  <b>Set GOAL and OBJECTIVES</b></p> <p>Refer back to:  <b>(Worksheet 8)</b></p>	<ul style="list-style-type: none"> <li>• Which needs will the program address?</li> <li>• in terms of the participants?</li> <li>• in terms of the human rights situation?</li> <li>• in terms of the human rights agenda?</li> </ul>	
<p><b>Step 4</b>  <b>Determine CONTENT</b></p> <p>Refer back to:  <b>(Worksheets 9 and 10)</b></p>	<ul style="list-style-type: none"> <li>• What topics, themes, issues, information will you include?</li> <li>• What content will come from the participants?</li> <li>• How will outside expertise be included? presentations? videos? techniques?</li> </ul>	
<p><b>Step 5</b>  <b>Develop TRAINING MATERIALS</b>  <b>(materials to create, existing materials, readings)</b></p> <p>Refer back to:  <b>(Worksheet 11)</b></p>	<ul style="list-style-type: none"> <li>• What existing materials can be used? from your own organisation? from other sources?</li> <li>• What materials need to be developed?</li> <li>• What reading materials will be included?</li> <li>• What manuals, handouts/audio-visual aids will be included?</li> </ul>	

Worksheet continued

Main Steps	What questions do you need to answer?	Model for Your Training Session
<p><b>Step 6</b>  <b>Determine TIME FRAME</b></p> <p>Refer back to:  <b>(Worksheet 10)</b></p>	<ul style="list-style-type: none"> <li>• <i>Number of days?</i></li> <li>• <i>Hours per day?</i></li> <li>• <i>Is the time frame realistic in relation to the amount of material you want to cover?</i></li> </ul>	
<p><b>Step 7</b>  <b>Design EVALUATION &amp; FOLLOW-UP TOOLS</b></p> <p><b>Determine Strategies for TRANSFER of Learning</b></p> <p>Refer back to:  <b>(Worksheet 14)</b></p>	<ul style="list-style-type: none"> <li>• <i>What information do you want to obtain from the evaluation?</i></li> <li>• <i>What kinds of instruments will you use?</i></li> <li>• <i>What types of follow-up activities will you plan?</i></li> <li>• <i>What strategies will you use to increase transfer of learning?</i></li> </ul>	

## Activity 2 Presentation of Participants' Models for Their Training Session

### Objective

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

### Time

2 hrs

### Description

Present your model training session using the flipchart version of **Worksheet 15**. Each group has 10 minutes to present the template of their training session.

For participants listening to each presentation, evaluate the training session using a copy of the evaluation grid on **Worksheet 16** (the facilitator will distribute copies). Make sure to provide useful feedback for other groups on their work.

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

End of Activity ■

## Worksheet 16: Evaluation Grid for a Training Session

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

## End of Module Evaluation

Time

15 min

Description

You will evaluate the activities carried out in Module 8.





## Module 9

# Follow up and Workshop Evaluation

<b>Activity</b>		<b>Time</b>
Activity 1	Follow Up: Local HRE Training Sessions	1 hr
Activity 2	Workshop Evaluation and Closing Ceremony	45 min

### Overview

In this Module, participants will be provided with information on the follow up to this TOT workshop, i.e., the framework to submit to Equitas projects for local HRE training sessions as part of the MENA Program. Participants will also have the opportunity to give their feedback on the workshop itself through the final workshop evaluation questionnaire.

## Activity 1 Follow Up: Local HRE Training Sessions

### Objective

To present and discuss the follow up initiatives that are part of this workshop.

### Time

1 hr

### Description

The Equitas team presents the framework to submit projects for **local HRE training sessions** within the MENA Program. Participants have the opportunity to ask questions and clarifications. The selection criteria are presented in **Reference Sheet 23**.

End of Activity ■

## Reference Sheet 23: Selection Criteria for Local HRE Training Sessions as Follow-Up to Equitas' Middle East and North Africa (MENA) Regional Training of Trainers Workshops

Equitas has funding available to assist organizations that participated in the MENA Regional Training of Trainers Workshops (TOT) to implement human rights education training sessions at a local, national or regional level using the skills, tools and techniques acquired by their participants during the Workshops.

Organizations and participants that participated in the first **Regional TOT Workshop in Amman (February 2-7, 2007)**, are invited to submit applications for funding for local HRE training sessions that will build on the work carried out during the Workshop. The forms for application for funding as well as a budget template are provided.

### **Applications submitted should meet the criteria below. The initiative must:**

1. Be an HRE training session for a specific target group which reflects the work carried out during the MENA TOT Workshop I
2. Draw on methods, techniques, skills and attitudes developed and practiced during the MENA TOT Workshop I
3. If possible, be a joint initiative among participants of the MENA TOT I and their organizations
4. Involve other MENA TOT I participants in different aspects of the initiative (e.g., development of materials and/or delivery as resource persons, facilitators and/or co-facilitators)
5. Include a gender component to ensure that the HRE training session benefits women as well as men. Note: A brief explanation of the rationale and materials that will support this gender component is required.
6. Include a plan for educational evaluation outlined in point form
7. Demonstrate the plan for transfer of learning at the local, national or regional level

### **Organizational capacity**

Organizations and participants submitting an **Application for Funding** for a local HRE training session should have the capacity to effectively and efficiently manage financial and human resources related to the implementation of the initiative as well as the capacity to prepare narrative and financial reports.

### **Funding available**

Equitas will contribute no more than **5,000 USD** for the cost of the HRE training session, the cost of which can exceed this sum on the condition that the funding from any other source has been secured. Please note that Equitas is in a position to financially support a maximum of twenty-five (25) HRE training sessions in a first set of training sessions, from May to November 2007.

### Timeline of the HRE training session

Activities	Deadline
Applications for Funding must be received by Equitas	April 15, 2007
Equitas selection of HRE training sessions	May 15, 2007
The HRE training session must be completed	November 2007
Final HRE training session reports (evaluation, narrative and financial, including supporting documents) have to be submitted to Equitas	January 2008

### Knowledge-Sharing Component

One of the main goals of funding local training sessions carried out by the MENA TOT Workshops' participants is to provide them with additional technical support as they implement in their local contexts, the training sessions they developed during the TOT Workshops. Details of such support and expected commitments by the MENA TOT participants and their organizations cover the areas listed below.

### Reporting

Providing the necessary reports to Equitas is required in order to receive the final 20% of funding allocated for your local HRE training session. Reports to be received by Equitas prior to the final transfer of funds include:

#### a) Evaluation Report

An evaluation report to Equitas is required that provides information about:

- Evaluation methodology
- HRE methodology
- Participants' feedback
- Analysis of the evaluation results
- Lessons learned

A sample will be provided to guide you in the preparation of your report.

#### b) Narrative and Financial Report

A narrative report describing the work carried out with respect to the funding received from Equitas as well as a financial report describing the actual expenses incurred must be received by Equitas no later than January 15, 2008. A template for both the narrative and financial parts of this report will be provided to you.

## Activity 2 Workshop Evaluation and Closing

### Objectives

To evaluate the workshop and close the session.

### Time

45 min

### Description

The facilitator provides you with a general evaluation questionnaire.

End of Activity ■