Human Rights in Social Work: Integrating a Rights-Based Approach into Social Work

Training of Trainers Workshop

Workshop Manual
May 3-5, 2010
Yogyakarta, Indonesia

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

**Kementerian Sosial
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Introduction

This Training of Trainers (TOT) workshop is the result of collaborative efforts between Equitas - International Centre for Human Rights Education and the Ministry of Social Affairs (MOSA or DEPSOS) of Indonesia. It began with the participation of MOSA representatives in Equitas activities that focused on the implementation of Indonesia's National Action Plan on Human Rights (RANHAM 2004 – 09) which was followed by a request for assistance in integrating human rights in the Ministry's work.

In November 2008, Equitas conducted a needs assessment session with several MOSA agencies that included the Centre for Education and Research, the Directorate General of Social Assistance and Social Security, the Directorate General of Social Services and Rehabilitation, and the Directorate General of Social Empowerment. While the exercise showed that human rights is not new to a number of participants, there was an expressed need to obtain a deeper understanding of human rights and how they apply to social welfare; particularly in relation to reinforcing MOSA's efforts to improve its response to Indonesian society through the adoption of a rights-based approach (RBA).

In February 2009, MOSA senior officials (lecturers of the School of Social welfare; staff of the Training Centres under the Board of Education and Research for Social Welfare; staff of the MOSA Directorates of Social Services and Rehabilitation, of Social Assistance and Social Security, and of Social Empowerment) participated in a workshop on integrating a rights-based approach into social work.

This training of trainers (TOT) from May 3-5 2010 is meant to prepare some participants of the February 2009 workshop to design and implement their own training for MOSA staff. The training they will facilitate is on integrating a rights-based approach to social work.

Based on the skills reinforced during this TOT, participants will facilitate a three-day workshop for MOSA staff on integrating a rights-based approach to social work from May 7-9. The TOT will enable them to prepare for that workshop.

Goal

The goal of this TOT workshop is to build the capacity of senior officials of MOSA to design and implement a basic training course for MOSA staff on the integrating a rights-based approach into social work.

Objectives

By the end of the TOT, participants will be able to:

1. Explain how to integrate a rights-based approach into social work.
2. Analyze social work in relation to international, regional and national human rights norms, standards, and mechanisms.
3. Design a training for MOSA staff on the integration of a rights-based approach to social work.

Participants

Approximately 15 participants are attending the TOT. They include lecturers of the School of Social Welfare; staff of the Training Centres under the Board of Education and Research for Social Welfare; staff of the MOSA Directorates of Social Services and Rehabilitation, of Social Assistance and Social Security, and of Social Empowerment.

Organizers will strive for gender balance among participants and ensure that the TOT will actively explore social welfare issues as they pertain to both women and men.

Approach to the Workshop

This TOT is based on a participatory approach to learning. A basic assumption in this approach is that much of the content comes from the participants and that the workshop serves as the framework for drawing out this content. There will a combination of small group work, presentations by resource persons, and plenary discussions. Participants and facilitators will 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. Continuous reflection and evaluation are central to the learning process. There will be debriefing and evaluation sessions at the end of each day and recaps at the beginning of each day to establish the linkages between the activities.

The facilitators are skilled in adult education methods, knowledgeable about human rights and social work.

Gender Equality

Women and men, and girls and boys experience social welfare policies and programs differently; therefore, it is essential to include gender equality when addressing issues of social welfare using a rights-based approach. Gender equality is an instrumental value of human rights that is integrated throughout this program in order to recognize the different effects certain policies and practices may have on men and women, and girls and boys.

About the Organizers

This Workshop is organized by MOSA and Equitas – International Centre for Human Rights Education.

MOSA

The Ministry of Social Affairs (MOSA) of Indonesia maintains the development of a social welfare system that equips all its citizens through programs and policies to be a part of a national movement that values social welfare.

The Ministry of Social Affairs works towards improving the dignity and quality of human life. Its mandate is to invest in Indonesian society through the development of initiatives that maintain an active role in community development and social welfare. The work of

MOSA also ensures and enforces prevention and control of social problems, resulting from industrialization, socio-economic crisis, globalization and information flow. MOSA develops information systems to support its work in social protection and social welfare. Finally, MOSA builds social cohesion by providing social care to vulnerable citizens in the spirit of social solidarity and partnership.

Equitas

Equitas – International Centre for Human Rights Education has been working on capacity-building programs in Indonesia since 1997. The organization 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; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and youth, minorities; and the promotion and protection of economic, social and cultural rights.

Acknowledgements

Schedule

Day 1: 3 May 2010		
Time	**Activity**	**Title**
8:30 – 9:30		**Registration and Welcome**
9:30 – 10:30	**Activity 1**	**Introductions and TOT Overview** Participants already know each other from the February 2009 workshop, but this activity will be an opportunity to further identify their strengths as trainers. There is also an overview of the TOT and its link with the next workshop for MOSA staff.
10:30– 10:45		**Break**
10:45 – 12:15	**Activity 2**	**Flashback: Review of the First Workshop** Key concepts to review: - Human rights principles - Definition of human rights - Participatory approach to learning - Elements of a rights-based approach
12:15 – 13:00	**Activity 3**	**Training Interlude: Needs Assessment and How People Learn**
13:00 – 14:00		**Lunch**
14:00 – 15:30	**Activity 4**	**Integrating RBA into Social Work: Success Stories and Lessons Learned** Since the February 2009 workshop, some participants may have had the opportunity to integrate a rights-based approach into their social work. This activity will enable participants to reflect on the value added of this integration, the lessons learned and the challenges faced in trying to integrate a rights-based approach to social work.
15:30 – 15:45		**Break**
15:45 – 17:00	**Activity 5**	**Training Interlude: Objectives and Results**
17:00 – 17:15		**End of Day Evaluation**

Day 2: 4 May 2010		
Time	*Activity*	*Title*
9:00 – 10:30	**Activity 6**	**More In-Depth on Human Rights** More in-depth discussion on how human rights relate to social work. Issues to address include: - State obligations (respect, protect, fulfill) - Minimum core standards - Progressive realization of ESC rights - Justiciability of ESC rights - Relation between international, regional and national norms, standards, and mechanisms
10:30– 10:45		**Break**
10:45 – 11:45	**Activity 6**	Continued
11:45 – 13:00	**Activity 7**	**Training Interlude: Workshop Content, Techniques and Design**
13:00 – 14:00		**Lunch**
14:00 – 16:00	**Activity 8**	**In-Depth: Integrating a Rights-Based Approach to Social Work** Participants will examine how to integrate the RBA throughout a program or project cycle.
16:00 – 16:15		**Break**
16:15 – 17:00	**Activity 9**	**Training Interlude: Facilitation Skills and Division of Roles**
17:00 – 17:15		**End of Day Evaluation**

Day 3: 5 May 2010		
Time	*Activity*	*Title*
9:00 – 10:00	**Activity 10**	**Training Interlude: Facilitation Challenges**
10:00 – 10:30	**Activity 11**	**Measuring the Impact of Integrating a Rights-Based Approach** In this activity, participants will reflect on the impact of integrating a rights-based approach into their social work (there will be a link back to Activity 5).
10:30– 10:45		**Break**
10:45 – 11:45	**Activity 11**	Continued
11:45 – 13:00	**Activity 12**	**Training Interlude: Evaluation and Follow-up**
13:00 – 14:00		**Lunch**
14:00 – 15:00	**Activity 13**	**Finalizing the Workshop for MOSA Staff** In this activity, participants will finalize the manual for the workshop for MOSA staff.
15:00 – 16:00		**Evaluation and Closing**

Activity 1   Introductions and TOT Overview

Objectives

- To get to know each other better.
- To identify some basic facilitation skills within the group.
- To provide an overview of the TOT workshop.

Time

1 hr

Description

This activity is divided into four parts.

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

In **Part B**, the participants will identify some of their characteristics as facilitators.

In **Part C**, the facilitator will present the format of the TOT.

In **Part D**, the facilitator will lead a large group discussion on a "workshop agreement" for working effectively.

10 min	**Part A Introductions** The facilitator leads participants in a quick "getting to know you" activity.
20 min	**Part B Our Skills as Trainers** Human rights education (HRE) is often considered as all learning that fosters an awareness of human rights based on three interrelated aspects: 1) knowledge, 2) skills and 3) attitudes, behaviours and values.

It is useful to think of these three aspects when identifying our characteristics as trainers.

The facilitator posts three flipcharts around the room and invites participants to divide themselves evenly among the flipcharts:

- Sharing Knowledge

- Imparting Skills

- Rethinking Attitudes, Behaviours and Values

Each group brainstorms essential elements or characteristics associated with each aspect. After two minutes, the groups rotate and go to another flipchart and add to the list. After another two minutes, the groups rotate one final time.

The facilitator leads a large group discussion. Some questions to guide the discussion:

- What main elements or characteristics can we agree upon that are essential for being a good trainer?

- What are some of our strengths from the elements or characteristics mentioned? What do we need to strengthen?

- What expertise can we offer others attending this TOT?

20 min   **Part C TOT Overview**
The facilitator presents an overview of the TOT, in particular:

- TOT objectives (listed on page 3) and activities

- Link between the TOT and the upcoming workshop on the rights-based approach for MOSA staff (May 7-9)

The facilitator answers any questions participants may have and asks whether or not the objectives and activities of the TOT correspond to their expectations.

10 min   **Part D Workshop Agreement**
The facilitator leads a large group discussion on a "workshop agreement" which identifies guidelines for working effectively as a group.

End of Activity ▮ ▮ ▮

"Trainer" or "Facilitator"?

TOTs are trainings for trainers, but the term "facilitator" is often used to mean the same thing as trainer. In this manual, we refer to both terms and make no significant difference between the two.

Activity 2   Flashback: Review of the First Workshop

Objective

- To review key concepts presented in the February 2009 workshop "Integrating a Rights-Based Approach into the Work of MOSA."

Time

1 hr 30 min

Description	

This activity is divided into three parts.

In **Part A**, the facilitator will review some of the main concepts discussed during the February 2009 workshop.

In **Part B**, participants will work in small groups to discuss these concepts further.

In **Part C**, each group will present their findings to the large group and the facilitator will lead a large group discussion.

15 min

Part A Main Concepts: Mix and Match Game
Participants work in groups of two to complete a "mix and match" game (**Worksheet 1**) related to the main concepts addressed during the February 2009 workshop.

After a few minutes, the facilitator goes through the answers to the game with participants.

30 min

Part B Small Group Work on the Concepts
The facilitator divides participants into 4 small groups and assigns one of the concepts below to each group. Using the **Reference Sheets** as a guide, each group must prepare to present a summary of their concept to the large group in **Part C**.

- Human rights (**Reference Sheet 1**)
- Human rights principles (**Reference Sheet 2**)
- Participatory approach to learning (**Reference Sheet 3**)
- Elements of a rights-based approach (**Reference Sheet 4**)

45 min

Part C Group Presentations
Each group presents the salient points of their concept to the large group (5-10 min per group). The facilitator leads a large group discussion.

Questions to consider:

- Since the February 2009 workshop, have we applied any of these concepts in our work? Has learning about these concepts changed the way we view social work? If yes, how?

- **Questions on human rights**: Why is it important to know about human rights in social work? How does knowing about human rights improve MOSA's work?

- **Questions on human rights principles**: How are they applied in the context of social welfare in Indonesia? What are some barriers to their full application?

- **Questions on the participatory approach**: Why should we at MOSA use a participatory approach? What are its advantages and limitations?

Questions on the rights-based approach will be addressed in greater detail in subsequent activities.

End of Activity ▮▮▮

Worksheet 1: Mix and Match

Associate the descriptions on the left with its correct answer on the right. Each description has only one answer. An example is given below.

Description	Concept
A process for learning that begins with the experience of participants, has them identify patterns, learn new information, plan and develop strategies, and finally leads to action,	The right to social security and the right to an adequate standard of living
A way for people to learn together that relies on their experiences and assumes that they have much to contribute by learning actively.	Obligation
In terms of human rights principles, "responsibility" for governments is also referred to by this term.	Participatory approach
Includes non-discrimination, universality, equality, indivisibility, and responsibility, among others.	Human rights
Roles of men and women as defined by different societies. Can change over time.	Human rights principles
These two human rights encompass many of the rights addressed in social work.	Gender
A holistic way to address human rights issues that focuses on identifying human rights abuses, ensuring participation of all stakeholders, ensuring empowerment and non-discrimination of those whose rights are abused, and ensuring accountability for those responsible for fulfilling rights.	Action-oriented
In the language of rights-based approaches, there are rights-holders who should exercise their rights and this type of actor with legal obligations to realize these rights.	Learning Spiral
Things which all human beings have simply by virtue of being human. All human beings are meant to enjoy them without distinction as to race, colour, sex, language, religion, political or others opinion, national or social origin, property, birth or other status.	Rights-based approach
By the end of the workshop, participants should be thinking this way.	Duty-bearer

Reference Sheet 1: Human Rights

> **NOTE: Sources of all the references are listed in the References section at the end of the manual.**

Human Rights in Indonesian Law

Legislation No. 39 of 1999: Human Rights Act in Chapter I General Provision Article 1 has a definition on human rights:

Human rights mean a set of rights bestowed by God Almighty in the essence and being of humans as creations of God which must be respected, held in the highest esteem and protected by the state, law, Government, and all people in order to protect human dignity and worth.

UN Definition

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or others opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with the fundamental freedoms and human dignity.

Legal Character of Rights

In legal terms, human rights typically contain the following components:

- **Subject** (such as an individual or a group of individuals), entitled to the right recognized in a legal rule (as a "right-holder") and to take permissible action to secure the right (in other words, trying to claim the right).
- **Duty-holder** (mostly a state), obliged to either fulfill the subject's demands or to create the conditions which are necessary for their realization.
- **Object**, describing the content of any given right and any corresponding duties, as a reflection of the values and needs protected.
- **Implementation**, namely a range of measures which aim to realize the right in question domestically and to monitor the process through domestic or international procedures and institutions.

References:

Human Rights: A Basic Handbook for UN Staff, OHCHR, UN Staff College Project 1999 p. 3.

Drzewicki, K. "Internationalization of human rights and their juridization," in An introduction to the international protection of human rights: a textbook, Hanski, R. and Siksi, M. (eds), Abo Akademi, Abo, 1999, pp25-47.

Reference Sheet 2: Human Rights Principles

1. **Universality**. Human rights are universal. All people everywhere in the world are entitled to them. Universality refers to certain moral and ethical values shared in all regions of the world, which governments and communities should uphold. The universality of rights does not mean, however, that they cannot change or that they are experienced in the same manner by all people. The universality of human rights is encompassed in the words of Article 1 of the UDHR: "All human beings are born free and equal in dignity and rights."

2. **Human dignity**: Human dignity affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve respect.

3. **Inalienability**. Human rights are inalienable. This means that rights belong to every person and cannot be taken away, surrendered or transferred.

4. **Indivisibility**. Human rights are indivisible. This refers to the equal importance of each human right, whether civil, political, economic, social or cultural. All human rights have equal status, and cannot be positioned in a hierarchical order. A person cannot be denied a right because someone decides it is 'less important' or 'nonessential'. The principle of indivisibility was reaffirmed by the 1993 Vienna Declaration.

5. **Interdependency**. Human rights are interdependent. This refers to the complementary framework of human rights law. The fulfillment of one right often depends, wholly or in part, upon the fulfillment of others. For instance, fulfillment of the right to health may depend on fulfillment of the right to development, to education or to information. Similarly, the loss of one right detracts from other rights.

6. **Equality**. The principle of equality refers to the notion that all human beings are entitled to the same human rights without distinction. Equality does not necessarily mean treating people the same, but rather taking whatever steps are necessary to promote a more just society for all.

7. **Non-discrimination**. Non-discrimination is integral to the concept of equality. The principle of non-discrimination encompasses the notion that people should not be treated differently based on arbitrary and impermissible criteria. Discrimination based on grounds of race, colour, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, social or geographic origin, property, birth or any other status established by international human rights standards, violates human rights.

8. **Responsibility** (and **Accountability** and **Rule of Law)**:

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

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

  States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.

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

References:

Flowers, N. (2000). The Human Rights Education Handbook: Effective Practices For Learning, Action, and Change. Minneapolis, MN: University of Minnesota.

Ravindran, D. J. (1998). Human Rights Praxis: A Resource Book for Study, Action and Reflection. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

Mertus, J. et al. (1999). Local Action/Global Change: Learning About the Human Rights of Women and Girls. UNIFEM.

UNFPA. (2006). UNFPA and Human Rights: Human Rights Principles. Available online: http://www.unfpa.org/rights/principles.htm.

Reference Sheet 3: Participatory Approach to Learning

1. Underlying Beliefs on How People Learn

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

2. 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

3. 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

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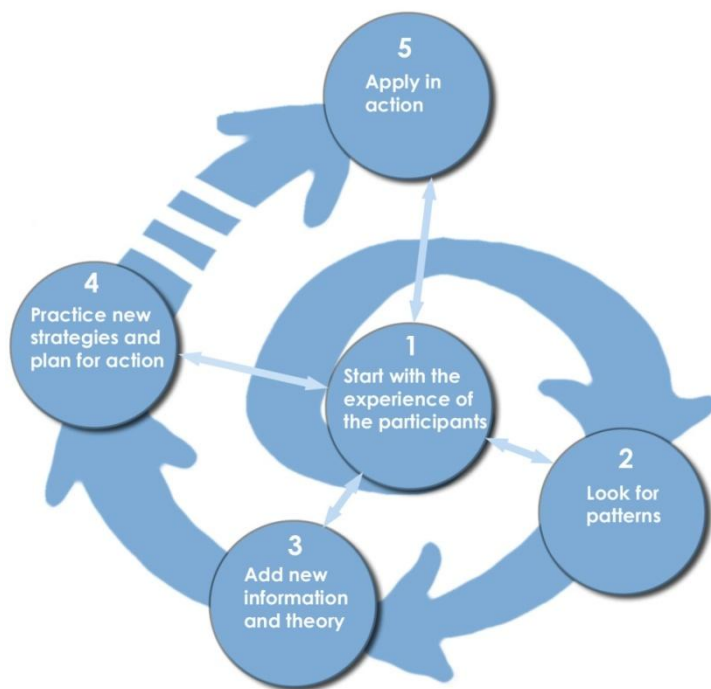
The "Spiral Model", which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:

1. Learning begins with the experience and knowledge of the participants.

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

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

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

5. Afterwards (usually when they return to their daily work) they apply in action what they have learned.

Reflection and evaluation are built into the workshop design, and are carried out throughout the entire workshop.

Reference Sheet 4: Rights-Based Approach

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

Once something is defined or identified as a right it means that:

- There is an obligation on the part of the government (duty-bearers) to respect, promote, protect, and fulfill the rights of its citizens (rights-holders)
- The right can be enforced

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

Rights Approach	Needs Approach
- Rights are realized - Rights always imply duties and obligations - Rights are universal - Rights can only be realized by attention to both outcome and process - All rights are equally important - Rights empower individuals and groups - Rights entitle individuals to social welfare assistance - Rights focus on structural causes and their manifestations	- Needs are met or satisfied - Needs do not imply duties or obligations - Needs are not necessarily universal - Basic needs can be met by goal or outcome oriented strategies - Needs can be ranked in hierarchical priorities - Needs imply that individuals and groups are objects of social welfare interventions - Needs imply that individual needs are deserved - Needs focus on immediate causes of problems

The Rights-Based Approach (RBA):

- Is founded on the conviction that every human being, by virtue of being human, is a holder of rights.

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

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

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

- Supports the concept that all people, regardless of age, gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity.

- Ensures that programs address all aspects of life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.

The **key elements of a rights-based approach** can guide the content and practice of your work. A human rights situational analysis should be based on accepted human rights principles.

These elements include:

1. **Participation**
   - Aims for a high degree of participation, from communities, civil society, minorities, indigenous peoples, women, children and others.
   - Sees youth and children as active participants in finding constructive solutions.

2. Increased levels of **Accountability**
   - Identifies claim-holders (and their entitlements) and corresponding duty-holders (and their obligations).
   - Identifies the positive obligations of duty-holders (to protect, promote and provide) and their negative obligations (to abstain from violations).

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

4. Move from dependency to **Empowerment**
   - Focuses on beneficiaries as the owners of rights and the directors of development instead of the objects of programs and actions to address their needs.
   - Gives people the power, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies. Places a higher emphasis on the strengths of individuals and communities including children to play a more active part in the societies in which they live.

5. Direct **Links** to rights
   - Establishes direct links to international, regional and national human rights instruments.
   - Considers the full range of indivisible, interdependent and interrelated rights: civil, cultural, economic, political and social.

Rights-Holders and Duty-Bearers

A rights-based approach is a conceptual framework that is normatively based on international human rights standards and operationally directed to promoting and protecting

human rights. It focuses on developing the capacities of **duty-bearers** to meet their obligations and to **rights-holders** to claim their rights.

In human rights language, a **rights-holder**:

- Is entitled to rights
- Is entitled to claim rights
- Is entitled to hold the duty-bearer accountable
- Has a responsibility to respect the rights of others

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holder are **duty-bearers**.

The overall responsibility for meeting human rights obligations rests with the state. This responsibility includes all the organs of the state such as parliaments, ministries, local authorities, judges and justice authorities, police, teachers or extension workers. All these are legal duty-bearers.

Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights–holders is a moral duty-bearer – the greater the power the larger the obligation to fulfil and especially to respect and protect the human rights of others. In this sense private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in principle every individual are moral duty-bearers. You should remember that the state as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. – to ensure that they respect human rights.

References:

Kirkemann Boeson, J., Martin, T., *Applying a Rights –Based Approach: An Inspirational Guide for Civil Society,* www.human rights.dk, 2007: p.10-11

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

UNESCO, *The Human Rights Based Approach and the United Nations System: Desk Study prepared by André Frankovits,* UNESCO 2006:p54

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

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

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

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

The Danish Institute for Human Rights. (2007). Applying a Rights-Based Approach: An Inspirational Guide for Civil Society. Available online: http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf.

Activity 3   Training Interlude: Needs Assessment and How People Learn

Objectives

- To identify the training needs of specific target audiences
- To identify the basic steps for developing a training session

Time

45 min

Description

This activity is divided into two parts.

In **Part A**, participants will reflect on the meaning of needs assessment.

In **Part B**, participants will identify the steps necessary to conduct a training session.

25 min

Part A Training Needs Assessment
The facilitator leads a large group discussion on what a training needs assessment is by asking participants the following questions:

- What is a needs assessment?
- What is a training needs assessment?
- Based on the "learner profile" of learner characteristics in **Reference Sheet 5**, what would the learner profile look like for MOSA staff who will be trained in the next workshop?
- What do the MOSA staff know about a rights-based approach? From what we learned in the previous workshop, what should we teach MOSA staff in the time available?

Together as a group, participants complete a learner profile of the MOSA staff they will train (**Worksheet 2**).

20 min

Part B steps for a Training Session
Participants form groups of two and complete the exercise in **Worksheet 3** on the steps for conducting a training session.

The facilitator leads a large group discussion on participants' responses. Questions for discussion:

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

Reference Sheet 5: Needs Assessment

1. Needs Assessment

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

- A gap between "what is" and "what should be."

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

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

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

2. Training Needs Assessment

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

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

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

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

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

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

3. How to Conduct a Training Needs Assessment:

a. Environmental Scan

The environmental scan component of training needs assessment in HRE involves examining the overall system within which our human rights training is situated, with a view to determining how different elements in the system may impact on learning.

Key elements	Information required	Possible Information Sources
Broad external trends: The general **human rights** environment	• What are the elements favouring the promotion and defence of human rights globally? (opportunities) • What are the elements limiting the promotion and defence of human rights globally? (challenges) • How are these human rights opportunities and challenges experienced by women and by men globally?	Reports produced by international or regional organizations (Amnesty; HR Watch; OSCE; etc)
Trends specific to Indonesia: Current **human rights** situation in Indonesia	• What are the elements favouring the promotion and defence of human rights in Indonesia? (opportunities) • What are the elements limiting the promotion and defence of human rights in Indonesia? (challenges) • Are there any new or emerging human rights issues surfacing in Indonesia? If yes, what are they? • Are there current or longstanding human rights issues that persist in Indonesia? If yes, which ones?	Reports produced by International or Regional Organizations, (Amnesty; HR Watch; OSCE; etc) Reports by national human rights institutions – KOMNAS-HAM, KOMNAS Perempuan; Government ministries; NGOs

b. Learner Profile

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

Learner Characteristics	Reasons to Assess Learner Characteristics in HRE
Age	- Provides some idea about learners' life experiences - Can influence choice of methodology, examples, activities, print size - Age can be a factor in group dynamics particularly in some cultural contexts
Sex	- Important to achieve gender balance - Can influence choice of activity types, selection of venue - Gender often influences the power dynamics in a group
Language / Literacy	- Important to have a common language for training and as much as possible a common level of language ability - Enables you to determine if language support or translation may be necessary - Knowing the limitations of learners language skills can influence the presentation and organization of training
Culture	- Can influence selection of content, examples and activities as these may be perceived differently through different cultural lenses. - Cultural background is sometimes a factor in group dynamics
Ability	Knowing the limitations of learners in terms of physical or mental ability can influence the presentation and organization of training
Occupation/ Profession	- Gives information about prior knowledge and experience - Professional background is a resource that learners bring to the training session - Will enable to you to develop training content that is relevant to real needs in learners' lives
Education	- Gives information about prior knowledge as well as about the learners' expectations and preferred learning styles - Each learner's education is a resource for the group during the training session - Will enable to you to develop training content that is at the right level
Motivation	- Enables you to establish the personal or professional reasons for learners' potential interest in training - Helps you determine learners' expectations and goals
Previous Human Rights Knowledge, Skills, Attitudes, and Experiences	- Gives an idea of the resources learners will bring to the group during the training session - Helps determine an appropriate entry point for the learners - Enables you to develop a training session that is relevant to real needs in learners' lives

Worksheet 2: Needs Assessment – MOSA Staff

Building a Learner Profile

Learner Characteristics	MOSA Staff to train
Age	
Sex	
Language / Literacy	
Culture	
Ability	
Occupation/ Profession	
Education	
Motivation	
Previous Human Rights Knowledge, Skills, Attitudes, and Experiences	

Worksheet 3: 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

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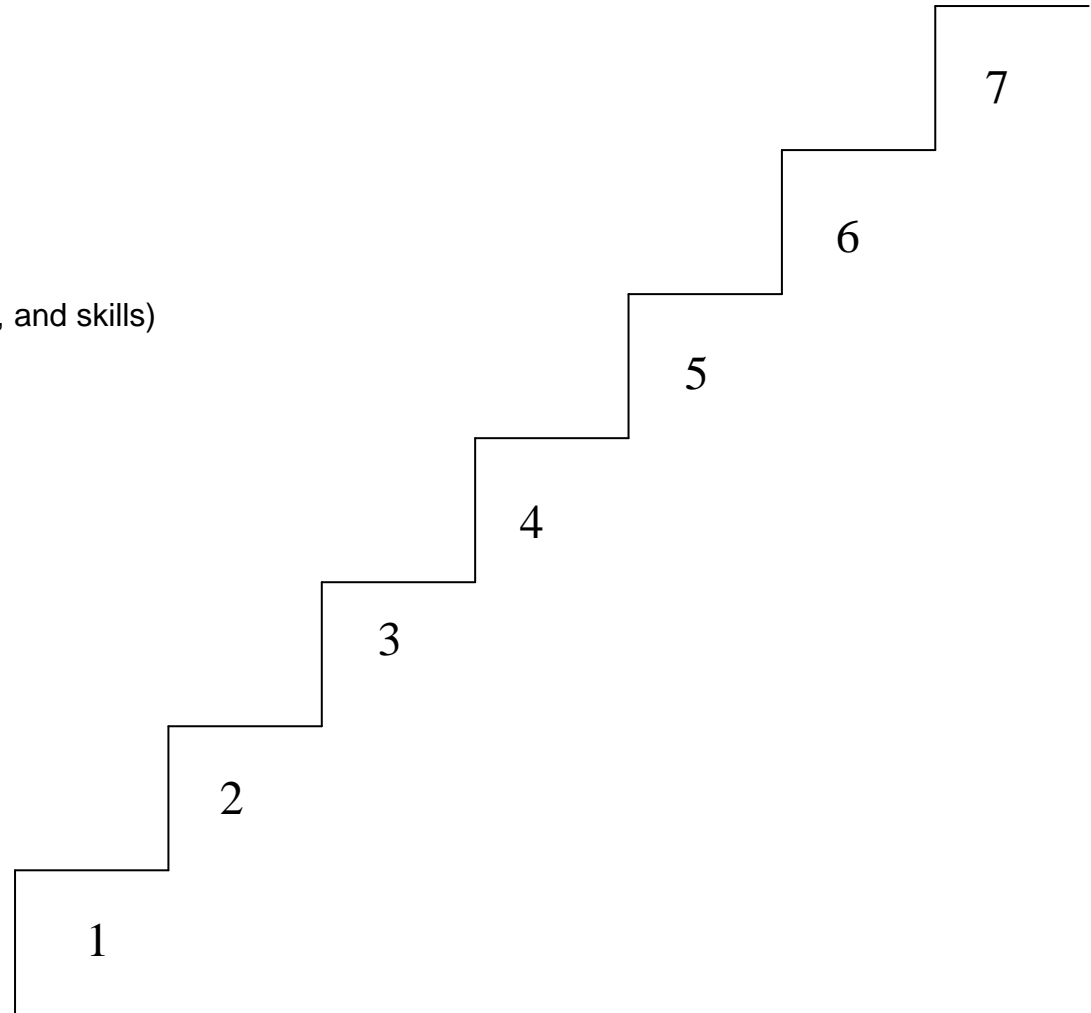
Activity 4	Integrating RBA into Social Work

Objective

To explore the value of integrating a rights-based approach into social work.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, participants will identify how they have integrated the rights-based approach into their social work since the February 2009 workshop.

In **Part B**, the human rights education resource person will present on the topic of human rights and social work.

In **Part C**, there will be a question and answer period.

30 min	**Part A Large Group Discussion**

Since the February 2009 workshop, some participants may have had the opportunity to integrate a rights-based approach into their social work.

The facilitator leads a large group discussion on the value added of this integration, the lessons learned and the challenges faced in trying to integrate a rights-based approach into social work.

Questions to consider:

- Has anyone integrated a rights-based approach in their work? If yes, how?
- What was the benefit of doing so? What difference did it make to the quality of your work and its results?
- Did the integration of a rights-based approach change the way you look at program beneficiaries? For example, different approaches for men and women?

30 min   **Part B Presentation**

The human rights education resource person, Dr. Steve McDonald, Coordinator, Laurentian University, Barrie, Ontario gives a presentation addressing the following issues:

- Importance of linking human rights to social work
- Examples of integrating a rights-based approach into social work: methods, successes, challenges, and lessons learned

Dr. McDonald also establishes links between participants' responses in **Part A** and his presentation.

30 min	**Part C Question Period**
Dr. McDonald answers questions from participants.

For more information on using a rights-based approach to social work, refer to **Appendix 1**.

Social Welfare, Social Work and Social Protection

MOSA defines **social welfare development** as "the improvement of human capability and quality of life conducted by the State and civil society. Social welfare development makes an important contribution to the HDI [Human Development Index] in Indonesia, because it focuses on the empowerment of human capability, especially those categorized as disadvantaged groups of society.

The International federation of Social Workers defines **social work** a profession that promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

The ILO defines **social protection** as:
- The set of public measures that a society provides for its members to protect them against economic and social distress that would be caused by the absence or a substantial reduction of income from work as a result of various contingencies (sickness, maternity, employment injury, unemployment invalidity, old age, and death of breadwinner)
- The provision of healthcare
- The provision of benefits for families with children

End of Activity ▪▪▪

Activity 5   Training Interlude: Objectives and Results

Objectives

- To identify specific results of integrating a rights-based approach into social work
- To examine the usefulness of setting objectives in the training process

Time

1 hr 15 min

Description

This activity is divided into three parts.

In **Part A**, the facilitator will present on the importance of identifying results in social work.

In **Part B**, participants will work in small groups to link results with objectives.

In **Part C**, each group will present their findings to the large group and the facilitator will lead a large group discussion.

20 min

Part A Types of Results
The facilitator leads a large group discussion on the importance of identifying results in social work and human rights work.

Questions to consider:

- What kinds of results are identified in relation to MOSA's social work?
- How are results integrated into the planning of MOSA's social work?
- How are results measured?

The facilitator presents some basic concepts of results (**Reference Sheet 6**) and invites participants to ask clarifying questions. Longer-term results will be examined in greater detail in **Activity 11**.

25 min

Part B Linking Objectives with Results
Writing objectives for a training session is essential. Setting objectives ensures that all training activities 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.

Results are intricately linked to objectives. For this exercise, the facilitator divides participants into four small groups. Each group reads the sample objectives and expected results presented in **Worksheet 4** and develops expected results of the MOSA staff workshop based on the workshop's objectives presented in **Worksheet 4**.

30 min	**Part C Group Presentations**

Each group presents the salient points of their discussion to the large group (5-10 min per group). The facilitator leads a large group discussion.

Questions to consider:

- Did the groups develop similar results?

- Are the results specific, measurable, achievable, realistic, and time-bound?

- Can the group agree on a select number of expected results for the MOSA staff workshop? If yes, what are these results?

- How will these results be measured? Who will measure them? What resources are available to ensure this measurement takes place?

End of Activity ■ ■ ■ ■

Reference Sheet 6: Social Change and Results

1. Challenges to Evaluation

Results of human rights education activities, whether they are measured in the short-, medium- or long-term, are about *change*. For an activity to be successful, we have to be in a position to identify some positive change that came about as a result of the activity.

Results are identifiable, measurable indications which demonstrate that the goal and objectives of a training event have been achieved.

2. Individual, Community, and Societal Changes: What They Mean and How to Evaluate Them

Despite these elements to consider, evaluation of programs remains largely an afterthought for many organizations. A suggested framework for examining social change from activities is to look at changes at three distinct levels of increasing scope, namely individual, community/group, and society. Within each of these levels, the type of change can be identified, and in so doing, we can further define *what* we are hoping to evaluate and *how* we will evaluate it. The table below illustrates a select number of different types of change to identify at the three levels:

Level	What to evaluate: What social change are we hoping for? A change in…	How to evaluate: Techniques to use…
Individual	- Awareness - Desire - Knowledge - Skills - Attitudes, behaviour	- Observation - Self-assessment (for example, through journals) - Semi-structured or open interviews - Focus group discussions - Questionnaires (pre- and post-activity)
Community (or Group)	- Participation - Power relations (interest and influence) - Family relations - Access to resources - Access to information - Fulfilment of specific rights: education, health housing, etc. - Reported human rights violations	- Observation - Semi-structured or open interviews - Focus group discussions - Questionnaires - Surveys - Mapping exercises - Existing data (police reports, employment statistics, enrolment and retention rates at school, access to affordable health care, etc.) - Data/information from subject matter experts
Societal	- Laws, policies, legislation which reflect principles of human rights - Government services - Reported human rights violations - Citizen and civil society participation and collaboration	- Data/information from subject matter experts - Survey - Policy analysis (of change in policies over time and monitoring of policy implementation)

Level	What to evaluate: What social change are we hoping for? A change in…	How to evaluate: Techniques to use…
	with government • Socio-economic progress • Cultural norms and practices that impact on human rights (for example, changing gender roles)	• Budget analysis of government spending on its obligations • State compliance to international or national human rights obligations

An important point to note in the table is that changes progress from the individual to the community to society.

3. Results

These three levels – individual, community, and societal – are sometimes mapped against the standard results-based management language. Results are identified as follows:

Level	Type of result
Individual	Short-term results = OUTPUTS
Community (or group)	Medium-term results = OUTCOMES
Societal	Long-term results = IMPACTS
While it is useful to examine results this way, it should be noted that some changes at the individual level are not **only** short-term. For example, a change in an individual's attitude is not likely to occur unless the person has an awareness of the human rights issue or problem and a desire to change it. This awareness and desire to change does not happen immediately (and often not after a workshop). Similarly, a change at the community level is not **only** medium-term. There are changes at the community level which may be more immediate and short-term, or long-term.	

The key to identifying results is not to focus on *what will be done*, but on *how the situation will be different*. The "what will be done" represent the activities that lead to results. Results tell us how the situation will be different.

Worksheet 4: Linking Objectives with Results

Below is an example of workshop objectives followed by expected results that should take place once the training is completed. Use this as a guide to develop results linked to the objectives of the upcoming workshop for MOSA staff.

Sample Workshop Objectives

The objectives of the workshop are for participants to:

1. **Share** good practices related to human rights education.
2. **Explore** how to address human rights issues in conflict environments.
3. **Identify** the elements of a rights-based approach.
4. **Develop** effective strategies which can increase the effectiveness of their human rights work.

Sample Expected Results
Upon returning to their respective organizations, participants are expected to:

1. **Transfer** acquired human rights knowledge, skills and techniques to the members of their organizations.
2. **Improve** their ability to design and implement effective programs by applying a rights-based approach to the planning, development, implementation, and evaluation/follow-up stages of their work.

To Complete: Workshop for MOSA Staff, May 7-9 2010:

Objectives
By the end of the workshop, participants will be able to:
1. Analyze social work in relation to international, regional and national human rights norms, standards, and mechanisms.
2. Explain how to integrate a rights-based approach into social work.
3. Identify strategies for integrating a rights-based approach into their work

Expected Results
Upon returning to their respective divisions/departments, participants are expected to:

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Activity 6	More In-Depth on Human Rights

Objective

To analyze the international human rights framework as it applies to national laws and social welfare in Indonesia.

Time

2 hrs 30 min

Description

This activity is divided into four parts.

In **Part A**, a resource person will provide an overview of international and national human rights law.

In **Part B**, there will be a question and answer period.

In **Part C**, participants will identify relevant national laws that apply to social work.

In **Part D**, each group will present their findings to the large group and the facilitator and resource person will lead a large group discussion.

30 min

Part A Presentation
A resource person provides an overview of international human rights law and its relation to national laws. Some of the specific topics addressed are:

- International human rights and social work (refer to **Worksheet 5** for a table identifying the links)
- State obligations (respect, protect, fulfill). Refer to **Reference Sheet 7**.
- Minimum core standards
- Progressive realization of ESC rights
- Justiciability of ESC rights
- Relation between international, regional and national norms, standards, and mechanisms

30 min

Part B Question Period
The resource person answers questions from participants.

45 min

Part C Small Group Work
The facilitator divides participants into four small groups and assigns a series of rights to examine in Indonesian law. Using **Worksheet 5** as a guide, each group must prepare to present a summary of their discussion to the large group in **Part D**.

Group 1:

- Social security
- Standard of living: health, food, clothing, housing

Group 2:

- Child birth
- Maternal leave benefits
- Children and young persons
- Child protection from economic and social exploitation
- Child labour

Group 3:

- Decent work
- Education
- Water

Group 4:

- Equality and non-discrimination
- Gender equality
- Participation
- Personal security and justice
- Fundamental freedoms

45 min

Part D Group Presentations
Each group presents the salient points of their discussion to the large group (5-10 min per group). The facilitator and resource person lead a large group discussion.

Questions to consider:

- How will knowledge of international human rights law improve MOSA's work?
- Does the international framework of state obligations, minimum core standards, and progressive realization offer a useful framework for MOSA's work? If yes, how?

End of Activity ▮▮▮

Worksheet 5: Selected Human Rights Relevant for Social Protection

The following table identifies some of the key human rights standards relevant for social protection.

Tthe following laws apply to social work at the national level. Where do they fit within the table? Are there additional laws not included in this list?

NATIONAL LAWS
- 13. UU No. 7 Tahun 1984 : Penghapusan Segala Bentuk Diskriminasi Terhadap Wanita
- 14. UU No. 11 tahun 2005 : Pengesahan Kovenan Internasional Hak Ekonomi, Sosial dan Budaya
- 15. TAP MPR No. XVIII/MPR/1998 : Hak Asasi Manusia
- 16. UU No. 3 Tahun 1997 : Pengadilan Anak
- 17. UU No. 39 Tahun 1999 : Hak Asasi Manusia
- 18. UU No. 1 Tahun 2000 : Penghapusan Bentuk-Bentuk Pekerjaan Buruk untuk Anak
- 19. UU No. 26 Tahun 2000 : Pengadilan Hak Asasi Manusia
- 20. UU No. 23 Tahun 2002 : Perlindungan Anak
- 21. UU No. 23 Tahun 2004 : Penghapusan Kekerasan Dalam Rumah Tangga
- 22. Keppres No. 50 Tahun 1993 : Komisi Nasional Hak Asasi Manusia
- 23. Keppres No. 40 Tahun 2004 : Rencana Aksi Nasional Hak Asasi Manusia 2004-2009
- 24. Perpres No. 65 Tahun 2005 : Komisi Nasional Anti Kekerasan Terhadap Perempuan

Right	UDHR	ICCPR and ICESCR	Other International	Indonesian Law
Social security	(Art 22) everyone, as a member of society, has the right to **social security** and is entitled to realization through national effort and international cooperation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his	Article 9 'the right to everyone to **social security**, including **social insurance**	Key ILO social security standards: • Social Security (Minimum Standards) Convention, 1952 (No 102) • Equality of Treatment (Social Security) Convention, 1962 (no 118) • Employment Injury Benefits Convention, 1964 (No 121) • Invalidity, Old-Age and Survivors' Benefits Convention, 1967 (no 128) • Medical Care and Sickness	

Right	UDHR	ICCPR and ICESCR	Other International	Indonesian Law
	dignity and the free development of his personality		Benefits Convention, 1969 (No 130) • Maintenance of Social Security Rights Convention, 1982 (No 157) • Employment Promotion and Protection against Unemployment Convention, 1988 (No 168) • Maternity Protection Convention, 2000 (No 183) CEDAW (Art 11.1.e social security; 11.2.b maternity benefits, 13 family benefits, 14 benefits for rural women) CRC 26 (social security including social insurance)	
Standard of living: Health Food Clothing Housing	(Art 25) Everyone has the right to a *standard of living adequate* for the *health* and well-being of himself and of his family, including *food*, *clothing*, *housing* and *medical care* and necessary *social services*, and the *right to security* in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.(…)	Article 11 1. The States Parties to the present Covenant recognize the right of everyone to an *adequate standard of living* for himself and his family, including adequate *food, clothing* and *housing*, and to the continuous improvement of living conditions (…). 2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from **hunger**, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed ICESCR 12 (heath) ICESCR 11 (food)	ILO health dimensions of social security CERD 5 CRC 6 (survival and development of child), 24 (health) and 27 (standard of living, material and support programmes in relation to nutrition, clothing and housing) CEDAW 11 (employment and social security), 12 (health), 13 (other economic and social rights) 14 (rural women) World Conferences e.g. Durban 2000, Rome 1996 (Food security) MDG 1 (hunger) MDG 4, 5, 6 (heath) MDG 7 (slum dwellers) World Conference (Habitat II)	
Mothers and children *Child birth*	(Art 25 continued) *Motherhood* and *childhood* are entitled to special care and assistance. All children,	Article 10' The States Parties to the present Covenant recognize that: + 1. The widest possible protection and assistance should be accorded	CEDAW 5b (maternity as a social function), 6 (trafficking), 11 (various maternity related benefits CRC 3 (best interests of the child),	

Right	UDHR	ICCPR and ICESCR	Other International	Indonesian Law
Maternal leave benefits *Children and young persons* *Child protection from economic and social exploitation* *Child labour*	whether born in or out of wedlock, shall enjoy the same social protection	to the *family,* which is the natural and fundamental group unit of society, particularly for its establishment and while it is responsible for the care and education of dependent children. Marriage must be entered into with the free consent of the intending spouses. 2. Special protection should be accorded to *mothers* during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits. 3. Special measures of protection and assistance should be taken on behalf of all *children and young persons* without any discrimination for reasons of parentage or other conditions. Children and young persons should be *protected from economic and social exploitation*. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of *child labour* should be prohibited and punishable by law.	11 (illicit transfers), 19 (physical or mental protection), 21 (adoption), 23 (mental and physical disability) 32 (labour), 34 (sexual exploitation and abuse), 35 (trafficking), 36 (other exploitation), 39 (recovery of victims) ILO social security family benefit standards ILO child labour protection (no 138 and 182)	
Decent work	Art 4 (prohibition slavery) Art 23 (right to work, equal pay, just remuneration supplemented by other	ICESCR Art 6, 7, 8 ICCPR Art 8	Various ILO standards: Forced labour: (29 and 105), Freedom of association (87), collective bargaining (98)	

Right	UDHR	ICCPR and ICESCR	Other International	Indonesian Law
	means of social protection, trade unions) Art 24 (rest and leisure)		1998 Core Labour Standards 1995 World Summit on Social Development CEDAW 11 (employment) CERD 5 CRC (protection economic exploitation and hazardous work)	
Education	Art 26	ICESCR 13, 14	CRC 28, 29 CERD 5 CEDAW 10 World Conferences e.g. Dakar 2000 MDG 2 (universal primary education)	
Water		ICESCR General Comment 15	CEDAW 14h (sanitation and water supply for rural women)	
Equality and non-discrimination	Art 2	ICESCR and ICCPR Art 2 ICCPR 14 (equality before the law), 26 (equal protection of the law and protection against discrimination), 27 (rights of persons belonging to minorities)	All, Conventions protecting particular groups include • UN Convention on the Rights of the Child (CRC) • UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) • UN Convention on the Elimination of All Forms of Racial Discrimination (CERD) • ILO Convention Concerning Indigenous and Tribal Peoples in Independent Countries • UN Minority Rights Declaration • UN Disability standards • UN Migration Convention	
Gender equality	Art 2 (general), 16 (marriage)	ICESCR and ICCPR Art 2 (general) and 3 (equal rights of men and women), ICCPR 23 (equal rights in relation to marriage)	All of CEDAW, including • Art 2 (condemns all discrimination and requires measures) • Art 4 (special measures protecting maternity are not discriminatory)	

Right	UDHR	ICCPR and ICESCR	Other International	Indonesian Law
			• 15 (equality before the law / equal legal capacity of men and women) • 16 (equality in marriage)	
Participation	Art 21 (take part in government)	ICCPR Art 25 (political participation)	Declaration on the Right to Development CEDAW Art 7 CRC 12 (expressing views) 17 (information) CERD 5	
Personal security and justice	Art 3 (life, liberty, security), 5 (prohibition of torture), 6,7,8,9,10,11 (various aspects of access to justice)	ICCPR 9 (liberty and security) ICCPR 14 (equal access to justice)	CERD, 5 CEDAW 15 CRC 37 (liberty and freedom from torture), 40 (penal law) Convention against Torture	
Fundamental freedoms	Art. 18 (thought, conscience, religion); 19 (opinion and expression), 20 (assembly/association)	ICCPR 19 (opinions), 21 (assembly), 22 (association)	CERD Art 5 CRC Art 13 (expression), 14 (thought, conscience, religion), 15 (assembly)	

Reference Sheet 7: State Obligations Regarding Social Welfare

The obligation to **respect**: states are required to refrain from interfering in a manner that negatively affects the realization of a right, e.g. the right to housing is violated by arbitrary forced evictions by a state. With regards to social protection, states are obliged not to act in ways that can cause risks or enhance the vulnerability of poor people, for example, they should not use excessive force which may lead to death or bodily harm, or should not prevent poor people from organizing to claim their social entitlements.

The obligation to **protect**: states have to prevent violations by third parties, e.g. states have to ensure that private sector employers respect basic labour standards, which is highly relevant for social protection, as a number of schemes are related to formal employment status. Social protection could encompass a broader conception of protection, for example family protection against domestic violence and other abuses or protection of human life or dignity during conflict).

The obligation to **fulfil**: states have to take appropriate legislative, administrative, budgetary, judicial or other measures to ensure the full realization of the right, e.g. states have to provide essential primary health care or free and universal primary education. Social protection schemes to provide minimum social security to all would come under this obligation – though the obligation does not necessarily mean that the state has to directly provide social protection; it can facilitate or encourage actions of third parties.

Obligation can be of **conduct**: states have to take the necessary steps to realize a particular right, e.g. adopt and implement an action plan to address maternal mortality. This would include an obligation to take steps towards ensuring the realization of social security and more broadly developing a social protection strategy.

Obligation can also be of **result**: states have to achieve specific targets to satisfy a specific standard, e.g. achieve the Cairo/MDG maternal mortality reduction target. States are obligated to actually ensure social protection in line with the policy and legislative framework they have adopted.

Activity 7	Training Interlude: Workshop Design, Content, and Techniques

Objectives

- To validate the proposed design of the workshop for MOSA staff.
- To explore different areas of content of a human rights training session for social workers.
- To explore different types of training techniques that can be used for a training session.

Time

1 hr 15 min

Description	
	This activity is divided into two parts. In **Part A**, you will work in small groups to validate the outline for the workshop for MOSA staff. In **Part D**, each group will present their suggestions to the large group and the facilitator will lead a large group discussion.
45 min	**Part A Small Group Work** The facilitator divides participants into 3 small groups. Each group reads the proposed outline of the workshop for MOSA staff in **Worksheet 6**. Make suggestions to the outline by answering the following questions: **Time for activities**: Is the time allotted for activities reasonable? Should there be more or less time for some activities? Are the start and end times of each day acceptable? Is there enough time for lunch, breaks, and prayers? Should there be changes made now, or only once we talk to participants? **Objectives:** Do the objectives for the activities contribute to the achievement of the overall objectives? If not, what should change? **Knowledge and skills**: Are there additional areas of knowledge and skill the participants should develop/strengthen? If yes, which areas? How will this happen? **Techniques used**: Do you think the techniques listed will be effective in engaging participants? If not, what additional techniques could be used? Consult **Reference Sheet 8** for more information on training techniques. Each group prepares to present their suggestions on flipchart or using an LCD projector to the large group in **Part B**.

30 min   **Part B Group Presentations**
Each group presents their suggestions to the large group (5 min per group). The facilitator leads a large group discussion.

Question to consider:

- What are some suggestions we can all agree on, and how will they affect the workshop for MOSA staff?

End of Activity ▮▮▮

Worksheet 6: Outline for MOSA Workshop

Objectives
By the end of the workshop, participants will be able to:
1. Analyze social work in relation to international, regional and national human rights norms, standards, and mechanisms.

2. Explain how to integrate a rights-based approach into social work.

3. Identify strategies for integrating a rights-based approach into their work

Time	Activity	Title	Objectives	Knowledge and skills participants will develop	Techniques used
Day 1: May 7					
9:00 – 9:30		Registration			
9:30 – 10:00		Opening Ceremony			
10:00 – 10:30	Activity 1	Introductions	To get to know each other better.	● **Knowledge:** Participatory techniques (role play, case studies, brainstorms, etc.). This is done throughout the workshop.	● Energizer
10:30 – 10:45		Break			
10:45 – 11:15	Activity 2	Overview of the Workshop	To provide an overview of the content of the workshop and the participatory approach, and to determine guidelines for building effective group dynamics.		● Presentation ● Brainstorm

Time	Activity	Title	Objectives	Knowledge and skills participants will develop	Techniques used
11:15 – 12:15	Activity 3	Understanding Human Rights and Human Rights Principles	To reflect on their personal notion of human rights. To explore the underlying principles of human rights.	• **Knowledge:** Human rights (definitions, types of rights, etc.) • **Knowledge:** Human rights principles	• Brainstorm • Small group work • Presentation
12:15 – 13:00	Activity 4	Social Welfare Issues in Indonesia	To explore the social welfare issues in the context of Indonesia.	• **Knowledge:** Social welfare issues in Indonesia	• Small group work
13:00– 14:00		Lunch			
14:00 – 15:00	Activity 4	Continued			
15:00 – 15:15		Break			
15:15 – 16:45	Activity 5	Elements of a Rights-Based Approach	To examine the key elements of a rights-based approach (RBA) and how it is used to address social welfare issues.	• **Knowledge:** Rights-based approach (definitions, main elements)	• Presentation • Question and answer
16;45 – 17:00		End of Day Evaluation	To evaluate the day's activities.		

Time	Activity	Title	Objectives	Knowledge and skills participants will develop	Techniques used
Day 2: May 8					
8:30 – 9:00		Recap			• Energizer
9:00 – 10:30	Activity 6	Social Work in International Human Rights Law	To analyze the international human rights framework as it applies to national laws and social welfare in Indonesia.	• **Knowledge:** International human rights system (including state obligations to realize rights)	• Presentation • Small group work
10:30 – 10:45		Break			
10:45 – 11:30	Activity 6	Continued			
11:30 – 13:00	Activity 7	Focus Area: Rights-Based Approach to Gender and Social Work	To examine the importance of analyzing gender in a rights-based approach to social work.	• **Skill:** Rights-based approach applied to social work	• Case studies in small groups
13:00 – 14:00		LUNCH			
14:00 – 15:30	Activity 8	Focus Area: Rights-Based Approach to Social Work and Marginalized Groups	To examine how a rights-based approach to social work can ensure the realization of the rights of marginalized groups.	• **Skill:** Rights-based approach applied to social work	• Case studies in small groups
15:30 – 15:45		Break			

Time	Activity	Title	Objectives	Knowledge and skills participants will develop	Techniques used
15:30 – 16:45	Activity 9	Applying a Rights-Based Approach in Your Work	To practise addressing social welfare issues using a rights-based approach.	• **Skill:** Apply a rights-based approach applied to social work	• Small group work • Presentation
16:45 – 17:00		Day 2 Evaluation	To evaluate the day's activities.		
Day 3: May 9					
8:30 – 9:00		Recap			• Energizer
9:00 – 10:30	Activity 9	Continued			
10:30 – 10:45		Break			
10:45 – 13:00	Activity 10	Identifying and Measuring Results	To identify specific results of integrating a rights-based approach to social work.	• **Skill:** Identify expected results of social welfare programs using a RBA • **Skill:** Measure expected results of social welfare programs using RBA	• Presentation • Small group work
13:00 – 14:00		Lunch			
14:00 – 15:00	Activity 11	Planning and Next Steps	To develop a plan for sharing the training plans developed during this meeting and discuss follow up to this meeting.	• **Skills:** Plan the integration of a rights-based approach to their social work	• Individual or small group work
15:00 – 15:30	Activity 12	Evaluation and Closing	To evaluate the workshop.		

Reference Sheet 8: Effective Training Techniques

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

Activity 8	In-Depth: Integrating a Rights-Based Approach to Social Work

Objective

To apply a rights-based approach to social work during a project cycle.

Time

2 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitator will review an activity from the February 2009 workshop.

In **Part B**, the facilitator will explain how a rights-based approach can be applied throughout a project cycle.

In **Part C**, participants will work in small groups to examine a social work issue using a rights-based approach.

In **Part D**, each group will present their findings to the large group and the facilitator will lead a large group discussion.

15 min **Part A Review of the February 2009 Workshop**
The facilitator reminds participants of the activity during the February 2009 workshop on "applying a rights-based approach in your work."

The main points of the activity were:

- Examining key aspects of social issues, namely: poverty, gender discrimination, racism, religion, and environment and development
- Analyzing an issue using the "PANEL" framework: participation, accountability, non-discrimination, empowerment, and link to rights

30 min **Part B RBA and the Project Cycle**
The facilitator explains how a rights-based approach can be used throughout a project cycle (**Worksheet 7**).

30 min **Part C Small Group Work**
The facilitator divides participants into small groups. Each group identifies a common issue related to their work that they can analyze throughout a project cycle. For example:

- Rehabilitation of substance (drug) abusers
- Sexual and reproductive health care for people living with HIV/AIDS
- Protection of children who are victims of trafficking or other forms of exploitation
- Access to basic services (health, food, lodging, water) for internally displaced persons (IDPs) such as those displaced by natural disasters
- Access to services (health, education, etc.) for marginalized groups such as minorities or dif-abled persons

Each group analyzes their issue using **Worksheet 7**.Each group must prepare to present a summary of their work to the large group in **Part D**.

45 min　　　　**Part D Group Presentations**
Each group presents the salient points of their discussion to the large group (5-10 min per group). The facilitator leads a large group discussion.

Questions to consider:

- How does this activity help us plan our work using a rights-based approach?

- What is the added value of this approach? What are the challenges to using this approach?

- How feasible is the integration of a rights-based approach within our department/institution? How can we ensure a successful integration of the rights-based approach in our work?

End of Activity ■■■■

Worksheet 7: Rights-Based Approach throughout the Project Cycle

There is no single rights-based approach to use in relation to social work. As a conceptual framework, it is important to consider the five principles ("PANEL") that form a rights-based approach at every part of a project development cycle. There are numerous models of project development cycles. The following cycle has four distinct phases: 1. Planning, 2. Development, 3. Implementation, and 4 Follow-up.

Issue to address:

Component of the Project Cycle	Critical questions	Our answers
PLANNING	• What rights are at issue? • How are the rights related to each other? • How are the rights perceived by the rights-holders and the duty-bearers? • How are the rights not being realized? • What is the legal and policy framework related to these rights (international instruments, constitution, laws, policies)? • What are the state's obligations to fulfilling these rights? What capacity (in terms of authority, commitment, resources) does the state have to realize these rights? • What capacity do the rights-holders have to realize their rights? • Is your project oriented towards the respect, protection, or fulfillment of a right or set of rights?	

Component of the Project Cycle	Critical questions	Our answers

DEVELOPMENT	A rights-based approach should identify strategies/activities/actions that involve rights-holders and duty-bearers.
	
	• How do the goal, objectives and activities of your project address the principles of a rights-based approach:
	  o Participation: how are you involving the rights-holders and duty-bearers in the formulation of your goal and objectives?
	  o Accountability: how do you ensure accountability of duty-holders?
	  o Non-discrimination: How do take into account the rights of marginalized or discriminated groups within your program?
	  o Empowerment: How will you empower the rights-holders to know their rights and to realize them through action?
	  o Link to rights: Does your program identify specific human rights? What sort of rights framework is applicable? For example:
	    ▪ International human rights law
	    ▪ Regional human rights law (such as the ASEAN Charter)
	    ▪ Constitution
	    ▪ Statutory law
	    ▪ Religious law, such as Syariah
	    ▪ Customary law	

Component of the Project Cycle	Critical questions	Our answers
IMPLEMENTATION	• How does the implementation of the program respect the principles of a rights-based approach? • How are your activities enabling participants to know about their rights and participate in the realization of their rights? • How do your activities enable participants to analyze the roles, power relations, and interests of all stakeholders, including the rights-holders and duty-bearers?	

FOLLOW-UP	• Were there indicators developed to measure:
	  ○ Level and quality of participation among rights-holders (including marginalized groups) and duty-bearers
	  ○ Changes in decision-making (who decides what)
	
	• Do the methods of evaluating provide gender disaggregated data?
	
	• Do your sources of information for evaluating the program come from a range of sources (rights-holders, duty-bearers, NGOs, government, international organizations, etc.)?	

Activity 9	Training Interlude: Facilitation Skills and Division of Roles

Objectives

- To identify facilitation skills which ensure a positive workshop environment.
- To identify specific facilitation roles during the workshop for MOSA staff.

Time

45 min

Description	

This activity is divided into two parts.

In **Part A**, you will brainstorm ideas for setting the workshop environment.

In **Part B**, the facilitator leads a large group discussion on the facilitation roles for the upcoming workshop.

10 min	**Part A Brainstorm on the Workshop Environment** The climate or environment of a workshop has a direct impact on the level of participant learning and of participant satisfaction. In addition, the facilitator's style is a key factor in setting the climate. The facilitator leads participants in a brainstorm on how the facilitator set a climate that is conducive to learning. Refer to **Reference Sheet 9** for additional tips on setting the climate.
35 min	**Part B Facilitation Roles** The facilitator leads a large group discussion on the facilitation roles for the upcoming workshop for MOSA staff. Refer to **Worksheet 8**.

End of Activity ▮▮▮

Worksheet 8: Facilitation Roles for MOSA Workshop

Key questions:
- What skills do we have as trainers?
- Who among us will facilitate specific activities during the workshop?
- How will we facilitate together on the same activity? Will we take on different facilitation roles such as:
    o Explaining an activity at the start and linking it with the rest of the workshop
    o Working with small groups to make sure they remain on task
    o Assisting another facilitator who is leading a discussion by taking down notes on a flipchart
    o Leading a large group discussion
    o Summarizing statements from participants and synthesizing the activity

Time	Activity	Title	Facilitation: Who will do what
Day 1: May 7			
9:00 – 9:30		Registration	
9:30 – 10:00		Opening Ceremony	
10:00 – 10:30	Activity 1	Introductions	
10:30 – 10:45		Break	
10:45 – 11:15	Activity 2	Overview of the Workshop	
11:15 – 12:15	Activity 3	Understanding Human Rights and Human Rights Principles	
12:15 – 13:00	Activity 4	Social Welfare Issues in Indonesia	
13:00– 14:00		Lunch	
14:00 – 15:00	Activity 4	Continued	
15:00 – 15:15		Break	

Time	Activity	Title	Facilitation: Who will do what
15:15 – 16:45	Activity 5	Elements of a Rights-Based Approach	
16;45 – 17:00		End of Day Evaluation	
Day 2: May 8			
8:30 – 9:00		Recap	
9:00 – 10:30	Activity 6	Social Work in International Human Rights Law	
10:30 – 10:45		Break	
10:45 – 11:30	Activity 6	Continued	
11:30 – 13:00	Activity 7	Focus Area: Rights-Based Approach to Gender and Social Work	
13:00 – 14:00		LUNCH	
14:00 – 15:30	Activity 8	Focus Area: Rights-Based Approach to Social Work and Marginalized Groups	
15:30 – 15:45		Break	
15:30 – 16:45	Activity 9	Applying a Rights-Based Approach in Your Work	
16:45 – 17:00		Day 2 Evaluation	
Day 3: May 9			
8:30 – 9:00		Recap	
9:00 – 10:30	Activity 9	Continued	
10:30 – 10:45		Break	
10:45 – 13:00	Activity 10	Identifying and Measuring Results	
13:00 – 14:00		Lunch	
14:00 – 15:00	Activity 11	Planning and Next Steps	
15:00 – 15:30	Activity 12	Evaluation and Closing	

Reference Sheet 9: Facilitation Tips

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.

- 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 10　　　Training Interlude: Facilitation Challenges

Objective

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

Time

1 hr

Description

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.

20 min

Part A Group Work
The facilitator divides participants into small groups and assigns one "facilitation dilemma" to each group (see below).

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!

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.

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.

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.

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.

_____

_____

_____

Situation 5

> You are facilitating a 5-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.

_____

_____

_____

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.

_____

_____

_____

40 min   **Part B Group Discussion**
Each group presents 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.

End of Activity 🟧🟧🟧

Activity 11   Measuring the Impact of Integrating a Rights-Based Approach

Objective

To identify ways to measure the impact of integrating a rights-based approach to social work.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, the facilitator will present a framework for measuring results.

In **Part B**, you will work in small groups to identify results for related to specific social work issues.

In **Part C**, each group will present their findings to the large group and the facilitator will lead a large group discussion.

30 min

Part A Presentation on Results
In **Activity 5** we briefly examined results at different levels, namely changes at the individual, community, and broader societal levels. The facilitator goes through a specific example (**Reference Sheet 10**) of results and indicators for a project on the rights of disabled persons.

Questions to consider:

- Is this format (results-based management) familiar to some participants?
- How else is social work evaluated in order to identify results?

30 min

Part B Small Group Work
The facilitator divides participants into small groups. Each group identifies a common issue related to their work (use the issues analyzed in **Activity 8**) and develops possible activities and results for a project related to that issue (**Worksheet 9**).

Each group must prepare to present a summary of their work to the large group in **Part C**.

30 min   **Part C Group Presentations**

Each group presents the salient points of their discussion to the large group (5-10 min per group). The facilitator leads a large group discussion.

End of Activity ■ ■ ■

Reference Sheet 10: Example of Results

Type of Project: Inclusion of People with Disabilities in Academic Institutions

Purpose: To adopt a framework structure for the inclusion of people with disabilities in academic institutions Project Budget: $ 3.0 million and community and to establish a demonstration model for inclusive education. | Project Duration: 5 years

Activities:	Outputs or Short-term Results:	Outcomes or Medium-term Results	Impact or Long-term Results
- Inclusive Gender-Sensitive Education - Training Modules for teachers, trainers and service personnel, developed and pre-tested. - Pre-service and in-service training for teachers; In-house training for treatment of professionals. - Consultations with national and international agencies on types of modules needed. - Modules for inclusive education for long-distance learning developed & pre-tested. - Research results & practice guides, published & widely disseminated.	- Pre-tested modules for inclusive education, used & applied. - Improved capacity of teachers and treatment of professionals (M/F). - Framework for inclusive education discussed with NGOs, govt., service orgs, teacher orgs. - Better understanding of the needs and priority of women and men with disabilities.	- Framework structure for the inclusion of disabled persons (women and men) in academic institutions and community established and adopted. - Demonstration model for inclusive education and health (including long-distance learning), adopted by target areas.	Code of practice sensitive to disabled and suitable to the country developed.
	Indicators:		
	- Program for use of modules (for teacher training, trainers and service personnel) in inclusive education practices, established. - Teacher (M/F) satisfaction with training. - Extent of consultative discussions on inclusive education. - Satisfaction of disabled persons (M/F) with recommendations.	- Changes in curricula reflecting program/policy for inclusion of people with disabilities. # of educ. institutions (incldg. Long distance learning) using demo models for inclusive education. # of girls and boys with disabilities and their teachers included in various inclusive education programs.	- Satisfaction of disabled (M/F) with code of practice. - Changes in attitudes of academic institutions and community.
	Beneficiary Reach:		
	Direct Beneficiaries: - Women and men with disabilities. - Students (M/F). - Trainees and Trainers (M/F). - Service Personnel (M/F).	Direct Beneficiaries: - Women and men with disabilities in academic institutions and communities. - Girls and Boys with disabilities.	Indirect Beneficiaries: - Women and men with disabilities. - Academic institutions. - Community.

Worksheet 9: Practising Results

Issue to address:

Type of Project:			Project Duration:
Activities:	Outputs or Short-term Results:	Outcomes or Medium-term Results	Impact or Long-term Results
	Indicators:		
	Beneficiary Reach:		
	Direct Beneficiaries:	Direct Beneficiaries:	Indirect Beneficiaries:

Activity 12   Training Interlude: Evaluation and Follow-up

Objectives

To explore a model for educational evaluation.

To explore the concept of transfer.

Time

1 hr 30 min

Description

This activity is divided into three parts.

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

In **Part B**, the facilitator will review the different types of evaluation in the Continuous Improvement Cycle.

In **Part C**, the facilitator will lead a large group discussion on transfer.

15 min

Part A Large Group Discussion
Discuss your experience with educational evaluation. Questions to consider:

- What does "educational evaluation" mean to you?
- Why do we evaluate?

20 min

Part B Presentation: Continuous Improvement Cycle
The facilitator reviews the different types of evaluation in the cycle as outlined in **Reference Sheet 11**. For different evaluation techniques, refer to **Reference Sheet 12**.
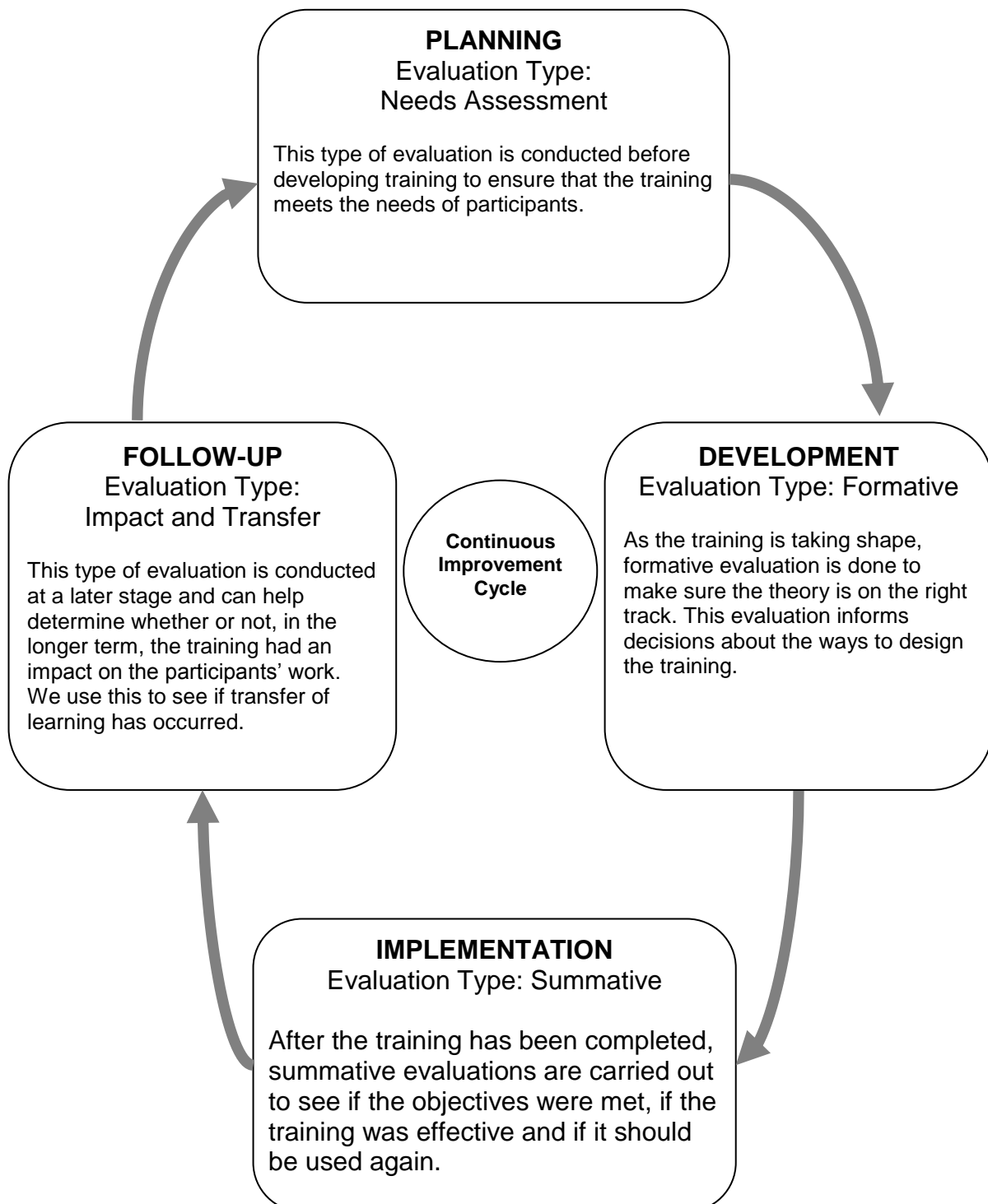
10 min

Part C Large Group Discussion
The facilitator leads a large group discussion on the concept of transfer within MOSA. Refer to **Reference Sheet 13** for more information on transfer.

End of Activity ▮▮▮

PLANNING
Evaluation Type:
Needs Assessment

This type of evaluation is conducted before developing training to ensure that the training meets the needs of participants.

Continuous Improvement Cycle

FOLLOW-UP
Evaluation Type:
Impact and Transfer

This type of evaluation is conducted at a later stage and can help determine whether or not, in the longer term, the training had an impact on the participants' work. We use this to see if transfer of learning has occurred.

DEVELOPMENT
Evaluation Type: Formative

As the training is taking shape, formative evaluation is done to make sure the theory is on the right track. This evaluation informs decisions about the ways to design the training.

IMPLEMENTATION
Evaluation Type: Summative

After the training has been completed, summative evaluations are carried out to see if the objectives were met, if the training was effective and if it should be used again.

Reference Sheet 12: Evaluation Techniques

Technique	Advantages	Disadvantages
1. Questionnaire: a series of written questions to gather information	• Ability to contact a large number of people • Can be anonymous • Yields a large amount of information at a relatively low cost • Does not require trained interviewers	• Requires very clear questions and very clear instructions • Return rate tends to be low, unless there is a real incentive for participants to complete questionnaire
2. Interview/conversation: informal talk or planned series of questions with selected individuals	• Interviewer get clarification of unclear answers or statements • He/she can note non-verbal behavior associated with various responses	• Requires certain skills of the interviewer • Interviewer may end up with biased information • Time-consuming • Expensive
3. Focus Group: discussion session with a group of selected individuals around a topic	• Helps ensure acceptance from key individuals • Provides different perspectives at the same time • Interactions among the individuals and non-verbal behavior can be observed	• Difficult to coordinate the schedules of key individuals • Sometimes difficult to obtain a common vision from the different perspectives
4. Existing Records: reliable documents available for public consultation	• Information already exists • Can provide valuable information on demographics and/or indications of change, e.g., health records	• Records may not be available • Information may not answer the evaluation questions directly
5. Observation: observer records information without interfering	• Possible to observe in natural, everyday setting • Participant responses are not influenced by pre-determined questions	• Difficult to record all information • Sometimes difficult to draw conclusions • Presence of observer can intimidate
6. Reflection: regular practice of noting events, behaviours and reflecting critically	• Record of best practices and mistakes that can be looked back upon • Provides a means for improving skills through critical thinking • Requires only yourself	• Sometimes difficult to criticize oneself • Necessitates diligence, regularity

1. What is Transfer of Training?

- It is the transfer or application of the learning that occurred during a training session to the work situation or a real life context. It is applying the learning in action.

- Transfer is likely to occur when training addresses the needs of the participants and is relevant to the context in which they work.

- Trainers should think about transfer during all the phases of training design - planning, development, and implementation and follow up.

2. Planning Stage

- Involve target groups 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

- Gather information about the participants' environment to ensure the training is appropriate for this environment.

- 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 that might explain their acceptance of human rights abuses/violations?

3. Development and Implementation Stage

- Define goals and objectives so participants understand what they will gain by participating in the training session.

- Design an activity where participants are asked:

  - What they want to learn from this training

  - What they want to be able to do or know as a result of this training

  - What they can contribute to this training

- Focus on a few key concepts and skills that are most likely to be applied after the training. Emphasize how to apply these.

- Provide opportunities for practice of new skills so that trainers can judge participants' level of success or difficulty and participants can ask questions, try alternatives, gain confidence

- Provide opportunities for reflection so participants can determine how they will integrate new knowledge and skills into their own context.

- Design an activity where participants prepare an action plan of how they will apply what they have learned during the training.

- Develop pre-course materials for participants to prepare for the training and give them insight as to what they know or do not know about the topic of the training

- Provide materials that participants can use when they return home (e.g., a training manual, reading materials)

4. Follow-Up Stage

- Design another training a few months after the training to continue the learning process.

- Keep in touch with participants after the training and provide ongoing support in the form of materials, references, counselling, contacts, etc.

- Design a problem-solving session in which participants share success stories and/or areas of difficulty.

- Create a network or association, where participants meet at regular intervals for continued growth and development.

- Develop a newsletter, a website, or a listserv where participants can share their own experiences and learn from one another.

- Instead of conducting training over a short period of time, stretch out the training dates over an entire year, so participants have time to apply new skills gradually.

- Continue to gather information about the environmental factors that affect your participants so that you can provide them with appropriate follow up support.

- Evaluate whether participants are using the materials provided during training. If not, modify these materials and re-distribute them to participants.

Activity 13　　Finalizing the Workshop for MOSA Staff

Objective

To complete the preparations for the workshop for MOSA staff.

Time

1 hr (or as required)

End of Activity ■ ■ ■

Evaluation

Objective

To evaluate what participants have learned and the success of the Workshop

Time

30 min

Description

Participants complete the TOT evaluation.

End of Workshop ■ ■ ■

References

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Appendix 1   A Rights-Based Approach to Social Protection

Note: This Reference Sheet appeared as Reference Sheet 5 in the February 2009 workshop manual.

Rationale for Integrating a Rights-based Approach into Social Protection

- RBA strengthens the normative case for social policy and social protection. It offers normative standards and principles, analytical tools and operational guidance, which are relevant in both justifying social protection measures and information their design, implementation and evaluation.

- Social protection policies and programs can support the realization of human rights for the poorest and most vulnerable.

- The range of social protection instruments (e.g. insurance schemes, public works, food aid, targeted cash transfers or social funds) are seen as grounded in social justice and the equal rights and entitlements of those that benefit from social welfare protection, not only as humanitarian concerns or charity.

Key contributions of a Rights-based Approach to Social Protection
- Considers social welfare to be a right and entitlement, and not just charity

- Places clear obligations on states to guarantee the social welfare of its citizens

- Uses a range of international human rights standards to justify the protection of the social welfare of citizens, starting with those related to social security but broadening out to all human rights

- Highlights the core obligations and minimum standards that can be expected, as well as the specific requirements for vulnerable groups

- Uses a range of human rights principles to justify social protection and also influence the design of schemes (e.g. equality and non-discrimination, participation and accountability)

- Places citizenship, and the importance of understanding social and political contexts, at the centre of the justification and delivery of social welfare protection

- Requires a focus on the ability of citizens to claim their social welfare entitlements

- Focuses on accountability mechanisms, and institutional capacity, to guarantee the appropriate design and delivery of social welfare policies and programs

- Links demand-side with supply-side considerations, when social welfare can often appear to be more technical and supply-side focused