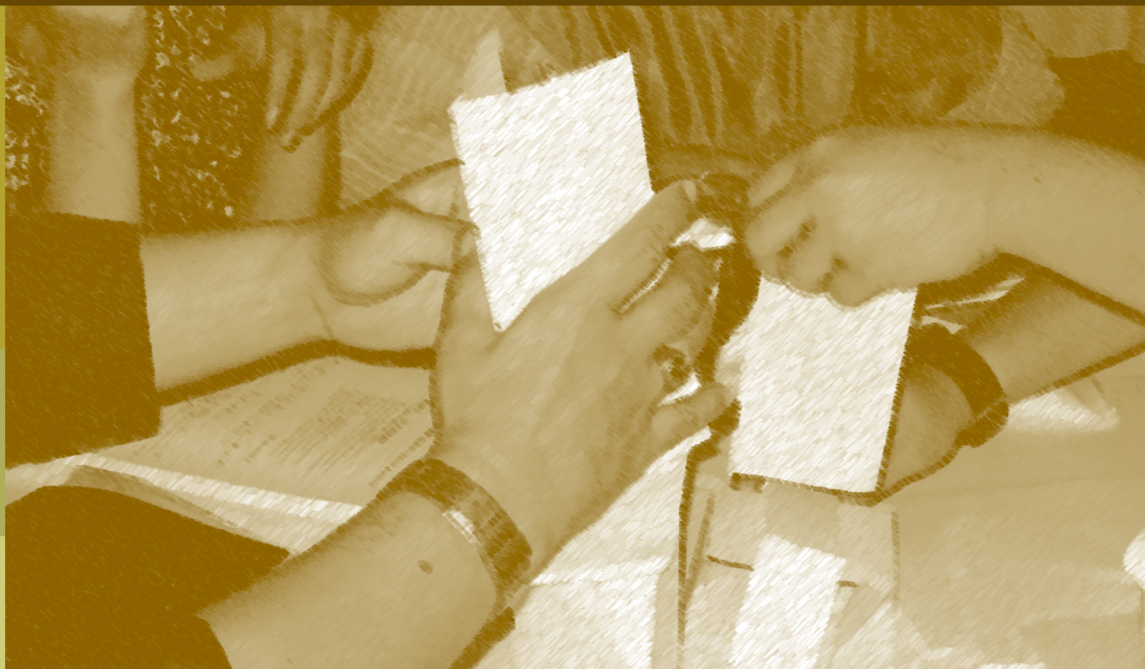


# Building the Capacity of the RANHAM Education Team Training of Trainers Workshop



Workshop Manual

16-20 July 2007  
Bogor, Indonesia

equitas

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



Direktorat Jenderal  
Hak Asasi Manusia  
Departemen Hukum  
Dan Hak Asasi Manusia





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## **Building the Capacity of the RANHAM Education Team Training of Trainers Workshop**

**July 16 – 20, 2007**

**Workshop Manual**

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

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

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

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# Introduction

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## **RANHAM Background**

*Strengthening Human Rights Protection in Indonesia* is a joint project of Equitas – International Centre for Human Rights Education and the Directorate General of Human Rights (DG-HAM) of the Indonesian Ministry of Law and Human Rights (MOLAHK).

Indonesia's National Plan of Action of Human Rights 2004-2009 (RANHAM) provides an important framework for the Government of Indonesia to implement its international and domestic human rights obligations and a strategic entry point for engaging the many agencies of Government at national, provincial and local levels on human rights issues. The plan recognizes the need to work closely with local government authorities and civil society through provincial and local RANHAM Committees in the context of Indonesia's ongoing process of decentralization.

Through these RANHAM Committees, the Ministry is engaging with the key local government bodies and civil society actors to ensure that they take into account rights-based approaches that are in conformity with Indonesia's international and domestic human rights obligations.

## **Rationale for the Workshop**

Equitas together with DG-HAM intend to further strengthen the capacity of a core group of trainers who are directly involved in the implementation of the RANHAM, specifically the pillar on dissemination and education on human rights, through a Training of Trainers (TOT) Workshop.

While workshop participants have had the opportunity to attend numerous workshops related to human rights, Equitas' added value is to provide participants with a solid foundation on the participatory methodology to teaching and learning about human rights education (HRE). The participatory methodology has proven to be an effective way to ensure the success of HRE initiatives. With this foundation of participatory methodology, participants will be in a stronger position to fulfill RANHAM's objectives.

## **Goal**

The goal of the Training of Trainers Workshop is to strengthen the capacity of DG-HAM to conduct effective human rights education efforts aimed at fulfilling RANHAM's objectives.

## Objectives

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

- Identify characteristics of a participatory methodology to human rights education
- Identify basic human rights concepts and principles
- Identify the components of an effective human rights education program in the context of RANHAM
- Plan and design effective human rights education activities for specific target audiences using a participatory methodology
- Develop and practice skills in facilitation of human rights education events

The workshop will be delivered in Bahasa Indonesia using local facilitators who have been involved in previous Equitas workshops. A training manual that can be used by the participants in their future activities will be developed and translated into Bahasa Indonesia.

## Participants

Thirty participants (with equal representation of men and women) will attend the workshop. To ensure broad impact, participants will be selected from regions across the country, while at least 5 will be selected from Nanggroe Aceh Darussalam to ensure capacity building in the region. These participants will have a strong understanding of the human rights context/issues of their respective regions, hence facilitating local acceptance of what they are teaching.

## Methodology

The curriculum design model of the workshop is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the workshop will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for action. Continued reflection and evaluation are central to the learning process.

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

The workshop is designed as a practicum for human rights education (HRE) development. Participants will not only learn about effective human rights education design, but they will actually prepare the model for an HRE training session. Throughout the workshop, participants will have opportunities to discuss their



model with other participants and facilitators for feedback. The development of a model for a human rights training session aims to increase institutional capacity by providing participants with a framework for developing a concrete initiative to put their learning into practice.

## About the Manual

This manual outlines the framework for the workshop. It is divided into five Modules, each with a series of Activities. Each Activity is broken down into objectives, a suggested timeframe for the Activity, and a description of the Activity. There are Worksheets and Reference Sheets for many of the activities.

- **Module 1 – Getting Started**  
This Module serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants begin by reviewing their expectations and resources for the workshop and reflecting on some key notions of the participatory methodology.
- **Module 2 – Basic Concepts in Human Rights and HRE**  
In this Module, participants will explore and clarify their understanding of human rights in comparison with underlying principles of human rights. A closer examination of what human rights education is and the results of HRE are also discussed within the context of RANHAM.
- **Module 3 – Designing Human Rights Education**  
In this Module, participants will identify basic steps in designing an HRE training session for specific target audiences. The steps are examined in further detail in each of the activities.
- **Module 4 – The Human Rights Educator and the Participants**  
In this Module, participants have the opportunity to reflect on their role as facilitators of a HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing these challenges.
- **Module 5 – Developing an HRE Training Session**  
In this Module, participants have the opportunity to develop their own HRE training session based on the work from previous Modules.

## About the Organizers

This workshop is organized by DG-Ham and Equitas – International Centre for Human Rights Education.

### DG HAM

The Ministry of Law and Human Rights (MOLAHHR) has played a key role in the development of the National Plan of Action of Human Rights 2004-2009 (RANHAM) and is responsible for coordinating its implementation at the national and local levels. Through its Directorate General of Human Rights (DG-HAM), MOLAHHR has requested Equitas' assistance in designing and delivering specialized training programs to build the capacity of institutions and organizations responsible for implementing the RAN-HAM. DG-HAM has been mandated the following functions:

- Preparing Government policies and regulations on human rights, including: promotion, protection, prevention as well as solutions to human rights problems;
- Co-ordinating and strengthening the formulation of integrated programs and plans of action; including governmental, non-governmental and individual actors;
- Enhancing the participation of civil society in the promotion and protection of human rights; and
- Reporting its evaluations, advice and recommendations in accordance with its human rights mandate to the president.

### Equitas

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

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

Equitas' regional human rights education programs currently focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas' current

plans call for the expansion of our programming in Canada, the Middle East and the Americas while continuing to work in Asia, CEE/CIS and Africa.

## Acknowledgements

The Directorate General for Human Rights (DG-HAM) of the Ministry of Law and Human Rights (MOLAHK) and Equitas – International Centre for Human Rights Education are indebted to all those who have dedicated their time and expertise to the preparation of this workshop manual. Our gratitude goes to our partners and friends who provided human resources, technical and other forms of assistance to develop, print, and distribute this workshop manual.

We wish to recognize DG-HAM officials and staff led by Prof. Dr. Harkristuti Harkrisnowo, Director General of Human Rights, Ministry of Law and Human Rights of Indonesia, Ibu Mulatingsih, Director of Education for their role in organizing the workshop and providing helpful suggestions and feedback for the development of this workshop manual.

The following Equitas Curriculum Development Team developed this training manual: Paul McAdams, Bing Arguelles and Hendy Lukito.

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Agence canadienne de  
développement international

Canadian International  
Development Agency



# Workshop Schedule

Monday, 16 July 2007		
Time	Module/Activity	Title
	<b>Module 1</b>	<b>Getting Started</b>
9:00 – 10:00	Activity 1	Welcome, Registration and Opening Ceremony
10:00 – 11:00	Activity 2	Introductions, Expectations and Resources
11:00 – 11:15	BREAK	
11:15 – 11:45	Activity 3	Workshop Overview
11:45 – 12:45	Activity 4	RANHAM Update: Overview of Objectives, Results, and Milestones
12:45 – 14:00	LUNCH	
14:00 – 14:15	Energizer	
14:15 – 16:00	Activity 5	An Introduction to the Participatory Methodology
16:00 – 16:15	BREAK	
	<b>Module 2</b>	<b>Basic Concepts in Human Rights and HRE</b>
16:15 – 17:15	Activity 1	A Common Understanding of Human Rights
17:15 – 17:30		Synthesis and Evaluation

Tuesday, 17 July 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 10:00	Activity 1	Continued
10:00 – 10:45	Activity 2	Underlying Principles of Human Rights
10:45 – 11:00	BREAK	
11:00 – 11:45	Activity 2	Continued
11:45 – 12:30	Activity 3	Burning Questions about Human Rights
12:30 – 14:00	LUNCH	
14:00 – 14:15	Energizer	
14:15 – 15:15	Activity 4	What Is HRE?
15:15 – 15:30	BREAK	
15:30 – 17:30	Activity 5	HRE in Practice
17:30 – 17:45		Synthesis and Evaluation

Wednesday, 18 July 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 10:00	Activity 6	Social Change within the Context of RANHAM
10:00 – 10:30	<b>Module 3</b> Activity 1	<b>Designing Human Rights Education</b> Developing a Training Session – The Basics
10:30 – 10:45	BREAK	
10:45 – 11:15	Activity 2	Educational Program Development Cycle
11:15 – 12:45	Activity 3	Assessing Learning Needs of Your Target Audience
12:45 – 14:00	LUNCH	
14:00 – 14:15	Energizer	
14:15 – 14:45	Activity 3	Continued
14:45 – 16:00	Activity 4	Determining Program Goal and Objectives
16:00 – 16:15	BREAK	
16:15 – 17:45	Activity 5	Determining Program Content
17:45 – 18:00		Synthesis and Evaluation

Thursday, 19 July 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
8:30 – 9:00	Recap	Review of previous day
9:00 – 11:00	Activity 6	Determining Program Materials and Appropriate Techniques
11:00 – 11:15	BREAK	
	<b>Module 4</b>	<b>The Human Rights Educator and the Participants</b>
11:15 – 12:30	Activity 1	The Art of Facilitation
12:30 – 14:00	LUNCH	
14:00 – 14:15	Energizer	
14:15 – 15:45	Activity 2	Debating Neutrality in HRE: Exploring Equality Between Men and Women
15:45 – 16:00	BREAK	
16:00 – 17:30	Activity 3	Facilitation Dilemmas
17:30 – 17:45		Synthesis and Evaluation

Friday, 20 July 2007		
<i>Time</i>	<i>Module/Activity</i>	<i>Title</i>
	<b>Module 5</b>	<b>Developing an HRE Training Session</b>
8:30 – 10:30	Activity 1	Putting Together a Model HRE Training Session
10:30 – 11:00	Activity 2	Next Steps and Workshop Evaluation
11:00 – 11:30	Activity 3	Closing Ceremony



# Module 1

## Getting Started

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Activity		Time
Activity 1	Welcome, Registration and Opening Ceremony	1 hr
Activity 2	Introductions, Expectations and Resources	1 hr
Activity 3	Workshop Overview	30 min
Activity 4	RANHAM Update: Overview of Objectives, Results, and Milestones	1 hr
Activity 5	Introduction to the Participatory Methodology	1 hr 45 min

### Overview

---

This Module serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants begin by reviewing their expectations and resources for the workshop and reflecting on some key notions of the participatory methodology.



## Activity 1 Welcome, Registration and Opening Ceremony

### Objective

To formally open the workshop.

### Time

1 hr

### Description

**30 min**

#### **Part A Registration**

Participants register for the workshop.

**30 min**

#### **Part B Opening Ceremony**

The workshop organizers, Equitas and DG-HAM, officially open the workshop.

**End of Activity ■**

## Activity 2 Introductions, Expectations, and Resources

### Objectives

For participants and organizers to get to know one another.

To discuss participants' expectations and resources for this workshop.

### Time

1 hr

### Description

#### Summary

This activity starts with an "icebreaker" activity to get to know one another better. The icebreaker is also debriefed as an HRE technique. Lastly, you will list your expectations (what you want) and your resources (what you can offer others) during this workshop.

This activity is divided into three parts.

In **Part A**, you will go through an icebreaker activity in order to know each other better.

In **Part B**, the facilitator will lead a discussion on the icebreaker.

In **Part C**, you will discuss your expectations and resources during this workshop.

15 min

#### Part A Icebreaker: Human Rights Squares

This icebreaker game is meant to give everyone the opportunity to know each other better.

1. The facilitator distributes copies of **Worksheet 1**. The Worksheet contains a grid of 16 squares with a question in each square.
2. For the next 10 minutes, interact with different participants and have one participant answer one question in your grid.
3. Write the person's answer in the grid along with their name.

*Continued* ▶ ▶ ▶

**Activity 2 cont'd****15 min****Part B Debrief**

The facilitator leads a large group discussion on the icebreaker.

Discussion questions:

- Why do we have icebreakers at the beginning of a workshop?  
What do we want participants to get out of an icebreaker?
- What are the advantages of having an icebreaker?
- What are some possible drawbacks to having an icebreaker?



HRE  
Facilitator's  
Tip

**Icebreakers**

Icebreakers are a necessary part of any workshop. When deciding what kind of icebreaker to use, carefully consider your target audience, what they may feel comfortable talking about, how large the group is, etc. While the focus of the icebreaker can be directly related to the content of the workshop (for example, an icebreaker about human rights), it does not necessarily need to be. It is important at this early stage for participants to feel comfortable expressing themselves in a safe environment.

**30 min****Part C Expectations and Resources**

The facilitator leads a discussion on what participants expect from this workshop (expectations) and the resources they can bring to other participants during the workshop (resources). The expectations and resources can be in the form of skills, techniques, or information/knowledge.

1. The facilitator distributes one yellow metacard and one green metacard to each participant.
2. On the yellow metacard, write your name and an expectation (or expectations) you have for this workshop (for example, "human rights education techniques" or "facilitation skills").
3. On the green metacard, write your name and a resource (or resources) you can offer other participants during the workshop (for example, "expert on gender training" or "training teachers in human rights").
4. The facilitator invites participants to post their expectations and resources on the wall.

*Continued* ▶ ▶ ▶

**Activity 2 cont'd**

These expectations and resources will be reviewed regularly during the workshop in order to ensure that everyone can benefit from each others' expertise.

Since this is a training of trainers workshop, particular attention will be placed on the resources and experiences that participants have in training. Participants in this workshop have taken prior workshops in human rights or human rights education, and may have also conducted a considerable amount of training in human rights education. Owing to this experience, the facilitator will set aside space in the workshop room – a “Training Corner” – for participants to share their “best practices” in training.

In this Training Corner, participants can place training manuals, workshop outlines, or any useful materials produced for training. Participants can also write on metacards examples of successful trainings they have undertaken. Here are some ideas on what the best practices can focus on:

- Effective training techniques (for example, brainstorming or role play)
- Specific content areas (for example, gender and human rights) and how to address them with certain target audiences
- Lessons learned on how to plan a training
- How to evaluate training and how to measure results of a specific training



**HRE  
Facilitator's  
Tip**

#### **Listing Expectations and Resources**

Having participants express their expectations at the beginning of an HRE event (such as a workshop) reinforces the importance of considering their needs in developing an HRE event. It enables participants to take ownership of the learning process.

**End of Activity ■**

## Worksheet 1: Human Rights Squares

Name a human right.     Answer: _____ Name: _____	Name the year that RANHAM started.     Answer: _____ Name: _____	Name a profession where women and men are not treated equally.     Answer: _____ Name: _____	Name a right that all children should have.     Answer: _____ Name: _____
Name one of RANHAM's pillars.     Answer: _____ Name: _____	What is the worst kind of human rights violation in your opinion?     Answer: _____ Name: _____	Name an economic right.     Answer: _____ Name: _____	Name a singer who sings about human rights.     Answer: _____ Name: _____
Name a university that promotes human rights.     Answer: _____ Name: _____	How many human rights plans has the government had?     Answer: _____ Name: _____	Name a document that mentions human rights.     Answer: _____ Name: _____	Name a human right that is not being respected in Indonesia.     Answer: _____ Name: _____
Name an NGO in Indonesia that works for women's rights.     Answer: _____ Name: _____	Name a civil right that is respected in Indonesia.     Answer: _____ Name: _____	Name a right that is not being fulfilled due to the tsunami.     Answer: _____ Name: _____	Name a political right that is not fulfilled in Indonesia.     Answer: _____ Name: _____

## Activity 3 Workshop Overview

### Objective

To present an overview and design of the workshop.

### Time

30 min

### Description

#### Summary

The facilitator presents an overview of the workshop and describes the format of the manual. The manual was designed to be a tool you can use as the basis for your HRE training as part of RANHAM.

This activity is divided into two parts.

In **Part A**, the facilitator will present the goal and objectives of the workshop.

In **Part B**, the facilitator will discuss the design of the manual and its use as a resource for HRE training you will design.

15 min

#### Part A Goal, Objectives, and Content

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

Discussion questions:

1. Do your expectations match the workshop objectives?
2. If not, can some expectations be met by the resources offered by other participants?

The facilitator also explains the idea of a “parking lot,” where participants can list issues/topics/questions not necessarily addressed during the workshop which are nonetheless of interest to participants. The parking lot issues can be discussed informally during tea breaks and lunch breaks.



HRE  
Facilitator's  
Tip

#### Setting Goals and Objectives

The formulation of a goal and specific objectives is an essential step in HRE event. As a trainer, setting a goal and objectives enables you to be clear on what you want to achieve and how you will achieve it. Identifying the goal and objectives at the beginning of a training also enables participants to identify how the training will meet their expectations.

*Continued* ▶ ▶ ▶



*Activity 3 cont'd*

**15 min**

**Part B Manual Design**

The facilitator goes over the manual design for the workshop.

This manual was designed specifically for key persons who play an active role as trainers in the fulfillment of RANHAM's objectives.

**End of Activity ■**

## Activity 4 RANHAM Update: Overview of Objectives, Results, and Milestones

### Objectives

- To review RANHAM, Indonesia's National Plan of Action for Human Rights.
- To identify the successful achievements of the RANHAM implementation to date.

### Time

1 hr

### Description

#### Summary

This activity is meant to provide you with essential information on the Government's progress with RANHAM and further explain your role as human rights education trainers.

This activity is divided into two parts.

In **Part A**, a resource person will provide an overview of RANHAM.

In **Part B**, you will take part in an open forum where you have the opportunity to comment and ask questions to the resource person.

30 min

#### Part A Presentation

The resource person from DG-HAM presents a general overview of RANHAM with a particular focus on the RANHAM objective of "Dissemination and Education on Human Rights." Some of the topics the resource person will discuss are as follows:

- Results and milestones to date
- Ongoing activities
- Success stories
- Application of a gender perspective to RANHAM's objectives
- Future activities
- Role of participants being trained during this workshop

30 min

#### Part B Open Forum

The resource person answers questions from participants.

End of Activity ■

## Activity 5 An Introduction to the Participatory Methodology

### Objectives

- To establish conditions for working effectively as a group.
- To review the underlying principles of a participatory approach to learning.
- To practice the participatory approach as a means to learn about human rights.

### Time

1 hr 45 min

### Description

#### Summary

The participatory methodology has been used extensively in Equitas programs as an effective means to undertake HRE. In this activity, you will use this methodology to develop your own “workshop agreement” for working together. You will also examine elements of a participatory methodology and use the methodology to explore your understanding of human rights further.

This activity is divided into four parts.

In **Part A**, you will create a “workshop agreement” for working effectively as a group.

In **Part B**, the facilitator describes two different learning models.

In **Part C**, you will practice the participatory approach.

In **Part D**, the facilitator will lead a discussion on the approach.

### 10 min

#### Part A Creating a Workshop Agreement

Together with your facilitator, develop a “workshop agreement” for working effectively as a group.

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

Examples of helpful elements of a workshop agreement include:

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

*Continued* ▶ ▶ ▶

**Activity 5 cont'd**
**HRE  
Facilitator's  
Tip**
**Workshop Agreement**

Creating a workshop agreement provides a set of guidelines for facilitators and participants to help ensure effective group dynamics. The agreement serves as a tool for identifying unhealthy group interactions as well as helping to develop productive and healthy interactions.

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

Apart from using the term “workshop agreement,” human rights educators also use the term “ground rules.”

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

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

**20 min**

**Part B Two Learning Models: Expert and the Learning Spiral**  
**Reference Sheet 1** illustrates two models for the development of learning events: the “Expert Model” and the “Learning Spiral.” The facilitator describes them briefly and leads a group discussion.

Discussion questions:

- What is the most important difference between these two models?
- Which of the two models are you most familiar with?
- When you conduct training, what type of model do you use?
- What are some advantages and disadvantages of using the Learning Spiral model?
- How could you use the Learning Spiral in your RANHAM-related work?

*Continued* ▶ ▶ ▶

**Activity 5 cont'd****1 hr****Part C The Learning Spiral in Action: Thinking about Human Rights**

The facilitator leads you through a practical example of using the Learning Spiral in human rights education.

1. The facilitator divides participants into 3 groups.
2. In your group, discuss the following situation:  
Imagine a country where government, tradition, religion, and the family all fully recognize and support human rights. What would your life be like if you lived there? (10 min)  
Take a piece of flipchart paper and divide it into 3 columns.
3. In the first column, make a list of the human rights that should be guaranteed to achieve a world like the one imagined. Write each item on a separate line. Discuss whether everyone in group agrees if an item is a human right. (10 min)
4. In the second column, write if any law in Indonesia exists to protect that right. (10 min)
5. The facilitator consolidates the answers from all 3 groups. Does everyone agree on the rights that are listed? (10 min)
6. In the third column, write down articles from the Universal Declaration of Human Rights (UDHR, see **Reference Sheet 2**) that support the rights you identified in your first column. What rights are not mentioned in the UDHR? Are there rights in the UDHR that you did not mention in your group's list? If yes, what are they? (10 min)

**15 min****Part D Debrief**

What we have done is come to an understanding of our personal definitions of human rights and knowledge of what human rights are listed in one document, the UDHR. How does this activity illustrate the design principles discussed earlier?

1. *Start with the experience of the participants*  
Where did this happen? When you were asked to imagine a country where rights are recognized and supported.
2. *Look for patterns*  
Where did this happen? Small group discussions, examination of whether the rights were human rights.
3. *Add new information and theory*  
Where did this happen? UDHR

**Continued ▶ ▶ ▶**

**Activity 5 cont'd**

4. *Practice new strategies and plan for action*  
Where did this happen? (when in large group, we addressed the same questions of what is a human right)
5. *Make strategies for action*  
Reflection on action. This part we have not done in this activity. How could it have been added? What would it have looked like?

**End of Activity ■**

## Reference Sheet 1: The Expert Model and the Learning Spiral

### 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

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

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

### Some Assumptions about Ourselves as Educators

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

### Two Curriculum Design Models

The “Spiral Model” (Diagram 1 on the next page), which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:

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

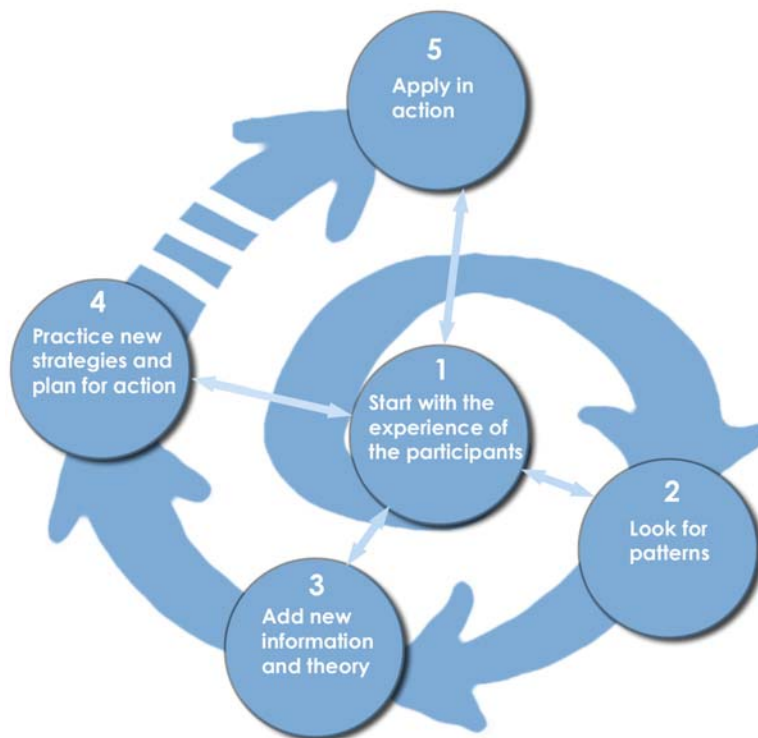
## Reference Sheet continued

3. To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
4. Participants need to practice what they have learned. They need to practice new skills, develop strategies and plan for action.
5. Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

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

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

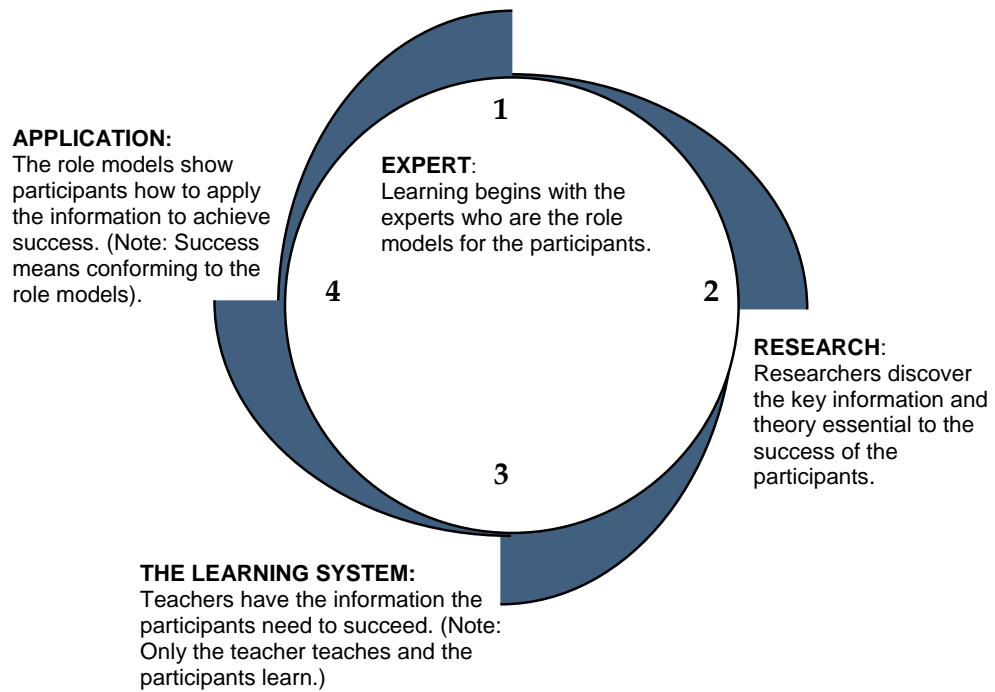
**The Spiral Model – Diagram 1**





## Reference Sheet continued

## The Expert Model – Diagram 2



## Reference Sheet 2: Summary of Articles of the UDHR

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

## Module 2

# Basic Concepts in Human Rights and HRE

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Activity		Time
Activity 1	A Common Understanding of Human Rights	2 hrs
Activity 2	Underlying Principles of Human Rights	1 hr 30 min
Activity 3	Burning Questions about Human Rights	45 min
Activity 4	What Is HRE?	1 hr
Activity 5	HRE in Practice	2 hrs
Activity 6	Social Change within the Context of RANHAM	1 hr

### Overview

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In this Module, participants will explore and clarify their understanding of human rights in comparison with underlying principles of human rights. A closer examination of what human rights education is and the results of HRE are also discussed within the context of RANHAM.



## Activity 1 A Common Understanding of Human Rights

### Objectives

- To compare personal concepts of human rights to those of other members of the group.
- To explore RANHAM target audiences' understanding of human rights.

### Time

2 hrs

### Description

#### Summary

In this activity, you will visually describe your understanding of human rights and share it with others in the group. You will also begin to identify what human rights means for the people you train as part of RANHAM.

This activity is divided into four parts.

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

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

In **Part C**, you will reflect on how certain target audiences perceive human rights.

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

20 min

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

The facilitator divides participants into small groups. Each group takes a few minutes to draw an image on flipchart paper that symbolizes what “human rights” mean to them.

Each group prepares to present their image of human rights to the large group in **Part B**.

40 min

#### **Part B Presentations and Large Group Discussion**

Each group presents their image to the larger group.

The facilitator then leads a large group discussion.

*Continued ▶ ▶ ▶*

**Activity 1 cont'd**

Discussion questions:

- Are there any common themes recurring among the drawings? Are there any significant differences? What are they?
- Do the images illustrate an “ideal” situation where rights are respected, protected and fulfilled? Or do the images portray an “actual” situation where some human rights are being violated?
- Whose rights are not being fulfilled?
- Who is (or are) violating human rights?
- Do you feel that the group shares a common concept of human rights?

**30 min**

**Part C Human Rights and RANHAM Target Audiences**

One of RANHAM’s pillars is the “Dissemination and Education on Human Rights.” This dissemination happens for a number of target audiences, including:

- law enforcement officials
- government officials
- teachers
- community members
- media personnel

1. The facilitator divides you into 5 small groups and assigns one of the above target audiences to each group.
2. Each group answers questions in **Worksheet 2** related to their assigned target audience.
3. Each group prepares to present the results of their discussion to the larger group in **Part D**.

**30 min**

**Part D Group Presentations**

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

**End of Activity ■**

## Worksheet 2: Human Rights for Target Audiences

Who needs to know about human rights? And what do they need to know? RANHAM targets human rights awareness for specific target audiences. In this Worksheet, reflect on what a particular target audiences perceptions of human rights.

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

Question	Notes
1. What is their understanding of human rights?	
2. What do they “need” to learn about human rights?	
3. Suppose you were to provide training for one of these target audiences. After the training, how would they address human rights in their work and everyday lives? Try to identify specific examples.	

## Activity 2 Underlying Principles of Human Rights

### Objective

To explain fundamental human rights principles and their applicability to different human rights issues.

### Time

1 hr 30 min

### Description

#### Summary

In the last activity, you shared your personal notions of human rights. How do these compare with generally-accepted human rights principles that are embodied in human rights instruments? This activity enables you to establish the links between your understanding and these principles.

This activity is divided into three parts.

In **Part A**, the facilitator will explain basic human rights principles.

In **Part B**, you will work in small groups to examine a specific human rights principle (or principles).

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

15 min

#### Part A Human Rights Principles in Theory

The facilitator explains the human rights principles listed in **Reference Sheet 3**. The facilitator also makes the link between the principles and how they are reflected in the UDHR (**Reference Sheet 2**).

The facilitator divides the participants into six groups as listed below. Each group examines one principle or set of principles.

1. Group 1: Universality and Inalienability
2. Group 2: Indivisibility
3. Group 3: Interdependence
4. Group 4: Equality and Non-discrimination
5. Group 5: Participation and Inclusion
6. Group 6: Accountability and Rule of Law

*Continued* ▶ ▶ ▶



**Activity 2 cont'd****30 min****Part B Human Rights Principles**

Together with the members of your group, discuss the principle(s) and answer the questions in **Worksheet 3**. Prepare to present the main points of your discussion to the entire group in **Part C**.

The format of your presentation in **Part C** does not need to be limited to a “typical” presentation with a flipchart. Since this is a training of trainers workshop, you are encouraged to use different presentation techniques to present the results of your discussion. For example, you may choose to use a role play which demonstrates how the human rights principle is or is not respected in Indonesia.

**45 min****Part C Report on Group Work**

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

Discussion questions:

- Do all target audiences see the human rights principles the same way?
- How has culture helped define what human rights are?
- How would you address a principle that someone disagrees with? For example, how would you discuss equality between men and women with men who are opposed to such equality?
- How do these principles affirm or contradict socially constructed beliefs and values? How can HRE modify existing beliefs and values?

**End of Activity ■**

### Reference Sheet 3: Human Rights Principles

Human rights are entitlements all people have to basic conditions supporting their efforts to live in peace and dignity and to develop their full potential as human beings. The UN Office of the High Commissioner for Human Rights states: “Human rights may be defined as universal legal guarantees that belong to all human beings, and that protect individuals and/or groups from actions and omissions that affect fundamental human dignity.”

Human rights become enforceable when they are codified as conventions, covenants or treaties or as they become recognized as customary international law.

Adopted by the United Nations General Assembly in 1948, the Universal Declaration of Human Rights (UDHR) is considered the foundation of modern international human rights defense and promotion. The UDHR is built on the common sense idea that human rights are based on the inherent dignity of every person. This dignity, and the rights to freedom and equality that derive from it, are undeniable.

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

3. **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 Vienna Declaration.

4. **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.

## Reference Sheet continued

**5. 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.

**6. 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.

The notions of participation and inclusion, as well as accountability and rule of law are important paradigms when discussing human rights.

**7. Participation and Inclusion:** Every person and all peoples are entitled to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.

**8. Accountability and Rule of Law:** 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.

**Sources:**

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

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

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>.

### Worksheet 3: Human Rights Principles

Your group's principle(s): \_\_\_\_\_

Question	Notes
Do you agree with the definitions of this (or these) principle(s)? Is there anything you would change or add to the principle(s)?	
What do these principles mean in your context? (e.g., equality of men and women)	
How are they applied? (e.g., gender -sensitive policies)	
What are some barriers to their full application? (e.g., cultural norms and practices)	
Can you think of examples in Indonesian society where this (or these) principle(s) are not respected?	

### Activity 3 Burning Questions about Human Rights

#### Objective

To collaboratively identify and answer questions about human rights in the context of participants' RANHAM work.

#### Time

45 min

#### Description

##### Summary

So far in this Module, you have explored your understanding of human rights and human rights principles. While you may have plenty of questions relating to human rights, what are the essential questions that you would like answered about human rights that would help you in your work? This activity gives you the opportunity to ask these questions and for the members of the group to collectively arrive at some answers.

This activity is divided into two parts.

In **Part A**, you will work in “buzz groups” to identify questions about human rights.

In **Part B**, you will answer another group's questions and share your answers with the large group.

15 min

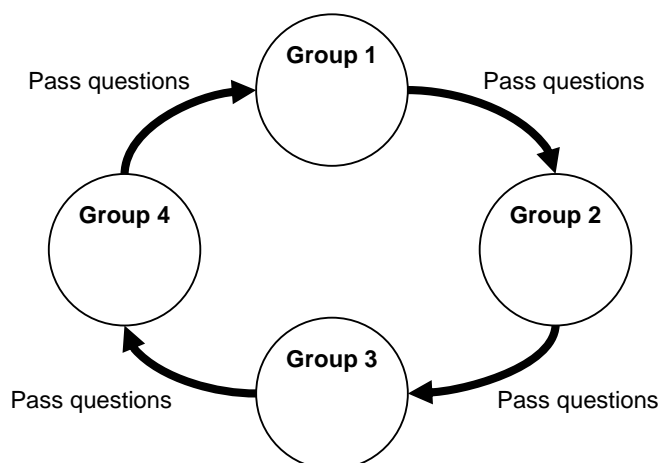
#### Part A Buzz Groups

You may have questions related to human rights and your RANHAM work that remain unanswered. The creation of “buzz groups” enables everyone to bring forward their questions and provide them the opportunity to obtain answers to them.

1. The facilitator divides participants into four small groups.
2. Each group takes 5 minutes to write on metacards three “burning questions” they have about human rights. These can be questions on anything they want related to human rights and their RANHAM work (for example, questions on the international human rights system, definitions of certain terms, etc.).
3. Once each group has written their three questions, they pass their questions to another group (see diagram on the next page).

*Continued* ▶ ▶ ▶

**Activity 3 cont'd**



Each group takes 10 minutes to discuss the questions they have received and prepares to answer them in **Part B**.

**30 min**

**Part B Answering the Burning Questions**

Each group takes 5 minutes to present to the large group their answers to the questions they received. Facilitators and Equitas staff will complement their answers as well.

**End of Activity ■**

## Activity 4 What Is HRE?

### Objective

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

### Time

1 hr

### Description

#### Summary

Now that we have a better understanding of human rights, the next question to ask is "What is human rights education?" Different definitions of HRE are examined and related to RANHAM's objectives.

This activity is divided into two parts.

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

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

15 min

#### Part A Understanding of HRE

Work in groups of three to answer the questions below.

- Do you have a common understanding of HRE? What does it involve? What is its main goal?

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*Continued* ▶ ▶ ▶

**Activity 4 cont'd**

- Why do you think HRE is important?

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**45 min**

**Part B Group Discussion**

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

Discussion questions:

- How does HRE help fulfill RANHAM's objectives?
- Are you already undertaking HRE as part of RANHAM?
- Do these definitions of HRE help clarify what HRE means to you?

**End of Activity ■**



## Reference Sheet 4: Human Rights Education

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

#### Introduction

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

#### Context and definition of human rights education

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

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

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

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

**Reference Sheet continued**

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

**Source:**

United Nations. (2005). Plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education. Available online: <http://www.ohchr.org/english/issues/education/docs/>.

## **2. Equitas' Understanding of HRE**

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

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

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

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

## **3. HRE Content**

HRE is used as a means to assist people to develop knowledge and skills and to help them fully realize their rights. The notion of empowerment as the primary goal of effective HRE brings about several specific aspects of **HRE content**, namely knowledge building, skills development, and a reflection and clarification of values and attitudes:

## Reference Sheet continued

- *Enhance knowledge* about human rights, e.g., knowledge about the range of constitutionally protected human rights as well as present-day declarations, conventions and covenants.
- Enable people to *develop critical understanding* of their life situation, e.g., questioning the barriers and structures which prevent the full enjoyment of their rights and freedoms.
- Help in the process of *value clarification*, as thinking people reflect on such values as fairness, equality, and justice.
- Bring about *attitudinal changes*, e.g., teaching tolerance among and between members of different ethnic and national groups.
- Promote *attitudes of solidarity*, e.g., helping people recognize the struggles of others both at home and abroad as our fellow human beings seek to meet their needs and respond to violations of human rights.
- Effect *behavioral change*, bringing about action that reflects people's respect for one another, e.g., men behaving in nonabusive ways toward women, government officials behaving respectfully toward citizens by honoring everyone's human rights, etc.

Source: Claude, R. P. Methodologies for Human Rights Education. Available online: <http://www.pdhre.org/materials/methodologies.html>.

## Activity 5 HRE in Practice

### Objective

To practice new HRE techniques.

### Time

2 hrs

### Description

#### Summary

As seen from the last activity, HRE can be a transformative experience that can help shape and more clearly define a person's knowledge, skills, and attitudes aimed at building a culture of human rights. This activity consists of three short HRE activities that can help you as a trainer begin to identify techniques to enable this transformative process to occur.

This activity is divided into three parts.

In **Part A**, the facilitator explains the “carousel” technique.

In **Part B**, you will go through three different HRE activities.

In **Part C**, the facilitator debriefs the technique used.

#### 10 min

##### Part A Explanation of the Carousel

The facilitator explains the “carousel” technique, whereby three “stations” are set up in different rooms, each with one facilitator. Participants are divided equally into three groups, and each group goes from one station to the next, trying out different HRE activities. The activities selected are meant to provide you with examples that will make you reflect on your personal beliefs about human rights and to explore new terminology related to human rights. The activity for each station lasts 30 minutes.

#### 1 hr 30 min

##### Part B Carousel

Participants go to the following stations in the carousel:

- Carousel Station 1: Perpetrator, Victim, Bystander, Healer
- Carousel Station 2: Equal or Not?
- Carousel Station 3: Using a Rights-Based Approach to Human Rights Education

Refer to **Reference Sheet 5** for descriptions of each carousel activity.

*Continued* ▶ ▶ ▶

**Activity 5 cont'd****20 min****Part C Debrief**

The facilitator leads a discussion on the technique used.



HRE  
Facilitator's  
Tip

**HRE Activities**

The activities presented in this carousel are meant to give you an idea of the potential that HRE can have to make people reflect about human rights. The activities themselves are not meant to be for all target audiences. Furthermore, any effective HRE event, such as a workshop, should consider a range of activities that will help participants achieve the workshop's objectives. The activities in the next Module will help you structure, step by step, an HRE training session for a specific target audience.

**End of Activity ■**

## Reference Sheet 5: HRE Carousel

### **Carousel Station 1: Perpetrator, Victim, Bystander, Healer**

*Overview:*

Participants describe a time when they played different roles regarding human rights.

*Time:*

30 minutes

*Materials:*

Paper showing the quadrants.

*Procedure:*

1. The facilitator divides participants into small groups and gives each a paper divided into four quadrants with the headings "Perpetrator," "Victim," "Bystander," and "Healer."
2. The facilitator asks participants in turn to give an example of a time when they played one of these roles (e.g., a time when they stood by and did nothing, when they violated someone's rights, when their own rights were violated, and when they witnessed someone whose rights were being violated and took action).
3. The facilitator debriefs with the whole group. The facilitator asks volunteers for a few examples and what feelings and new understanding the activity elicited. The facilitator emphasizes in conclusion that everyone plays all these roles at one time or another.

Further discussion questions:

- If you were to do this type of activity with a particular target audience, how would people react?

Source: Kristi Rudelius-Palmer, University of Minnesota Human Rights Resource Center.

End ....

## Reference Sheet continued

**Carousel Station 2: Equal or Not?***Overview:*

Participants respond to statements from the facilitator to which they must agree or disagree by placing themselves on an imaginary line on the ground.

*Time:*

30 minutes

*Materials:*

None

*Procedure:*

1. The facilitator will read out a series of statements. For each statement, participants will place themselves on an imaginary line on the floor, with one end of the line symbolizing “Agree” and the other end symbolizing “Disagree.”
2. After each statement is read, the facilitator invites participants along the line to express why they placed themselves where they did.

## Statements:

- a. In Indonesia, men and women get paid the same for doing the same job.
- b. In Indonesia, women can walk around as freely as men.
- c. In Indonesia, people are discriminated against if they are gay or lesbian.
- d. Shariah law unfairly discriminates against women.
- e. Victims of the tsunami get too much aid in comparison to other victims of human rights abuses.
- f. People living with HIV/AIDS should disclose their status to their employer.

3. Debrief with the group. Sample questions:

- If you were to do this type of activity with a particular target group (such as teachers or law enforcement), what type of statements would you use? How would people react?
- Does this activity make you reflect or think differently about some attitudes you have? If yes, how?

End ....

Reference Sheet continued

### Carousel Station 3: Using a Rights-Based Approach to Human Rights Education

*Overview:*

This is a presentation on what a rights-based approach means, illustrating the approach with concrete examples.

*Time:*

30 minutes

*Materials:*

Flipchart

*Procedure:*

1. The facilitator explains the basic principles of a rights-based approach to human rights education using the reference below as a guide (10 min).
2. As a large group, identify a particular human rights issue in Indonesia and explore how to address the issue using a rights-based approach (20 min).  
Some examples of issues you might want to address are:
  - Forced eviction of urban poor in Jakarta.
  - Relocating persons/communities displaced by the Tsunami.
  - Funding for reconstruction in Tsunami-affected areas and funding for reintegration.You may also choose an issue of your choice.
3. For the issue chosen, the facilitator leads a discussion using the following questions:
  1. *Participation*: Who should be consulted/involved in the decision making?
  2. *Accountability*: Who are the claim holders (whose rights are being violated)? Who are the duty holders? What are the obligations of the duty holders?
  3. *Non-discrimination*: Who are the marginalized individuals/groups? What can be done to ensure they are not discriminated against?
  4. *Empowerment*: How can we ensure empowerment of claim holders?
  5. *Link to Rights*: Which rights are of potential concern with regard to this issue?



## Reference Sheet continued

## Carousel 3 (continued)

## A Rights-Based Approach

A **rights-based approach** is a conceptual framework based on values and principles of human rights. It is based on the premise that every human being, by virtue of being human, is a holder of rights. 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
<ul style="list-style-type: none"> <li>• Rights are realized</li> <li>• Rights always imply duties and obligations</li> <li>• Rights are universal</li> <li>• Rights can only be realized by attention to both outcome and process</li> <li>• All rights are equally important</li> </ul>	<ul style="list-style-type: none"> <li>• Needs are met or satisfied</li> <li>• Needs do not imply duties or obligations</li> <li>• Needs are not necessarily universal</li> <li>• Basic needs can be met by goal or outcome oriented strategies</li> <li>• Needs can be ranked in hierarchical priorities</li> </ul>

## Principles of a Rights-Based Approach

## 1. PARTICIPATION

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

## 2. Increased levels of ACCOUNTABILITY

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

## 3. NON-DISCRIMINATION

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

## 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.

## 5. DIRECT LINKS TO RIGHTS

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

End ●●●●

## Activity 6 Social Change within the Context of RANHAM

### Objective

To identify ways to measure the impact of our HRE work.

### Time

1 hr

### Description

#### Summary

What are the results of effective HRE? While identifying results can be challenging, a framework that structures social change in terms of short, medium and long-term results helps identify how HRE can address RANHAM's objectives.

This activity is divided into two parts.

In **Part A**, the facilitator leads a discussion on the impact of HRE work.

In **Part B**, you will identify results of HRE work for different target groups.

15 min

#### Part A Large Group Discussion

The facilitator presents the main ideas contained in the text below on measuring the impact of our HRE work and invites participants' comments.

A major challenge that human rights educators face is a lack of empirical data on the impact of HRE which leaves educators with "little to convince others (e.g., the large international community considering support for HRE) of the fundamental transformative premise of our work ... It is relatively easy to measure human rights education activities in terms of quantity and quality of output. It is much more difficult to assess impact because the underlying hypothesis that education produces a cultural shift in behaviour remains a hypothesis unproven."

**Source:** HREA listserv contribution by Mike Dottridge, International Council on Human Rights Policy, UK. Available online: [www.hrea.org](http://www.hrea.org).

Continued ► ► ►

**Activity 6 cont'd**

However, human rights educator Felisa Tibbitts, Executive Director of Human Rights Education Associates (HREA), suggests there are definite advantages to evaluating the impact of HRE:

“...first to the entire HRE field which would only be strengthened by proving its effectiveness and thus open more doors to greater participation and greater funding. And also to the practitioners themselves who would be able to improve their methods based on the results. [...] The major argument against evaluation of HRE seems to lie on the methodology used, as traditional evaluating methods focus on the output and not the process and are thus inappropriate for HRE. ...The challenge is to develop methods that would allow us to carry out this research.”

**Source:** Tibbitts, F. (2002). Emerging Models for Human Rights Education. Available online: <http://usinfo.state.gov/journals/itdhr/0302/ijde/tibbitts.htm>.

The facilitator presents the general approach to assessing the impact of HRE work illustrated in **Reference Sheets 6 and 7**.

The facilitator then leads a large group discussion to generate ideas about evaluation methods that would enable us to measure the impact of HRE.

Discussion questions:

- Think about the HRE work that you conduct. Do you think it is an effective intervention for addressing the particular human rights problem? Why or why not? What might be the benefits of this HRE?
- How do you know that you achieved what you set out to do with your HRE work? What are the immediate outputs from your work?
- Suppose you conducted a training event. After the event, what did the participants do with what they learned during the training event? What were the outcomes?

**45 min**

### **Part B Impact of HRE for Different Target Audiences**

The facilitator goes through the example of the impact of HRE work for a particular target audience (in this case, prison officials) in **Worksheet 4**. Then the facilitator invites participants to select a target audience they work with in the context of RANHAM and identify together different levels of results of HRE work.

**End of Activity ■**

## Reference Sheet 6: Assessing Impact of HRE – A Closer Look at Results

### **IMPACT – Long-term results**

An impact is the longer-term result that is the consequence of the achievement of outcomes.

*From the overall training, what changes would you like to see happening at the societal level?*

### **OUTCOMES – Medium-term results**

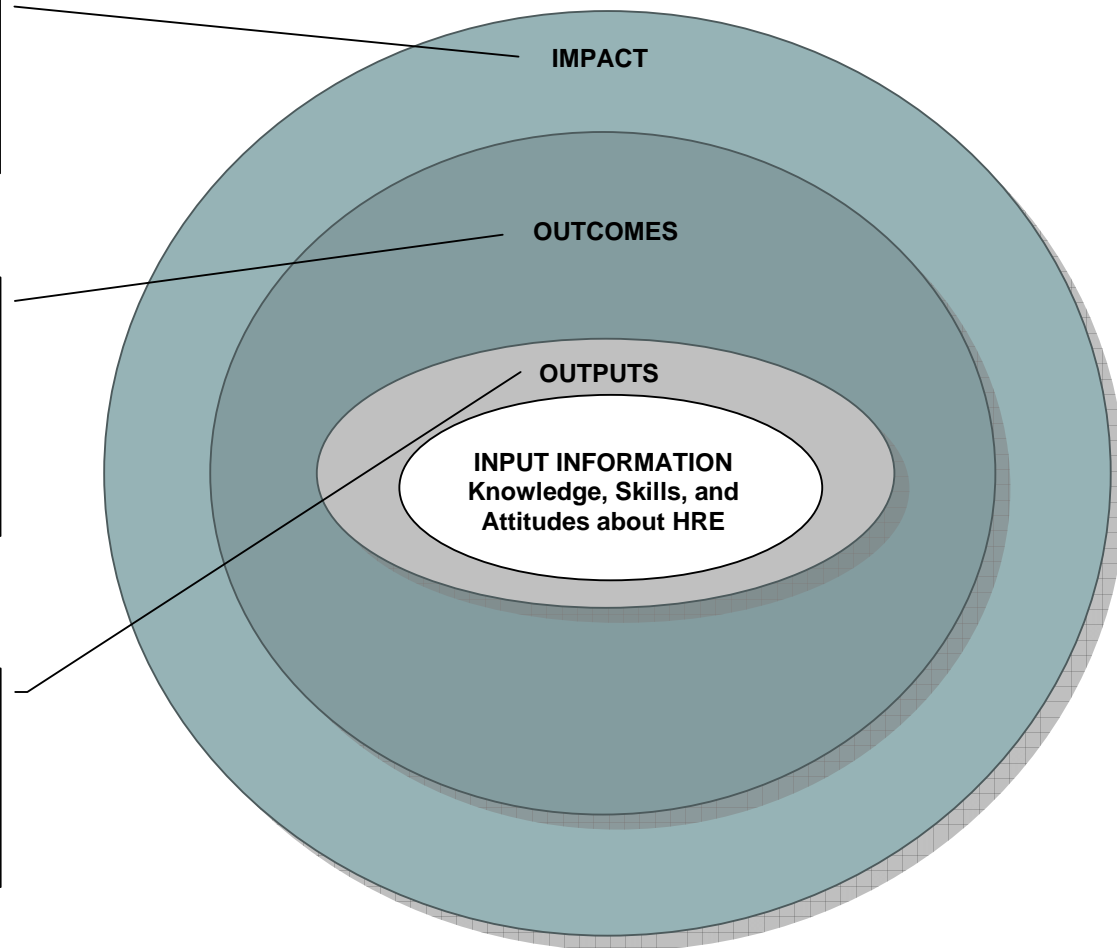
Outcomes are logical consequences of outputs achieved. This is generally the level where the end users take ownership of HRE work.

*From the overall training, what changes would you like to see happening when the participants return to their organizations?*

### **OUTPUTS – Short-term results**

Outputs refer to immediate, visible, concrete and tangible consequences of HRE work. Capacity building begins at the level of the individual.

*By training your target audience, what changes do you want to see happening at the individual level?*



## Reference Sheet 7: An Example of Results of HRE

Target Audience and Project	Activities	Expected Results – What Will Change?		
		Outputs	Outcomes	Impact
<p>Target audience: RANHAM Government Officials in NAD</p> <p>Project: Strengthening Human Rights Protection in the Tsunami-affected Regions of Indonesia – Advanced In-country Human Rights Training Program</p>	<ul style="list-style-type: none"> <li>Curriculum design and development collaboratively between Equitas and DG HAM.</li> <li>Production of materials to be used in the training.</li> <li>Delivery of training program.</li> </ul>	<ol style="list-style-type: none"> <li>Twenty-five targeted Government Officials (focal points) operating at the national level have increased knowledge and skills to make use of: <ul style="list-style-type: none"> <li>The international human rights framework and Indonesia's human rights obligations</li> <li>International and domestic mechanisms for the promotion and protection of human rights.</li> <li>Strategies for implementing rights based approaches to rehabilitation and reconstruction efforts.</li> <li>Strategies for networking at the provincial and national levels.</li> </ul> </li> <li>DG HAM deepens capacity to provide effective capacity-building programs for provincial RANHAM Committees in Tsunami-affected areas and other parts of the country.</li> </ol>	<p>DG HAM and national focal points strengthened in their capacity to support the work of provincial RANHAM Committees in the areas affected by the Tsunami.</p>	<p>Empowered government which encourages the effective participation of all citizens in the realization of a culture of human rights where the government of Indonesia fulfils its obligations to respect, protect, and promote human rights.</p>

### Worksheet 4: Results with Different Target Audiences

Target Audience and Project	Activities	Expected Results – What Will Change?		
		Outputs	Outcomes	Impact
<p>Example: Target audience: Prison officials</p> <p>Project: Training on prisoners' rights</p>	<ul style="list-style-type: none"> <li>• Baseline study on current situation of prisoners</li> <li>• Research on current situation of prisoners</li> <li>• Development of a training program for prison officials in consultation with them</li> <li>• Implementation of training program</li> <li>• Follow-up program for evaluating impact of the training</li> </ul>	<ul style="list-style-type: none"> <li>• 30 prison administrators trained in prisoners' rights</li> </ul>	<ul style="list-style-type: none"> <li>• Prison policies reviewed to ensure a greater respect for human rights</li> <li>• Regular in-service training on human rights incorporated into annual plans</li> </ul>	<ul style="list-style-type: none"> <li>• Improved treatment of male and female prisoners</li> </ul>

## Module 3

# Designing Human Rights Education

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Activity		Time
Activity 1	Developing a Training Session – The Basics	30 min
Activity 2	Educational Program Development Cycle	30 min
Activity 3	Assessing Learning Needs of Your Target Audience	1 hr 30 min
Activity 4	Determining Program Goal and Objectives	1 hr 15 min
Activity 5	Determining Program Content	1 hr 30 min
Activity 6	Determining Program Materials and Appropriate Techniques	2 hrs

### Overview

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In this Module, participants will identify basic steps in designing an HRE training session for specific target audiences. The steps are examined in further detail in each of the activities.

## Activity 1 Developing a Training Session – The Basics

### Objective

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

### Time

30 min

### Description

#### Summary

The development of an effective HRE training session requires a sound instructional design. This activity enables you to identify these steps.

This activity is divided into two parts.

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

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

**5 min**

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

Together with the members of your group, complete the exercise on **Worksheet 5**.

**25 min**

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

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

Questions for discussion:

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

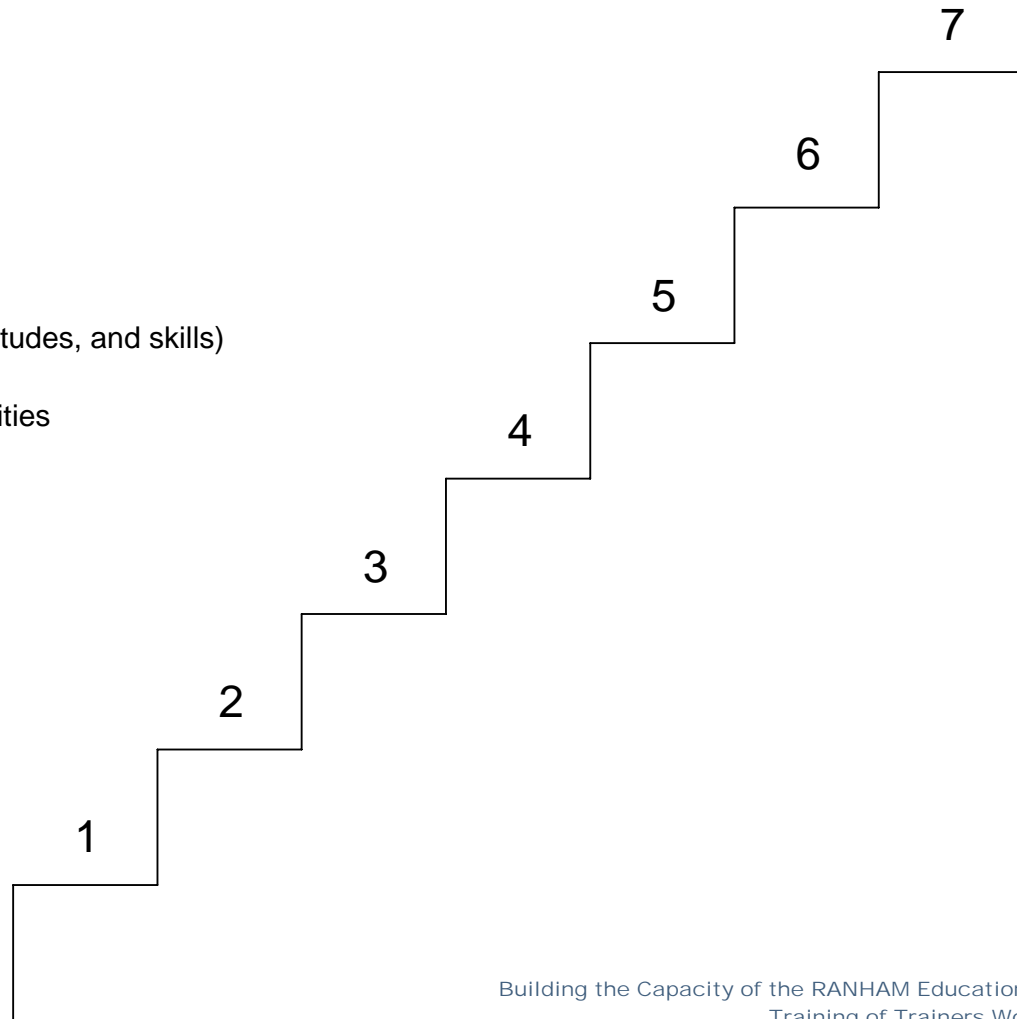
**End of Activity ■**



### Worksheet 5: Steps for Developing a Training Session

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

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



## Activity 2 Educational Program Development Cycle

### Objective

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

### Time

30 min

### Description

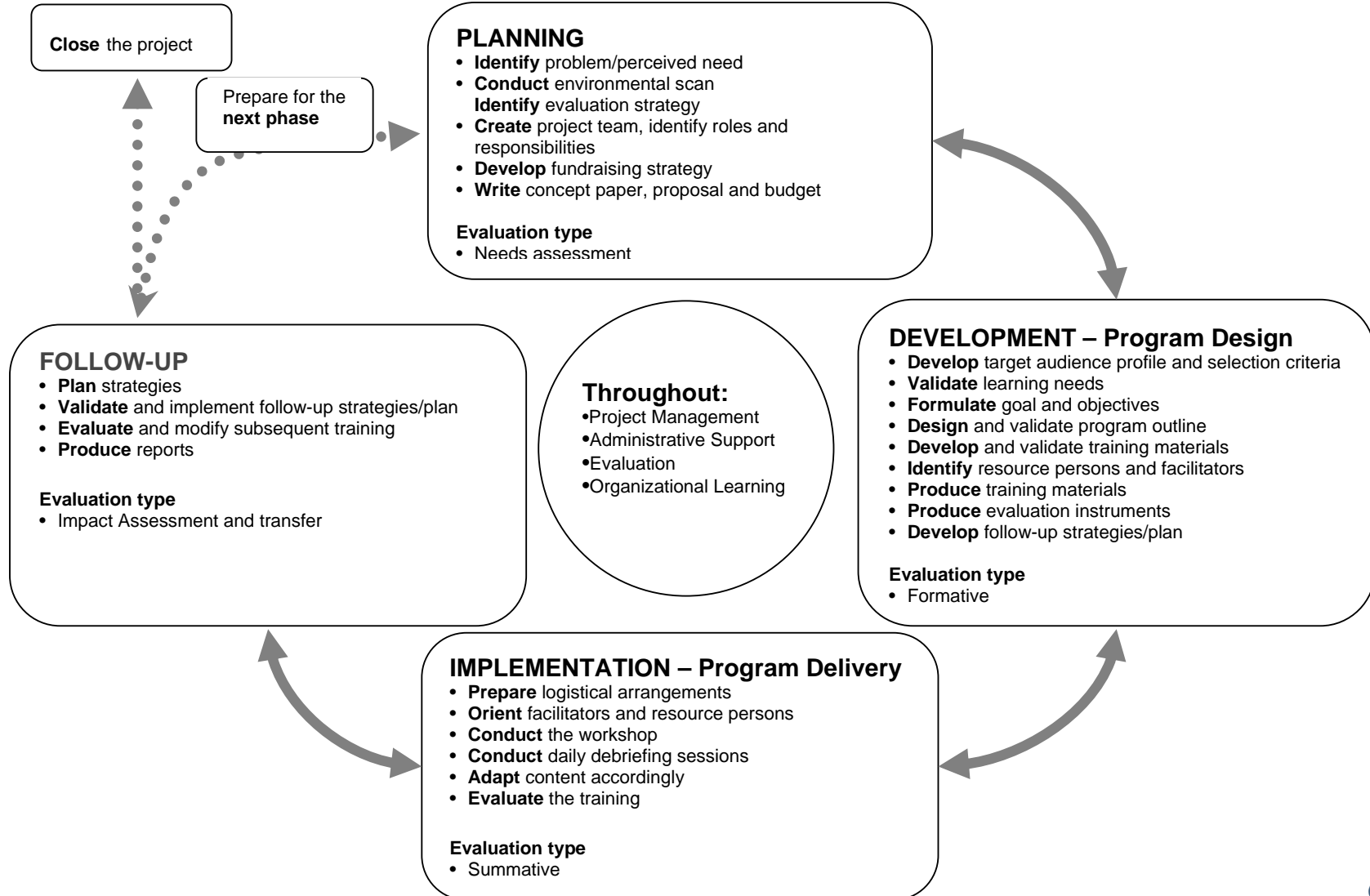
30 min

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

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

End of Activity ■

## Reference Sheet 8: Educational Program Development Cycle



## Activity 3 Assessing Learning Needs of Your Target Audience

### Objective

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

### Time

1 hr 30 min

### Description

#### Summary

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

This activity is divided into four parts.

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

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

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

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

### 10 min

#### Part A Group Work

The facilitator divides participants into small groups. Each group chooses a target group to focus on and the facilitator assigns to each group one of the questions below. Reflect on the question in your small group.

- What methods/techniques do you use to identify training needs of the target audience of a training session?
- What could help make the task of identifying training needs of a target audience easier?
- In your experience, does conducting a learning needs assessment improve your ability to deliver training?
- Are there some target audience needs that you identified that cannot be met by training? Give some examples.

*Continued* ▶ ▶ ▶

## Activity 3 cont'd

HRE  
Facilitator's  
Tip

## Needs Assessment and Learning Needs Assessment

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

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

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

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

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

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

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

20 min

**Part B Group Discussion**

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

30 min

**Part C Group Work**

Determine the training needs of your target audience on flipchart versions of the **Worksheets** provided. Steps to follow:

1. Prepare a description of your target audience using **Worksheet 6**.
2. Describe your perception of your target audience's training needs. See **Worksheet 7**.
3. Prepare flipchart versions of these worksheets in order to present your work to the other groups in **Part D**.

Continued ► ► ►

**Activity 3 cont'd**

**30 min**

**Part D Group Presentations**

Present the information about the needs of your target audience using the flipchart versions of **Worksheets 6 and 7**. The facilitator then comments on the presentations and the Equitas team provides examples of how Equitas determines training needs.

Discussion questions:

- How will you check that your understanding of the actual and ideal situations is correct?
- Who will you contact to verify that your information is correct?
- What additional information do you need to develop training?
- How will you get this information?

**End of Activity ■**

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

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

Target Audience: \_\_\_\_\_

Characteristic	Description
Occupation(s)	
Average age	
Gender	
Education level	
Work experience	
<p>How do they or should they address human rights in their work or their everyday lives.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Teachers include human rights in the curriculum</li> <li>• Community leaders respecting equality between men and women.</li> </ul>	

### Worksheet 7: Model for Your Training Session – Your Perception of the Training Needs

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

	Actual	Ideal
Knowledge:	<p>For example: Teachers do not know about children's rights.</p>	<p>For example: Teachers understand basic human rights principles and rights included in the Convention on the Rights of the Child.</p>



	Actual	Ideal
Attitudes:	<p>For example: Teachers do not see the value of integrating human rights into their curriculum. Teachers do not have time to include human rights in their curriculum.</p>	<p>For example: Teachers appreciate the need to integrate human rights into their curriculum. Teachers identify ways in which girls are discriminated against.</p>
Skills:	<p>For example: Teachers have no skills on integrating human rights into their curriculum.</p>	<p>For example: Teachers can adapt existing human rights activities into different subjects. Teachers can measure change in students' respect for each other over time.</p>

## Activity 4 Determining Program Goal and Objectives

### Objective

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

### Time

1 hr 15 min

### Description

#### Summary

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

This activity is divided into four parts.

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

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

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

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

15 min

#### Part A Group Discussion

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

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

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

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*Continued* ▶ ▶ ▶

**Activity 4 cont'd**

3. Why are they important for our participants?

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

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HRE  
Facilitator's  
Tip

### Goals and Objectives

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

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

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

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

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

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

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

*Continued* ▶ ▶ ▶

**Activity 4 cont'd**

**15 min**

**Part B Group Work**

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

Focus on what you (the trainer) will do and what you reasonably can expect to happen as a result of the training. Use the guidelines on **Reference Sheet 9** to help you.

1. To know the concept of gender.

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

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

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**30 min**

**Part C Group Work**

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

When constructing your objectives, consider the following questions:

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

*Continued ▶ ▶ ▶*

**Activity 4 cont'd**

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

**15 min**

**Part D Synthesis and Reflection**

The facilitator leads a discussion on the groups' findings.

**End of Activity ■**

## Reference Sheet 9: Guidelines for Writing Objectives

- 1. Identify what type of learning you expect to occur (knowledge, skills, attitudes)**
- 2. For objectives related to learning new knowledge, information, facts, use verbs like:**
  - List
  - Describe
  - Tell
  - Name
  - Explain
  - Identify
- 3. For objectives related to learning new skills, use verbs like:**
  - Apply
  - Decide
  - Create
  - Select
  - Develop
  - Plan
  - Compare
  - Construct
  - Solve
  - Examine
  - Demonstrate
  - Implement
- 4. Objectives related to changing attitudes are difficult to teach and evaluate, so learning is often measured by observing behaviour. Use phrases that combine attitudes with actions, for example:**
  - Demonstrate respect for people in your group by learning their names and seeking their opinions.
- 5. Avoid using words that are vague or abstract such as:**
  - Know
  - Understand
  - Be aware of
  - Be familiar with
  - Think about

## Reference Sheet continued

## 6. Examples of performance verbs include:

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

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

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

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



## Activity 5 Determining Program Content

### Objective

To determine the content of a human rights training session.

### Time

1 hr 30 min

### Description

#### Summary

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

This activity is divided into two parts.

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

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

1 hr

#### Part A Group Work

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

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

Steps to follow:

1. Refer back to the needs you identified (**Worksheet 7**) and the goal and objectives you have set for the session (**Worksheet 8**).
2. Read through human rights content checklist presented in **Reference Sheet 10**.

*Continued ▶ ▶ ▶*

**Activity 5 cont'd**

3. Decide on the content of your training session by addressing the questions on **Worksheet 9**. Prepare a flipchart version of **Worksheet 9** to present this information to the other groups.

**30 min**

**Part C Group Presentations**

Present the results of your discussion. The facilitator then leads a large group discussion.

Discussion questions:

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

**End of Activity ■**

## Reference Sheet 10: Human Rights Content Checklist

Human Rights Information ( <u>Knowledge</u> )	Human Rights <u>Values</u> and <u>Attitudes</u>	Human Rights <u>Skills</u> for Taking Action
<ul style="list-style-type: none"> <li>• Background on RANHAM (objectives, results, timeline)</li> <li>• Human rights concepts and principles</li> <li>• Historical developments</li> <li>• Human rights documents (international instruments, national legislation, provincial legislation)</li> <li>• Human rights violations</li> <li>• Human rights law and its enforcement</li> <li>• People and agencies responsible for promoting and protecting human rights</li> <li>• Human rights terminology</li> <li>• Human rights in specific settings (for example, human rights in schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying personal religious beliefs and their relationship with human rights principles</li> <li>• Developing a sense of empowerment</li> <li>• Appreciating the rights of others</li> <li>• Developing an acceptance of others</li> <li>• Showing empathy for those who are denied rights</li> <li>• Understanding the relationship between rights and responsibilities</li> <li>• Recognizing our own biases</li> <li>• Examining how our actions impact on the rights of others</li> <li>• Taking responsibility for defending the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• Developing critical thinking skills</li> <li>• Integrating human rights-friendly policies and practices in our work</li> <li>• Developing strategic action plans</li> <li>• Analyzing situations at a macro and micro level to determine cause and effect factors</li> <li>• Adopting methods of peaceful conflict resolution</li> <li>• Analyzing factors that cause human rights violations</li> <li>• Practising participatory decision-making</li> <li>• Applying human rights instruments and mechanisms</li> </ul>

### Worksheet 9: Choosing the Content for the Training Program

Our target audience: \_\_\_\_\_

Based on the needs you have identified as well as the goal and objectives you have set to meet these needs, answer the questions below.

Question	Notes
1. What topics, themes, issues, and information will you include in your training?	
2. How much content will come from resource persons? What will they discuss?	
3. What resources will you need for your training? For example: <ul style="list-style-type: none"> <li>• curricula for teachers</li> <li>• provincial legislation</li> <li>• strategic and operational plans from the participants' organizations</li> </ul>	

Question	Notes
4. What is the time frame of the session (number of days, hours per day)?	
5. Does the amount of material you are planning to cover seem realistic given the time frame of the session?	

## Activity 6 Determining Program Materials and Appropriate Techniques

### Objective

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

### Time

2 hrs

### Description

#### Summary

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

This activity is divided into three parts.

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

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

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

15 min

#### Part A Interactive Presentation

The facilitator discusses different training techniques that can be used in a human rights training session. Refer to **Reference Sheets 11 and 12** for more information.

Discussion questions:

- What factors do you consider when choosing a particular technique or activity for your training sessions?
- In your experience, are some activities more appropriate and/or more successful than others? Why?

*Continued* ▶ ▶ ▶

**Activity 6 cont'd**

- How do you determine appropriateness of techniques and materials for your target audience?
- What needs to be done to the materials to make them appropriate and effective?
- How do you select HRE materials?

**45 min****Part B Group Work**

Work in small groups according to the target audience of your training session. Decide on the training techniques and activities which would be most effective for the training session you are designing. Use **Worksheet 10** to record the results of your discussion.

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

**1 hr****Part C Group Presentations**

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

Other groups will provide feedback.

**End of Activity ■**

## Reference Sheet 11: Types of Training Techniques and Activities

Types of techniques can fall under several categories:

### **1. Group Building Dynamics:**

- “Dinamicas”
- Icebreakers
- Energizers

### **2. Knowledge/Information Building Techniques:**

- Presentations
- Reading texts and performing tasks
- Brainstorming

### **3. Values/Attitudes Techniques:**

- Role plays
- Debates

### **4. Skills Practice/Application:**

- Case studies
- Simulations

### **5. Critical Analysis/Reflection:**

- Techniques that are a combination of the types listed above



## Reference Sheet 12: Effective Training Techniques

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

### Worksheet 10: Model for Your Training Session – Training Materials, Techniques and Activities

Taking into account the information in **Reference Sheets 10 and 11**, determine what types of techniques and activities would be most appropriate. Be prepared to explain the rationale for your choices. Record the results of your discussion on the chart below.

Content Area	Technique/Activity	Materials

## Module 4

# The Human Rights Educator and the Participants

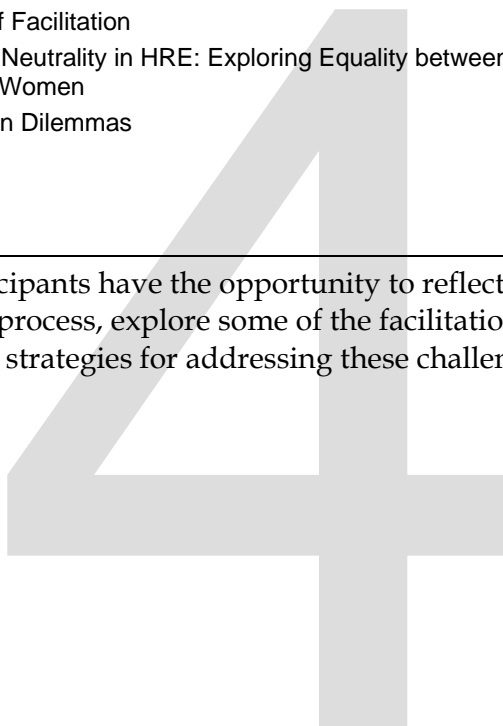
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Activity		Time
Activity 1	The Art of Facilitation	1 hr 15 min
Activity 2	Debating Neutrality in HRE: Exploring Equality between Men and Women	1 hr 30 min
Activity 3	Facilitation Dilemmas	1 hr 30 min

### Overview

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





## Activity 1 The Art of Facilitation

### Objectives

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

### Time

1 hr 15 min

### Description

#### Summary

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

This activity is divided into two parts.

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

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

30 min

#### Part A Continuum

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

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

*Continued* ▶ ▶ ▶

**Activity 1 cont'd**

The facilitator reads out a series of statements (see below). You indicate your response to each statement by placing yourself along an imaginary line extending from one side of the room to the other. This activity uses the same “continuum” technique as in the carousel activity in **Module 2**.

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

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

List of Statements Regarding Facilitators' Values and Beliefs
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- |  |
|--|
| <ul style="list-style-type: none"> <li>• Everyone can be a good facilitator.</li> <li>• Training should be enjoyable.</li> <li>• Methods and skills represent the most important part of training.</li> <li>• A facilitator's personality is central to the success of training.</li> <li>• A facilitator's skills are central to the success of the training.</li> <li>• A facilitator should leave his/her personal values at home.</li> <li>• A facilitator has a lot of power in the group.</li> <li>• A facilitator should like all participants otherwise the results will be jeopardized.</li> <li>• A facilitator must be prepared to always respond to participants' needs.</li> <li>• A facilitator should help participants reach the conclusion that he/she wants them to reach.</li> <li>• In a training session, participants need to receive “recipes”.</li> <li>• The purpose of every training is personal development.</li> <li>• A good facilitator develops friendly relationships with all the participants.</li> <li>• A facilitator must never acknowledge his/or her lack of knowledge or experience in a certain area because this will severely undermine his/her credibility with the group.</li> <li>• A facilitator should be completely neutral in his/her dealings with participants.</li> <li>• Most of the responsibility for learning falls on the facilitator.</li> <li>• Male and female facilitators face the same challenges.</li> </ul> |
|--|

Discussion questions:

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

*Continued* ▶ ▶ ▶

**Activity 1 cont'd**

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

**45 min****Part B Group Discussion**

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

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

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Some ideas for climate setting are provided in **Reference Sheet 13**. Provide examples from your own facilitation practice or from this, or other, training sessions you have participated in.



HRE  
Facilitator's  
Tip

**Group Dynamics**

When deciding the number of groups that participants should be divided into, the facilitator needs to consider, among other things, the amount of time for the activity and the total number of participants. Typically, there should not be more than 6-8 people in a group, since a large number may prevent some participants from speaking up.

How participants should be grouped is another important consideration. During the course of a workshop, it is normal for participants to be part of more than one group for different activities. However, the facilitator should be cautious and not move participants around too much. Participants can be grouped a number of different ways. Here are just a few:

- Randomly divided.
- Assigned according to pre-determined groups. For example, if the facilitator knows ahead of time that participants work exclusively on specific subjects, such as children's rights, women's rights, and minority rights, then the facilitator can assign participants to one of those groups.
- Grouped according to their interest. For example, if they are examining specific human rights such as women's rights, children's rights, and housing rights, some participants might be inclined to go into one of those groups.
- Divided by the facilitator by mixing shy and quiet participants with ones who express themselves more easily, in the hopes of giving everyone the opportunity to speak up.

**End of Activity ■**

### Reference Sheet 13: The Facilitator's Style – An Important Element in Setting the Climate

#### Things to do:

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



## Activity 2 Debating Neutrality in HRE: Exploring Equality between Men and Women

### Objective

To critically reflect on, articulate and acknowledge how personally held beliefs impact on our practice as human rights educators.

### Time

1 hr 30 min

### Description

#### Summary

Talking about human rights to some people might prove challenging because certain aspects of human rights might be contrary to their beliefs or attitudes. Not only that, some aspects of human rights may also challenge our own beliefs and attitudes. In this activity, you will role play human rights educators who firmly believe and others who do not believe in equality between men and women and see how human rights educators could, or should, remain neutral in conducting HRE.

This activity is divided into four parts.

In **Part A**, the facilitator will lead a discussion on neutrality in HRE.

In **Part B**, you will work in two groups and prepare arguments for a debate on equality between men and women.

In **Part C**, you will conduct the debate.

In **Part D**, the facilitator will debrief the activity.

### 10 min

#### Part A Large Group Discussion

The facilitator introduces the activity by referring to one of the statements in the continuum exercise: "A facilitator should be completely neutral in his/her dealings with participants."

Discussion questions:

- Should human rights educators remain "neutral" in carrying out human rights education work?
- Is it possible to remain neutral? Why or why not?

*Continued* ▶ ▶ ▶

**Activity 2 cont'd**

- Can a facilitator remain neutral when they have strong beliefs that are contrary to those of some participants? For example, can a facilitator who is an strong advocate of women's rights successfully facilitate a group of participants who do not believe in equality between men and women?

The facilitator lists some of the main points of the discussion on flipchart.

**20 min**

**Part B Work in a Group**

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

**Debate Topic:**

**Equality between men and women is not possible in Indonesian society.**

The facilitator assigns you to one of two groups:

- **Group 1** - will argue that equality between men and women in Indonesian society **is possible**.  
For the purpose of this debate, you will all role play facilitators who believe that equality between men and women is possible, but you realize that there are cultural and religious barriers that prevent this from being a reality.
- **Group 2** - will argue that equality between men and women in Indonesian society **is not possible**.  
For the purpose of this debate, you will all role play facilitators who openly express no objection to equality between men and women, but personally believe that a woman's place is at home where she should take care of her children.

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

*Continued ▶ ▶ ▶*

**Activity 2 cont'd****40 min****Part C Debate**

Carry out the debate following the format described below.

Debate Format	
<b>Part I</b>	
5 min	<b>Opening Statement: Group 1 – Equality between men and women in Indonesian society <u>is possible</u></b> Group 1 presents its main arguments. Group 2 listens and group members prepare challenge questions.
8 min	<b>Challenge Questions: Group 2 to Group 1</b> Group 2 asks challenge questions. Group 1 responds.
<b>Part II</b>	
5 min	<b>Opening Statement: Group 2 – Equality between men and women in Indonesian society <u>is not possible</u></b> Group 2 presents its main arguments. Group 1 listens and group members prepare challenge questions.
8 min	<b>Challenge Questions: Group 1 to Group 2</b> Group 1 asks challenge questions. Group 2 responds.
5 min	<b>Preparation Break</b> Each team prepares its closing statement keeping in mind the challenges and the main arguments of the other team.
<b>Part III</b>	
4.5 min	<b>Closing Statement Group 1- For</b> Group 1 presents its last appeal.
4.5 min	<b>Closing Statement Group 2 -Against</b> Group 2 presents its last appeal.

*Continued ▶ ▶ ▶*

**Activity 2 cont'd****20 min****Part D Large Group Discussion**

The facilitator synthesizes the main points highlighted during the debate and leads a large group discussion on the relationship between our personally-held beliefs on equality between men and women and our roles as human rights educators.

Discussion questions:

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

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



HRE  
Facilitator's  
Tip

**Debate**

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

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

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

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

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

**End of Activity ■**

## Activity 3 Facilitation Dilemmas

### Objective

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

### Time

1 hr 30 min

### Description

#### Summary

Facilitators must sometimes deal with situations that challenge or compromise effective group dynamics. This activity illustrates some facilitation dilemmas and tries to identify some possible solutions.

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 according to the target audience of their training and assigns one situation to each group.

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

*Continued* ▶ ▶ ▶

**Activity 3 cont'd**

**Situation 1**

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

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

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

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

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**Situation 2**

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

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

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*Continued ►►►*

**Activity 3 cont'd****Situation 3**

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

**The Hesitant One**

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

**The Monopolizer**

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

**The Non-listener**

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

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

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**Situation 4**

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

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

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*Continued ►►►*

**Activity 3 cont'd**

**Situation 5**

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

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

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**Situation 6**

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

**The Rigid One**

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

**The Idea Zapper**

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

**The Complainer**

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

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

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*Continued ►►►*



**Activity 3 cont'd**

**1 hr 10 min**

**Part B Group Discussion**

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

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

Refer to **Reference Sheet 14** for some tips on facilitation skills.

**End of Activity ■**

## Reference Sheet 14: Facilitation Skills

### 1. Tips on Time Management

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

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

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

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

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

### 4. Tips on Giving Presentations

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

**Reference Sheet continued**

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

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

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

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



## Module 5

# Developing an HRE Training Session

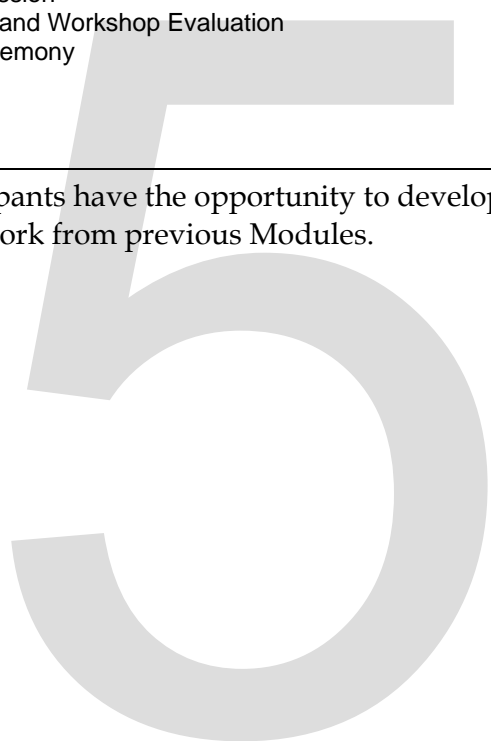
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Activity		Time
Activity 1	Putting Together the Model for Your Human Rights Training Session	2 hrs
Activity 2	Next Steps and Workshop Evaluation	30 min
Activity 3	Closing Ceremony	30 min

### Overview

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In this Module, participants have the opportunity to develop their own HRE training session based on the work from previous Modules.





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

### Objective

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

### Time

2 hrs

### Description

#### Summary

It is now time to develop a sample training session based on what you have learned during the workshop.

This activity is divided into three parts.

In **Part A**, the facilitator will explain some sample training sessions.

In **Part B**, you will work in small groups to develop a training session for a specific target audience.

In **Part C**, you will present your model to other participants for feedback.

15 min

#### Part A Large Group Discussion

The facilitator leads a discussion on the sample training sessions listed in **Reference Sheet 15**.

1 hr 15 min

#### Part B Small Group Work

You will work in small groups according to the target audience of your training to develop a complete model for your training session by bringing together all the work you have done over the course of the workshop. A format is provided on **Worksheet 11** to guide you through the process.

Refer back to the worksheets from the previous days, review the information and transfer it onto **Worksheet 11**, making any necessary changes.

Prepare to present this information to the other groups. Prepare a flipchart version of **Worksheet 11** for your presentation.

*Continued ►►►*

**Activity 1 cont'd**

**30 min**

**Part C Presentations**

Each group presents their model for feedback from other participants.

**End of Activity ■**



## Reference Sheet 15: Sample Training Sessions

### PROGRAM:

### Training Security Personnel in Basic Human Rights Concepts

#### 1. Target Group:

Junior level officers with little human rights education.  
Thirty participants in the program (28 men and 2 women); ages 25 to 35.

#### 2. Needs Assessment:

Needs were identified through:

- examination of existing training curricula for security personnel
- interviews with supervising officers
- interviews with NGOs which have trained security personnel in the past
- focus group discussion with a sample group of junior level officers to evaluate their knowledge of human rights issues, concepts, and instruments

#### 3. Results of the Needs Assessment:

Information gathered from the various sources outlined above indicate that:

- Officers are relatively unaware of basic human rights standards
- Officers in situations of ensuring curfews and restricting public demonstrations are frequently unclear as to the procedures to follow
- Officers are often perceived as causing human rights violations in the public eye

#### 4. Program Goal:

To strengthen the capacity of security personnel to respect and protect the human rights of civilians.

#### 5. Objectives:

By the end of the training, the security personnel should be able to:

- Identify basic human rights
- Identify situations in their work where the rights of others are not being fully addressed
- Integrate human rights-friendly practices in their work

Continued

## Reference Sheet continued

**6. Outline of the Training Session:****Day 1****Activity 1: Source, Systems and Standards for Human Rights in Law Enforcement**

This first activity has participants examine basic sources such as international human rights instruments. Participants examine internationally recognized principles and codes of conduct.

Time: 3 hrs

**Activity 2: Ethics and Legal Conduct**

This activity has participants examine general aspects of ethical and legal conduct of security personnel, including: ethics and the use of force, individual responsibility, duty to report violations. Participants also go through a practical exercise to illustrate ethical and legal conduct of security personnel.

Time: 2 hrs

**Activity 3: Security Personnel and Public Perceptions**

This activity has participants examine public perceptions of security personnel – does the public see security personnel as a “service” or a “force”? Whose interests are the security personnel trying to satisfy? What is the public’s perception of security personnel in view of the conflict, and in particular in response to mass demonstrations calling for democracy?

Time: 2 hrs

**Day 2****Activity 1: Security Personnel and Non-Discrimination**

This activity has participants examine general aspects of non-discrimination, as well as specific provisions of non-discrimination, such as the right to recognition as a person before the law, the right to equality before the law, the right to a fair trial, and the right of equal access to public service. Participants also examine issues of non-discrimination as related to women, minorities, religion, and children.

Time: 3 hrs

**Activity 2: Security Personnel Duties and Functions**

This activity has participants examine the following security personnel duties and functions in order to identify means to improve officers’ respect for human rights: investigation and arrest, detention, use of force and firearms, civil disorder and states of emergency.

Time: 3 hrs

## Reference Sheet continued

**PROGRAM:**  
**Training Journalists on Human Rights**

<b>1. Target Group:</b>
Journalists from various newspapers. Thirty participants (20 men, 10 women); ages 22 to 50.
<b>2. Needs Assessment:</b>
Needs were identified through: <ul style="list-style-type: none"> <li>critically analyzing the content of newspaper articles to determine the number of human rights issues raised and how such issues are addressed in print media</li> <li>focus group discussions with select journalists</li> <li>pre-training questionnaires to all participants on their familiarity with human rights issues, concepts, and instruments</li> </ul>
<b>3. Results of the Needs Assessment:</b>
Information gathered from the various sources outlined above indicate that: <ul style="list-style-type: none"> <li>certain newspapers cite unverifiable sources that show bias to either side of the conflict</li> <li>most journalists have a basic understanding of human rights issues</li> <li>most journalists are unaware of the potential for social change through their articles</li> </ul>
<b>4. Program Goal:</b>
To develop journalists' skills in developing media strategies to protect and promote human rights.
<b>5. Objectives:</b>
By the end of the training, the journalists should be able to: <ul style="list-style-type: none"> <li>identify basic human rights</li> <li>write about topical human rights issues in an impartial manner</li> <li>practice the creation of media reports (such as newspaper or television newscasts) that promote human rights and identify the accountability of duty bearers</li> </ul>

Continued

Reference Sheet continued

**6. Outline of the Training Session:**

**Module 1: What Are Human Rights?**

Activity 1: Welcome, Introductions and Expectations (1 hr)

Activity 2: What Are Human Rights? (1 hr)

Activity 3: International and National Sources of Human Rights (2 hrs)

**Module 2: The Role of the Media in Protecting and Promoting Human Rights**

Activity 1: Media Roles (2 hrs)

Activity 2: Challenges Faced by the Media (1 hr 30 min)

Activity 3: Case Study 1 – Illegal Detention of Journalists (2 hrs)

**Module 3: Media Relations**

Activity 1: Getting a Message Across (1 hr 30 min)

Activity 2: Choosing the Right Media Strategy (1 hr)

Activity 3: Guidelines for Media Interaction (1 hr)

Activity 4: Case Study 2 – Media and Demonstrations for Democratization (2 hrs)

**Module 4: Media Tools**

Activity 1: Ensuring a Human Rights Perspective to Media Reporting (2 hrs)

Activity 2: Case Study 3 – Press Conferences (2 hrs)

Activity 3: Case Study 4 – Radio, Television and Print (2 hrs)

**Module 5: Journalism for Social Change**

Activity 1: Developing a Shared Vision of Social Change (2 hrs)

Activity 2: Monitoring and Evaluating Social Change (1 hr 30 min)

Activity 3: Workshop Evaluation and Conclusion (1 hr)

**Total time: 4 days**

## Reference Sheet continued

**PROGRAM:**  
**Training of Provincial Government Officials in Human Rights**

<b>1. Target Group:</b>
District Provincial Government Officials. Thirty-five participants (27 men and 8 women); ages 35 to 50.
<b>2. Needs Assessment:</b>
Needs were identified through: <ul style="list-style-type: none"> <li>• pre-training questionnaires to all participants on their familiarity with human rights issues, concepts, and instruments</li> <li>• analysis of regular reports submitted by Government Officials</li> <li>• interviews with select group of Government Officials</li> <li>• interviews with members of organizations working with Government Officials (for example: NGOs)</li> </ul>
<b>3. Results of the Needs Assessment:</b>
Information gathered from the various sources outlined above indicate that: <ul style="list-style-type: none"> <li>• most Officials have received no training on basic human rights</li> <li>• most Officials do not include a human rights perspective into their planned activities</li> <li>• budgetary constraints prevent most Officials from carrying out their work effectively</li> </ul>
<b>4. Program Goal:</b>
To strengthen the capacity of Provincial Government Officials to make human rights an integral part of their planning process.
<b>5. Objectives:</b>
By the end of the training, the district administrative officials officers should be able to: <ul style="list-style-type: none"> <li>• Identify basic human rights.</li> <li>• Identify main components of RANHAM and participants' roles in implementing it.</li> <li>• Revise current operational plans to include a human rights perspective.</li> <li>• Describe basic gender concepts and identify the relevance of applying a gender perspective to their work.</li> </ul>

Continued

Reference Sheet continued

**6. Outline of the Training Session:**

**Module 1: An Introduction to Human Rights**

Activity 1: Opening Ceremony and Introductions (1 hr)

Activity 2: Introductions and Expectations Check (1 hr)

Activity 3: Understanding Human Rights – International Sources of Human Rights (3 hrs)

Activity 4: Human Rights Issues in the Province and RANHAM (2 hrs)

**Day 2: Human Rights in the Work of District Administrative Officials**

Activity 1: Human Rights Issues in the Work of District Administrative Officials (1 hr 30 min)

Activity 2: Bridging the Gap – Identifying What the Human Rights Situation Should Be (1 hr)

Activity 3: SWOT Analysis – Strengths, Weaknesses, Opportunities, and Threats (1 hr 30 min)

**Day 3: Protecting Human Rights Through the Work of District Administrative Officials**

Activity 1: Ensuring Human Rights-Friendly Legislation to Protect Citizens (2 hrs)

Activity 2: Ensuring the Protection of Marginalized and Disadvantaged Groups (2 hrs)

Activity 3: Basic Gender Concepts (2 hrs)

**Day 4: Developing Action Plans**

Activity 1: Developing a Human Rights Action Plan – How to Plan (2 hrs)

Activity 2: Goals, Objectives, Activities and Results (2 hrs)

Activity 3: Presenting the Action Plans (1 hr 30 min)

Activity 4: Conclusion (1 hr)

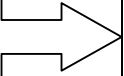
**Total time: 4 days**

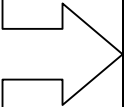
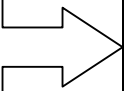
### Worksheet 11: Model for Your Training Session

**Worksheet 5** listed the following basic steps in developing a training session:

1. Identify learners
2. Determine learners' needs (knowledge, attitudes, and skills)
3. Set program goal and objectives
4. Determine content
5. Develop training techniques/materials
6. Determine an appropriate timeframe
7. Design evaluation and follow-up tools/activities

Using these steps as a reference, develop your own model for a training session within the context of RANHAM.

What questions do you need to answer?	Your Training Session
<div data-bbox="191 842 432 980" style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>Step 1</b>  <b>Identify learners</b> </div>  <ul style="list-style-type: none"> <li>• <i>Who are the participants? Their occupation? sex? education level? Their experience?</i></li> <li>• <i>What problems do they face?</i></li> <li>• <i>How do the experiences of women and men in the target group differ?</i></li> <li>• <i>What is the context in which the participants work?</i></li> <li>• <i>How do participants address gender in their work and/or everyday lives?</i></li> </ul>	

	What questions do you need to answer?	Your Training Session
<b>Step 2</b> <b>Determine learners' needs (knowledge, attitudes, and skills)</b> 	<ul style="list-style-type: none"> <li>What are the participants' current knowledge, attitudes, and skills that the training will hope to strengthen / address?</li> </ul>	
<b>Step 3</b> <b>Set program goal and objectives</b> 	<ul style="list-style-type: none"> <li>How does this training relate to RANHAM's objectives?</li> <li>Which needs will the program address in terms of the participants?</li> <li>How do we ensure the objectives are measurable, realistic, and achievable?</li> </ul>	



	What questions do you need to answer?	Your Training Session		
		Content	Training Techniques/Materials	Timeframe
<b>Step 4</b> <b>Determine content</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>What topics, themes, issues, and information will you include?</li> <li>What content will come from the participants?</li> <li>How will outside expertise be included? presentations? videos? techniques?</li> </ul> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>What existing materials can be used from your own organisation or from other sources?</li> <li>What materials need to be developed?</li> <li>What reading materials will be included?</li> <li>What manuals, handouts/audio-visual aids will be included?</li> </ul> <p><b>Timeframe</b></p> <ul style="list-style-type: none"> <li>Number of days?</li> <li>Hours per day?</li> <li>Is the time frame realistic in relation to the amount of material you want to cover?</li> </ul>			
<b>Step 5</b> <b>Develop training techniques/materials</b>				
<b>Step 6</b> <b>Determine an appropriate timeframe</b>				

Step 7

Design evaluation and follow-up tools/activities

➔

What questions do you need to answer?	Your Training Session
<ul style="list-style-type: none"> <li><i>What information do you want to obtain from the evaluation?</i></li> <li><i>What kinds of instruments will you use?</i></li> <li><i>What types of follow-up activities will you plan?</i></li> <li><i>What strategies will you use to increase transfer of learning?</i></li> </ul>	

## Activity 2 Next Steps and Workshop Evaluation

### Objectives

To discuss next steps and to evaluate the workshop.

### Time

30 min

### Description

15 min

#### **Part A Large Group Discussion on Next Steps**

The facilitator leads a large group discussion on the next steps in relation to RANHAM.

15 min

#### **Part B Evaluation**

Participants complete the evaluation questionnaire.

End of Activity ■

## Activity 3 Closing Ceremony

### Time

30 min

### Description

During the closing ceremony there will be a distribution of certificates and closing statements.

End of Activity ■