

Regional Training of Trainers Africa

Workshop Manual

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

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Introduction

Background

In designing the International Human Rights Training Program (IH RTP) each year, Equitas – International Centre for Human Rights Education has experienced a constant tension between breadth and depth in determining what to include in the program, selecting from the vast body of human rights content as well as of human rights education theory and methodology that exists. Nonetheless, over the years Equitas has succeeded in striking an acceptable balance in the IH RTP between human rights content and human rights education process. Participants' expressed needs for more in-depth treatment of specific content areas have been addressed through targeted programs in the regions. (For more details concerning these programs see www.equitas.org) In order to respond to the increasing requests by IH RTP alumni for more training of trainers' skills development Equitas made the decision to develop regional training-of-trainers (TOT) programs. The aim of these regional TOTs is to enhance the capacity of IH RTP alumni organizations to design, develop, deliver, and evaluate effective human rights education activities drawing on the model of the IH RTP.

Therefore this Training of Trainers' Workshop will not only focus on the "how to" of designing and delivering human rights education activities but also on the development of a systematic approach to human rights education programming and of methods to measure the broader societal impact of human rights education work. To help strengthen participants' facilitation skills opportunities will be provided throughout the workshop for participants to take part in different aspects of the delivery of the training. Some of these include:

- Participating in the daily briefing/debriefing of facilitators
- Conducting different parts of the evaluation process (e.g., distributing and collecting written questionnaires and analyzing data and presenting preliminary finding to the group)
- Carrying out energizers and recaps
- Facilitating some of the discussions during the workshop
- Preparing flipcharts and assisting in other aspects of the training
- Organizing evening events

In addition, alumni attending who have been IH RTP co-facilitators will be asked to play a more prominent role in the delivery of the workshop.

Goal and Objectives

The **goal** of this workshop is to strengthen the capacity of IH RTP alumni organizations to offer effective human rights education programs.

The **objectives** of this workshop are to enable participants to:

- Identify the components of an effective human rights education program and how to incorporate them in their human rights education work
- Plan and design effective human rights education activities for specific target groups
- Use a variety of methods for developing evaluation processes for human rights education
- Apply effective techniques for reflecting on their practice as human rights educators
- Facilitate human rights education events more effectively drawing on methods, techniques, skills and attitudes developed and practiced during the workshop
- Determine appropriate opportunities for joint activities essential for furthering human rights education work among IH RTP alumni in the region.

Participants

The approximately 22 participants in the workshop are IH RTP alumni from English-speaking Africa, who attended the program between 2000 and 2006, and who continue to be active in HRE in their respective countries. Countries represented include: Cameroon, Gambia, Ghana, Kenya, Malawi, Nigeria, Sudan, Tanzania, Uganda, and Zimbabwe.

Methodology

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

day and recaps at the beginning of each day to establish the linkages between the modules.

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

The workshop is designed as a practicum for human rights education (HRE) development. Participants will not only learn about effective human rights education design, but they will actually prepare the model for a 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. Participants will also be introduced to the new virtual follow-up component of Equitas' HRE programming, the *Equitas Community*. The *Equitas Community* is a new online collaboration tool, developed with the aim of supporting members of the international Equitas alumni community beyond the training sessions. The virtual *Equitas Community* is a place where alumni can share HRE knowledge, skills, and experience. It is a safe and secure environment intended to encourage dialogue, debate, networking and connections among HR educators worldwide.

About the Manual

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

Module 1 – Getting Started serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants begin by reviewing their expectations and resources for the workshop and reflecting on how they can work effectively as a group. They explore principles of adult learning and participant-centred methodology and examine the application of these principles in the area of human rights education (HRE). Participants also reflect on their personal capacity as human rights educators and the socio-political context in which their HRE work is carried out.

In **Module 2 – Effective Human Rights Education – A Tool for Social Change**, participants explore the transformative potential of HRE work. Using the IHRTTP as a case study they examine the elements of a transformative learning model and then explore the potential for social transformation of their own HRE work. It is critical to establish some common understanding around the 'what' and the 'why' of human

rights education (i.e., what is it? and why do it?) before focusing on the ‘how’ of effective HRE. In this module participants also begin to reflect on appropriate means for measuring the impact of their HRE work.

Module 3 – Designing Human Rights Education focuses on the importance of approaching HRE programming in a systematic way to achieve results. In this module participants explore what a systematic approach to HRE programming entails by examining essential elements at the organizational and societal levels that human rights educators must consider when planning HRE activities. These include:

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

Modules 1 to 3 lay the necessary groundwork for designing effective HRE events.

In **Module 4 – Developing a Model for a Training Session**, participants work in designated groups according to the target audience of their training, to outline the main elements of a model for the training session they will be designing for their specific target group. This work will be completed in Modules 6 and 7.

In **Module 5 – The HR Educator and the Participants**, participants have the opportunity to reflect on their role as facilitators of a HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing these challenges.

Well-planned evaluation and follow-up activities are essential to ensure the sustainability of HRE programming. In **Module 6 – Program Evaluation, Transfer of Learning and Follow Up**, participants determine effect methods for measuring results. They also plan evaluation and follow-up activities for the training session they have designed.

Module 7 – Model for Your Training Session provides the opportunity for participants to complete the models for their training sessions and share them with the group for comments and feedback.

Finally, in **Module 8 – Evaluation and Closing** participants will be provided with information on the plans for follow up to this Regional Trainer of Trainers Workshop as well as have the opportunity to give their feedback on the workshop itself through the final workshop evaluation questionnaire.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education with the support of the Education Rights Forum, the host organization in Nairobi, Kenya.

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.

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Workshop Schedule

Schedule Opening Evening

Sunday 10 December 2006		
Time	Module/Activity	Title
		Opening Evening
		Registration and Workshop Welcome
	Module 1	Getting Started
17:00 – 17:30	Activity 1	Group Introductions
18:10 – 18:30	Activity 2	Making a Working Agreement
18:30 – 19:00	Activity 3	Expectations/Resources and Workshop Content
19:00 – 19:45	Activity 4	Participatory Methodology and Human Rights Education
19:45 – 20:15	Activity 5	About Recaps and Debriefings
20:15		Dinner

Schedule Day 1

Monday 11 December 2006		
Time	Module/Activity	Title
8:30 – 9:00	Recap	Review of previous day
9:00 – 9:30	Activity 6	Profile of a Human Rights Educator: Self-Assessment
9:30 – 10:30	Activity 7	The Current Context of Our HRE Work
10:30 – 11:00	BREAK	
	Module 2	Effective Human Rights Education— A Tool for Social Change
11:00 – 12:00	Activity 1	Our Understanding of Human Rights Education and its Goal
12:00 – 13:00	LUNCH	
13:00 – 14:30	Activity 2	The IHRTP and Transformative Learning
14:30 – 15:00	BREAK	
15:00 – 15:45	Activity 3	The Transformative Potential of HRE
15:45 – 16:15	Activity 4	Measuring Impact
16:15 – 16:30		End of Modules 1 & 2 Evaluation
16:30 – 18:30	Module 3 Activity 1	Designing Human Right Education Developing HRE Programs for Results Assign participants for recap

Schedule Day 2

Tuesday 12 December 2006		
Time	Module/Activity	Title
8:30 – 8:45	Recap	Review of previous day
8:45 – 9:15	Activity 2	Developing a Training Session - The Basics
9:15 – 9:30	Activity 3	Educational Program Development Cycle
	Module 4	Developing a Training Plan – Needs and Objectives
9:30 – 10:15	Activity 1	Assessing Learning Needs of Your Target audience Parts A and B
10:15 – 10:45	BREAK	
10:45 – 12:30	Activity 1	Continued - Parts C & D
12:30 – 13:30	LUNCH	
13:30 – 13:00	Activity 2	Determining Program Goals and Objectives
15:00 – 15:30	BREAK	
15:30 -17:30	Activity 3	Determining Program Content
		Assign participants for recap

Schedule Day 3

Wednesday 13 December 2006		
Time	Module/Activity	Title
8:30 – 9:00	Recap	Review of previous day
9:00 – 11:30	Activity 4	Determining Program Materials and Techniques
11:30 – 11:45	BREAK	
11:45 – 12:00		End of Modules 3 and 4 Evaluation
12:00 – 13:00	LUNCH	
	Module 5	The HR Educator and the Participants
13:00 – 14:00	Activity 1	The Art of Facilitation
14:00 – 15:15	Activity 2	Facilitation Dilemmas
		Assign participants for recap
		Social Activity – 15:30 departure

Schedule Day 4

Thursday 14 December 2006		
Time	Module/Activity	Title
8:30 – 9:00	Recap	Review of previous day
8:45 – 9:30	Activity 3	Conflict and Human Rights Work
9:30 – 10:45	Activity 4	Reflecting on My Role as a HR Educator
10:45 – 11:00	BREAK	
11:00 – 12:30	Activity 5	Sharing HRE Activities
12:30 – 13:45	LUNCH	
13:45 – 14:00		End of Module Evaluation
	Module 6	Program Evaluation, Transfer of Learning and Follow Up
14:00 – 14:45	Activity 1	The Continuous Improvement Cycle
14:45 – 15:45	Activity 2	Evaluation Techniques
15:45 – 16:15	BREAK	
16:15 – 17:15	Activity 3	Transfer of Learning
17:15 – 18:15	Activity 4	Planning for Follow Up of Your Human Rights Training Session
18:15 – 18:30		End of Module 6 Evaluation
		Assign participants for recap

Schedule Day 5

Friday 15 December 2006		
Time	Module/Activity	Title
8:30 – 9:00	Recap	Review of previous day
8:45 – 11:15	Module 7 Activity 1	Model for Your Training Session Putting Together the Model for Your Training Session
11:15 – 11:30	BREAK	
11:30 – 13:30	Activity 2	Presentations of Participants' Models for Their Training Session
13:30 – 14:30	LUNCH	
14:30 – 15:00	Module 8 Activity 1	Workshop Evaluation and Closing The Plan for Follow Up of the Regional TOT Workshop
15:00 – 15:30	Activity 2	Presentation on the Virtual Equitas Community
15:30 – 16:15	Activity 3	Evaluation and Closing

Module 1

Getting Started

Activity		Time
Activity 1	Group Introductions	40 min
Activity 2	Setting Ground Rules	20 min
Activity 3	Expectations/Offer and Workshop Content	30 min
Activity 4	Participatory Methodology and HRE	40 min
Activity 5	About Recaps and Debriefings	30 min
Activity 6	Profile of a Human Rights Educator: Self-Assessment	30 min
Activity 7	The Current Context of Our HRE Work	1 hr

Overview

The aim of this module is to have participants get to know each other and lay the groundwork for developing a productive group dynamic based on mutual respect.

Participants will begin by examining their individual expectations as well as available resources that will contribute to the achievement of the workshop objectives. They will also explore principles of adult learning and participant-centred methodology and examine the application of these in the area of human rights education (HRE).

Activity 1 Group Introductions

Objective

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

Time

40 min

Description

This activity is divided into two parts.

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

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

20 min

Part A Introductions

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

- Empathy
- Respect
- Equality
- Love

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

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

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

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

Continued ▶ ▶ ▶

Activity 1 cont'd**20 min****Part B Debrief**

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

★ Reflection:

Paulo Freire is considered one of the most influential thinkers in the field of education in the late 20th century. Again and again, Freire wrote that the educator interested in resisting oppression had to practice love as well as humility, faith, hope and critical thinking.

- What do you think Freire meant by an educator having to practice 'love'?
- Are there some values/attitudes that are absolutely essential for a human rights educator to have?
- What effects do our personal values/attitudes have on our effectiveness as human rights educators?
- What may happen when human rights educators do not work from a position of 'love' as defined by Freire?

End of Activity ■

Activity 2 Setting Ground Rules

Objective

To set ground rules for working effectively as a group

Time

20 min

Description

This activity is divided into two parts.

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

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

5 min

Part A Brainstorming

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

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

15 min

Part B Setting Ground Rules

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

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

Continued ▶ ▶ ▶

Activity 2 cont'd

Examples of helpful ground rules include:

- Listen and "hear" what is being said
- Avoid put-downs (of yourself or others)
- Refrain from speaking too often or too long (give everyone a chance to speak)

Setting Ground Rules

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

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

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

From Briskin, L. "Using Ground Rules to Negotiate Power in the Classroom"

★ Reflection

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

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

- Which term would you be comfortable using in your training?
- Is the setting of ground rules appropriate for every type of human rights education event?
- Are there rules that should be common to every group?
- Is it appropriate for the facilitator to suggest some of the ground rules or should this be left entirely to the participants?
- Who should be responsible for monitoring ground rules? What should be the group's response when ground rules are not respected?
- What is the relationship between respecting ground rules and an individual's 'right to education'?
- What are some successful practices for setting ground rules?
- Is your approach to ground rules different when you are a participant and when you are the facilitator in a workshop?

Continued ► ► ►

Activity 2 cont'd**Summary of the 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

End of Activity ■

Activity 3 Expectations/Resources and Workshop Content

Objective

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

Time

30 min

Description

This activity is divided into two parts.

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

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

15 min

Part A Expectations and Resources

Using the information compiled from the **Pre-Training Assignments (PTAs)**, the facilitator has prepared a chart of the group's expectations and resources with respect to skills/experience as well as information/knowledge in planning, designing and delivering HRE activities. Expectations are presented on one flipchart sheet and resources on a second flipchart sheet. Use the table in **Worksheet 1** to record expectations and resources.

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

Note: A blank copy of the PTA is available in **Appendix 1**.

15 min

Part B Goal, Objectives, and Content

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

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

End of Activity ■

Worksheet 1: Expectations and Resources

	Expectations	Resources
Skills/ Experience		
Information/ Knowledge		

Activity 4 Participatory Methodology and Human Rights Education**Objectives**

To review the underlying principles of a participatory approach and its appropriateness for human rights education (HRE).

Time

45 min

Description

This activity is divided into three parts.

In **Part A**, you will reflect on a personal learning experience.

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

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

5 min

Part A Personal Learning Experience

Answer Questions 1 and 2 below individually and then share your answers with the group. You will then discuss Question 3 as a group.

1. Think of something that you know how to do well (which may or may not be related to your work). Write it down below.

2. Now write down a few words explaining how you became good at it.

3. Group Discussion: Based on your own experience and the experiences shared by the other participants, what elements do you feel are key to learning?

Continued ▶ ▶ ▶

Activity 4 cont'd**10 min****Part B Keys to Successful Learning**

Discuss the following questions as a group.

- What are some of the key elements to successful learning that have been discussed so far?

- How do they relate to your understanding of a participatory approach in education?

30 min**Part C Participatory Approach for HRE**

The facilitator highlights the main ideas presented on **Reference Sheet 2 – A Participatory Approach**. He/she then leads a discussion on the ideas presented, referring to the questions provided below.

Questions for discussion:

- What would you consider the key element of a participatory approach in HRE?
- Do you think the participatory approach is appropriate for human rights education?
- Have you ever used the participatory approach? If so, what are some of the difficulties you have encountered in using this approach? How could these difficulties be overcome?
- Do you think the participatory approach is appropriate for teaching human rights to your target audience? Why or why not?
- Do you use a participatory approach in other aspects of your human rights work besides training?

End of Activity ■

Reference Sheet 1: Keys to Successful Learning

1. Doing

- Learning by experiencing, results in successful learning.

2. Feedback

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

3. Sharing

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

4. Responsibility for Learning

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

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

Reference Sheet 2: Participatory Approach

Underlying Beliefs

People learn more effectively when:

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

Some Assumptions About a Learning Event (program, workshop, activity)

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

Some Assumptions About Ourselves as Educators

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

The Curriculum Design Model

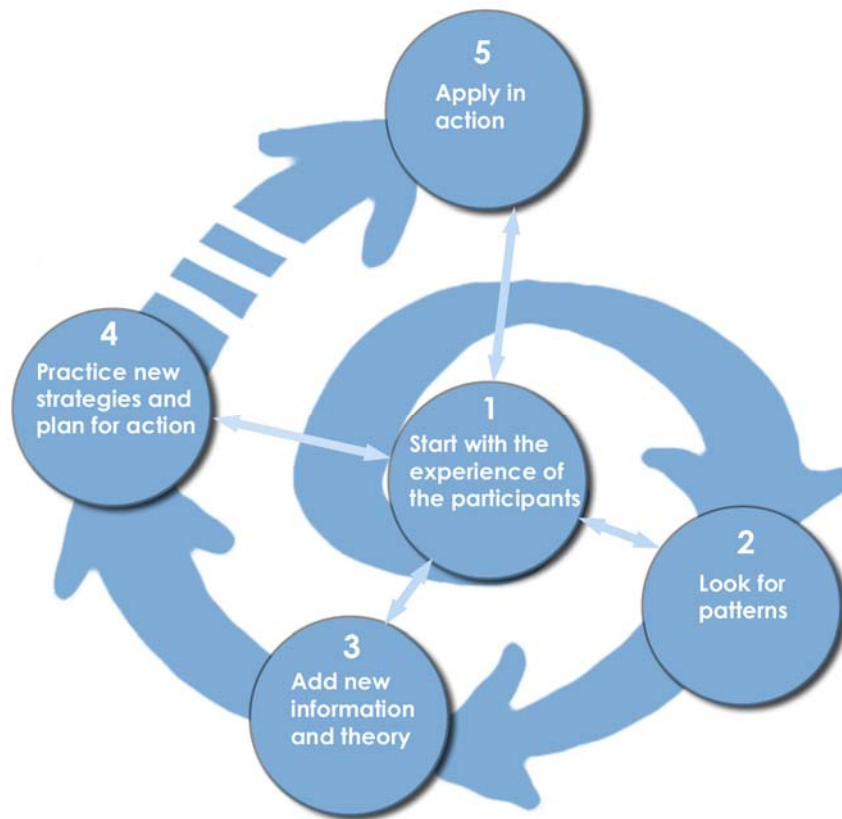
The "Spiral Model", which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:

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 experience, they analyze that experience and look for patterns or (i.e., what are the commonalties? 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

Why a Participatory Method for Human Rights Education

This reference sheet is based on notes prepared by human rights educator Dave Donahue for presentation in a TOT delivered by Equitas. Mr. Donahue is an Associate Professor of Education at Mills College in the United States. He is the recipient of the Sarlo Award for his main areas of interest are human rights education and reflective learning practices.

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

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

1) Human rights are part of our experience

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

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

2) Human rights are based in conflicting values

Another reason for a participatory approach to HRE is because human rights involve norms and values. These values are evolving, are rarely unambiguous, and often conflict (e.g., right to a clean environment v. right to employment, right to religious expression v. right to an identity, right to free expression v. right to freedom from

Reference Sheet continued

persecution). These are the kinds of dilemmas that spark our reflection. John Dewey¹ in “How We Think” described learning as a process of reflecting on experiences that puzzle us. There is no one right answer to these questions. Therefore, we need to be active participants in figuring out the answers.

We need to discuss and reflect on conflicts, especially if the persons living together in a society are to agree on resolution. The Chilean Truth Commission found that the lack of a “culture of human rights” was primarily responsible for the human rights abuses in that country during the 1970s and 80s. The world is not a static, given reality. Rather, it is a problem to be worked on and solved. Human rights are a value system, a map for creating the kind of society we want to live in. Everyone is capable of looking critically at the world, especially when in dialogue with others.

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

3) HRE is about social transformation

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

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

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

¹ John Dewey is the most influential thinker on education in the twentieth century, Dewey's contribution lies along several fronts. His attention to experience and reflection, democracy and community, and to environments for learning have been seminal.

Reference Sheet continued

When men and women learn to read, they become creators of culture. We cannot copy this pedagogy exactly because the context is different, but we can learn from the parallels. People in our societies, too, are often objects, lacking in critical perspectives.

Unversed in the literacy of human rights, they see little connection between themselves and an abstract concept like human rights.

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

4) HRE should spark reflection

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

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

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

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

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

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

Activity 5 About Recaps and Debriefings

Objective

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

Time

30 min

Description

The facilitator will conduct a large group discussion on recaps and debriefings. He/she will also ask you to reflect on your approach to receiving feedback.

Recaps

Throughout this Training of Trainers Workshop you will be provided with a variety of opportunities to actively take part in the learning process. One of these is to have you individually or as a small group take responsibility for preparing a recap or summary of the day's learning and presenting it to the larger group the following morning. Recaps during this workshop will incorporate information gathered from participants' evaluation questionnaires. Participants responsible for the recap, (either volunteers or selected by the facilitators) are encouraged to use creative presentation methods (e.g., skits, poems, narratives, pantomimes). Recaps should be brief, to the point, and memorable. They should not exceed 10 minutes.

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

Debriefings

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

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

Continued ▶ ▶ ▶

Activity 5 cont'd

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

Receiving Feedback

Some questions to consider:

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

End of Activity ■

Reference Sheet 3: Debriefing

Guidelines for Successful Debriefing

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

Guidelines for Participants

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

Source: *Teaching Resources Guide, Enhancing Learning, Interactive Classroom, Debriefing in the Interactive Classroom*, Instructional Resource Centre, University of California, Irvine.

Taken from: www.irc.uci.edu/TRG_2006/TRG/Enhancing_Learning/Interactive/Debriefing.htm

Activity 6 Profile of a Human Rights Educator - Self-Assessment

Objective

To reflect on the characteristics of an effective human rights educator, with a view to evaluating your skills, identifying areas for improvement and appropriate actions to address these areas.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, the facilitator will present the self-assessment information compiled from the participants' Pre-Training Assignments (PTAs).

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

10 min

Part A Self-Assessment

The facilitator will present the results of participants' self-assessments of their design and training skills compiled from information provided in the PTAs. He/She will provide an analysis of these results highlighting commonalities, differences as well as any significant findings. The facilitator will initiate a discussion by asking the following questions:

- What seem to be the overall strengths of the group? What are the main challenges?
- What are your personal strengths and challenges compared to the group?

The facilitator will then have you compare the results of your self-assessment to the expectations and resources expressed earlier by the group.

20 min

Part B Actions for Improvement

It is important to keep in mind that the self-assessment is meant to be a tool to help you identify your individual strengths and personal challenges so that you can plan strategies for improvement. It is also important to remember that not all of the skills areas outlined in the questionnaire can be covered in this 5-day training session.

Activity 6 cont'd

The facilitator initiates a large group discussion on effective actions that can be taken during the workshop as well as after the workshop to help participants address those areas that were identified as needing improvement. The facilitator will ask the following questions:

- What effective actions can you undertake during this workshop to help address some of these personal challenges?
- What effective actions can you undertake after this workshop to help address some of these personal challenges?

You will have the opportunity to add to the areas needing improvement throughout the workshop.

End of Activity ■

Activity 7 The Current Context of Our HRE Work

Objective

To have participants situate their human rights education work within the broader socio-political context of their country or community in order to determine the challenges these present as well as possible strategies to address these challenges.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, you will work in small groups to identify human rights challenges in your countries and/or communities and potential strategies to address them.

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

40 min

Part A Human Rights Education Challenges and Strategies

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

1. Identifying Challenges

Keeping in mind the principal human rights problems in your society and the main contributing factors (refer to your PTAs, Part III – Describing the Overall Human Rights Situation in Your Country or Community), identify potential challenges to your human rights education work. List these below.

_____	_____
_____	_____
_____	_____
_____	_____

Continued ▶ ▶ ▶

Activity 7 cont'd**2. Determining Effective Strategies**

Each group will select or be assigned 1 to 3 of the challenges identified. Together with the members of your group determine appropriate strategies to address the challenges and prepare to share them with the larger group in **Part B**.

20 min**Part B Group Presentations**

Each group in turn presents their strategies for comment and discussion. The facilitator records them on the flipchart version of **Worksheet 2**. Participants are encouraged to copy down the strategies and challenges in **Worksheet 2** for future reference.

The facilitator will then lead a large group discussion, addressing some of the suggested questions for reflection provided below.

★ Reflection

When identifying strategies to address the challenges to your HRE Work:

- Do you consider whether your strategies promote equality between men and women?
- Do you consider whether these strategies effective when used for both men and women together?

End of Activity ■

Worksheet 2: Challenges and Strategies in HRE

Challenges to our HRE Work	Appropriate Strategies to Address the Challenges

Module 2

Effective Human Rights Education – A Tool for Social Change

Activity		Time
Activity 1	Our Understanding of Human Rights Education and its Goal	1 hr
Activity 2	The IH RTP and Transformative Learning	1 hr 30 min
Activity 3	The Transformative Potential of HRE	1 hr
Activity 4	Measuring Impact	30 min

Overview

The aim of this module is to examine the primary goal of human rights education as social change, building towards a sustainable culture of human rights in society.

- What does achieving this goal involve?
- What changes need to come about in the social structure (both private and public) and the political structure for a culture of human rights to prevail?

This module will look at the ‘what’ and the ‘why’ of human rights education (i.e., what is it? and why do it?). It is critical to establish some common understanding around these questions before focusing on the ‘how’ of effective HRE. Participants will also begin to reflect on appropriate means for measuring the impact of their HRE work.

Activity 1 Our Understanding of Human Rights Education and its Goal

Objective

To develop a common understanding of human rights education.

Time

45 min

Description

As human rights educators it is important for us to be able to articulate clearly to others the nature of the work we do and why it is important. In order to do this effectively we must reflect on and clarify our own understanding of human rights education and its goal.

This activity is divided into three parts.

In **Part A**, you will work individually to reflect on your understanding of HRE.

In **Part B**, you will work in small groups to further develop your ideas on HRE.

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

15 min

Part A My Understanding of HRE

Work individually to answer the questions below concerning your understanding of human rights education. Write your ideas in the spaces provided. (10 min) The facilitator will then ask you to share your ideas with the group and will record them on flipchart. (5 min)

1. What is your understanding of human rights education? What does it involve? What is its main goal?

Continued ►►►

Activity 1 cont'd

2. Why do you do human rights education work? Why do you think it is important?

15 min**Part B Group Work**

The facilitator divides participants into three groups and has each group review the definitions of HRE provided in **Reference Sheet 4**.

Together with the members of your group, discuss the definitions and draw out the elements that you feel contribute to a better understanding of HRE and its importance. Add these elements to the ideas developed by the group in **Part A**.

15 min**Part C Large Group Reflection**

The facilitator reviews the ideas presented in **Part A** and the outcome of your small group discussions from **Part B** with the whole group.

Drawing on this information, as a group, agree on and formulate a common understanding or definition of HRE and its main goal.

Ensure that you continue to refer back to this definition and goal of HRE throughout the workshop, making any necessary additions or adjustments to it as your thinking evolves. To facilitate this reflection process the facilitator will leave this information posted in the training room throughout the workshop and invite you to think about it at different points over the next few days.

End of Activity ■

Reference Sheet 4: On Human Rights Education

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

Introduction

“The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace” (Vienna Declaration and Programme of Action, Part IBID., 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, pares. 33-34 and Part II, pares. 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, pares. 95-97 and Programme of Action, pares. 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.

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 brainstorming and discussion to street theatre and festivals) but the challenge lies in discovering how to truly communicate across different cultures, values and perceptions.

Activity 2 The IHRTP and Transformative Learning

Objectives

- To review the main elements of the theory of transformative learning.
- To examine how the IHRTP meets many of the essentials practices and conditions for fostering transformative learning.

Time

1 hr 30 min

Description

Introduction

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

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

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

In this activity, using the IHRTP as a case study, you will examine the main elements of a transformative learning model.

Instructions

This activity is divided into three parts.

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

In **Part B**, you will work in small groups to identify examples of transformative learning in the IHRTP.

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

Continued ►►►

Activity 2 cont'd**20 min****Part A Presentation on Transformation Learning Theory**

The facilitator will:

- Provide an explanation of what transformative learning involves
- Describe the ideal conditions for transformative learning

Following the presentation you will have an opportunity to ask questions.

30 min**Part B Group Work**

The facilitator divides participants into small groups.

He/She then assigns to each group one or two of the ideal conditions for transformative learning. See **Reference Sheet 5**.

Identify examples of these ideal conditions from your experience during the IHRTP and record your responses in **Worksheet 3**.

40 min**Part C Group Presentations**

The small groups present the results from the discussions in **Part B**.

The facilitator highlights the links between transformative learning and the participatory methodology for HRE.

Note: The Answer Key in **Appendix 3** can be used during this part of the activity.

★ Reflection

Think about your own HRE work and identify some of the key elements of transformative learning.

Think back to the discussion in Activity 4 of Module 1 on “Why a Participatory Methodology for HRE”. If the goal of HRE is ‘empowerment’ in order to bring about social transformation then why is a participatory methodology essential?

Additional questions to consider:

- Why is a participatory methodology essential for transformative learning?
- Should participants be engaged in activities and reflections aimed at fostering transformative learning if these may lead to strong emotional reactions on their part?

End of Activity ■

Reference Sheet 5: Essential Practices and Ideal Conditions for Fostering Transformative Learning

Below are the essential practices and conditions for fostering transformative learning as identified by J. Mezirow² and subsequent researchers that supported and expanded on his findings.

1) Ideal learning conditions

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

2) Learning situations that are open and promote critical reflection

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

3) Transformative learning as experiential

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

4) Participant-centered curriculum

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

5) Feedback and self-assessment

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

6) Group setting for transformative learning

Significant conditions for transformative learning in a group context include:

- The opportunity to get to know the cultural background of participants in the group.
-

² J. Mezirow pioneered the theory of transformative learning.

Reference Sheet continued

- The importance of embracing and not avoiding “dissonance and conflict”.
- The necessity to act on new ideas.

7) Facilitator characteristics

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

Source: Nazzari, V., McAdams, P., and Roy, D., *Using Transformative Learning as a Model for Human Rights Education: A Case Study of the Canadian Human Rights Foundation’s International Human Rights Training Program*, Intercultural Education, Vol. 16, No. 2, May 2005, pp. 171-186 ■

Worksheet 3: Ideal Conditions for Fostering Transformative Learning

Conditions/Practices	Examples during the IHRT
Ideal learning conditions	
Learning situations that are open and promote critical reflection	
Transformation learning as experiential	
Participant-centred curriculum	

Worksheet continued

Conditions/Practices	Examples during the IHRT
Feedback and self-assessment	
Group setting for transformative learning	
Facilitator characteristics	

Activity 3 The Transformative Potential of HRE

Objective

To reflect on the transformative potential of HRE work.

Time

45 min

Description

Introduction

“Many human rights educators...are convinced that the work that they do is transformative — empowering the people they work with to make changes in their own lives, as well as in their families, communities and institutions around them. Our intuition about impact can be better recognized and understood through placing such trainings within a transformative learning framework that recognizes the conditions leading to such changes.”³

In **Activity 7** of **Module 1**, you examined your socio-political context and identified challenges to your HRE work and effective strategies to address these challenges.

In **Activity 2** of this **Module**, you examined ideal conditions for fostering transformative learning in HRE and identified examples of these conditions in IH RTP.

In this activity, you will reflect on the transformative potential of your own HRE work and explore appropriate means to measure its impact.

Instructions

This activity is divided into two parts.

In **Part A**, you will in small group according to the target audience of your training to reflect on changes you envision as a result of your HRE work.

Continued ►►►

³ Tibbitts, Felisa, *Editorial*, Intercultural Learning, Vol. 16, N. 2, May 2005, pp. 107-113

Activity 3 cont'd

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

25 min**Part A Group Work**

The facilitator divides participants into small groups by target audience of your training.

In your small group, reflect on what changes you envisage at the level of the individual, the organization and society as a result of your HRE work. Refer to the responses you provided in your PTA: *Part III – Describing the Overall Human Rights Situation in Your Country or Community* to help you getting started.

Prepare a flipchart version of **Worksheet 4** to record the results of your discussion.

20 min**Part B Large Group Discussion**

The facilitator invites the groups to share the results of their discussion on the changes they envision resulting from their HRE work and records these on a flipchart version on **Worksheet 4**.

He/She synthesizes and comments on the information presented and also invites your comments and reflections on the information presented.

★ **Reflection**

Training should not be viewed as an “end” in itself, but rather as a “means” which contributes towards achieving an “end”.

Training is a process which needs to begin well in advance of the actual training event (e.g., needs assessment, application process, and preparatory work such as pre-training assignments) and continue well after as well if the desired impact is to be achieved.

Although our goal is social transformation, in a training event, we work first and foremost with individuals.

What are some strategies we can use to address this challenge of working individually and impacting socially?

Adapted from “The Training Process: Achieving Social Impact by Training Individuals?”, Dirk Sprenger, Berghof Research Center for Constructive Conflict Management, 2005.

End of Activity ■

Worksheet 4: Transformative Potential of Your HRE Work

CHANGES
Individual Level

CHANGES
Organizational Level

CHANGES
Societal Level

Activity 4 Measuring Impact

Objective

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

Time

30 min

Description

Introduction

A major challenge HR 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.”

From the HREA listserv contribution by Mike Dottridge, International Council on Human Rights Policy, UK

Felisa Tibbitts, suggests, however, 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.”

Continued ▶ ▶ ▶

Activity 4 cont'd**Large Group Discussion**

The facilitator presents the main ideas in the introduction above and invites your comments.

The facilitator will then review evaluation concepts you discussed during the IHRTP. See **Reference Sheet 6**.

He/she will then lead a large group discussion to generate ideas about evaluation methods that would enable us to measure the impact of HRE.

Questions to guide your discussion:

- Think about your HRE work. 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 activity? What are the immediate outputs from the event?
- After the training event, what did the participants do with what they learned during the training event? What were the outcomes?
- How did the HRE training influence the human rights situation being addressed? What kind of impact did the event have?
- Can you give examples of positive changes at the societal level which can be linked to your HRE work?

End of Activity ■

Reference Sheet 6: Assessing Impact of HRE

IMPACT long-term results

Impact is concerned with **HOW** the current situation differs from the original circumstances.

According to D.Sprenger, Impact means a “certain change or effect in a context, caused by an activity or bundle of activities”.

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

OUTCOMES - Medium-term results

Outcome is concerned with the **immediate, short-term changes** resulting from the intervention. (e.g. HRE event)

Outcomes are logical consequences of outputs achieved. This is generally the level where the end users take ownership of the program/project.

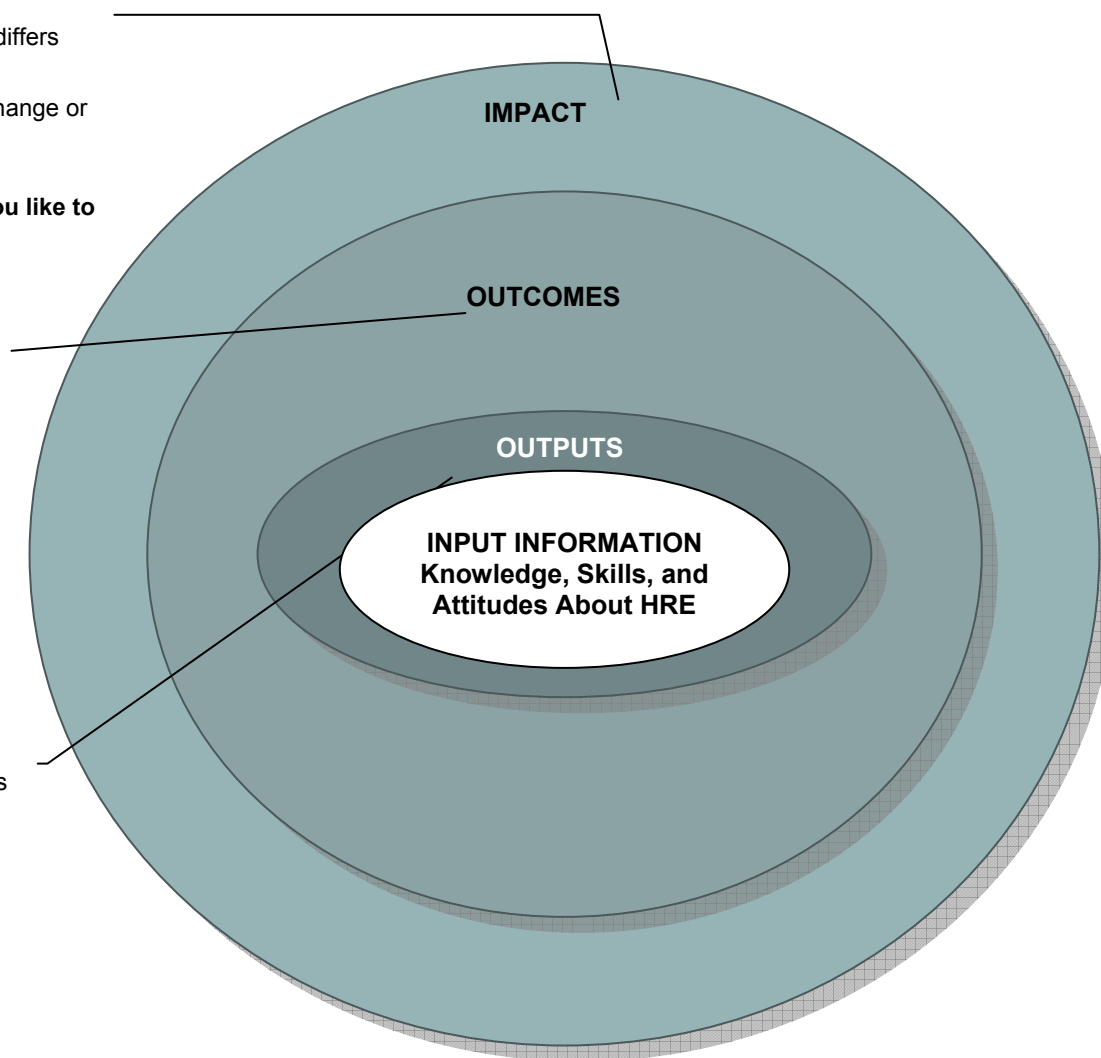
From the overall training, what changes would you like to see happening when the participants return to their organizations?

OUTPUTS - Short-term results

The output is concerned with **WHAT** intervention was actually implemented.

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

By training your participants, what changes do you want to see happening in terms of the participants?



End of Module Evaluation

Time

15 minutes

Description

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

Module 3

Designing Human Rights Education

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

Overview

Human rights education (HRE) cannot take place in isolation. When planning HRE activities, human rights educators must consider the human rights context of participants and the global human rights environment as well as other interventions that are taking place at these different levels to address similar issues. Approaching HRE programming in a systematic way will help enhance the effectiveness of our HRE work.

The aim of this module is to have participants explore what a systematic approach to HRE programming entails. Participants will begin by examining a framework to help them analyze the context of their HRE work. They will then discuss the steps involved in designing a training event.

Activity 1 Developing HRE Programs for Results

Objective

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

Time

2 hrs

Description

This activity is divided into three parts.

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

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

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

30 min

Part A Your Organization's Approach to HRE Programming

You will work in small group according to the target audience of your training to share your organization's approach to HRE programming.

Record the main elements from your discussion to present to the larger group in **Part B** using **Worksheet 5**.

30 min

Part B Large Group Discussion

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

1 hr

Part C A Systems Approach to HRE Programming

The facilitator begins by presenting a model of a systems approach to HRE programming. See **Reference Sheet 7**.

Continued ▶ ▶ ▶**Activity 1 cont'd**

The facilitator highlights the following points:

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

The facilitator then leads a large group discussion addressing the questions below:

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

End of Activity ■

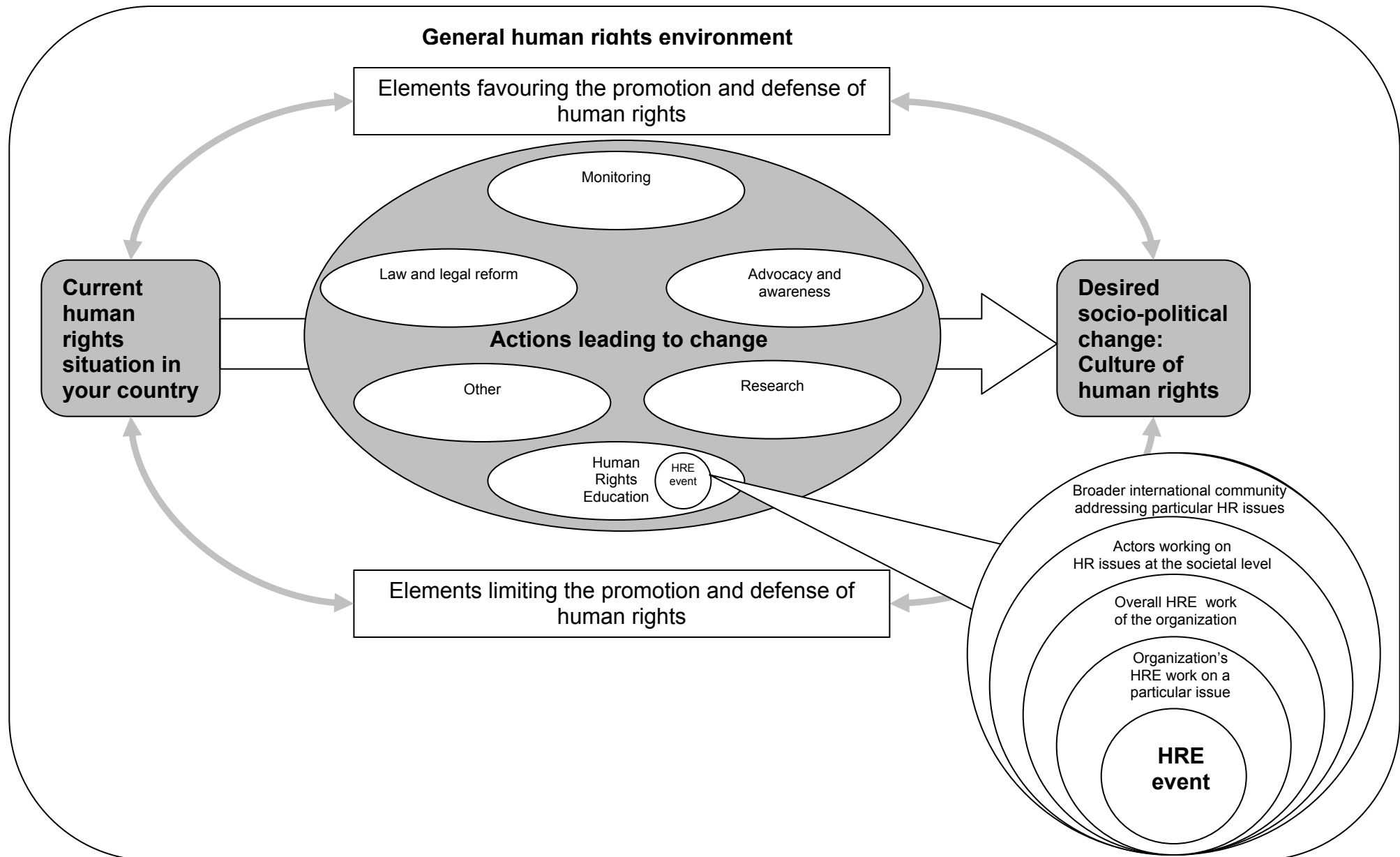
Worksheet 5: Organizational Approach to HRE Program Development

Questions	Your Approach
<p>1. How would you describe the HRE education work of your organization?</p> <p>a) Does your organization do (one-time) training activities for the same or different target groups?</p> <p>b) Or, does your organization do a series of training activities for the same or different target groups that are part of a broader HRE programming strategy?</p>	
<p>2. What is the relationship between your organization's HRE work and its other human rights work?</p> <p>a) Are they completely separate?</p> <p>b) Do they generally complement each other?</p> <p>c) Do they form part of a well- planned strategy?</p>	

Worksheet continued

Questions	Your Approach
<p>3. How are decisions made in your organization about what HRE training activities to undertake?</p> <p>a) Who is involved in the decision making?</p> <p>b) Does your organization follow a pre-defined plan of activities?</p> <p>c) What internal factors do you consider?</p> <ul style="list-style-type: none"> • Does the activity fit with the mission of the organization? • Is the activity in line with the principles and values of the organization? • Is the activity within the scope of the organization's capacity both in terms of knowledge, and skills as well as human and/or financial resources? <p>d) What external factors do you consider?</p> <ul style="list-style-type: none"> • Is similar HRE work being carried out by other organizations with the same target groups? What is the existing local/national/regional capacity? • What are the potential effects of the current local/national/regional HR context for achieving the planned results? • What is the potential impact of events on the broader global scale? • Is evaluation and follow up an integral part of planning for every HRE activity your organization undertakes? 	

Reference Sheet 7: HRE Through a Systems Approach



Activity 2 Developing a Training Session – The Basics

Objective

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

Time

30 min

Description

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 do an exercise on 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 6**.

25 min

Part B Large Group Discussion

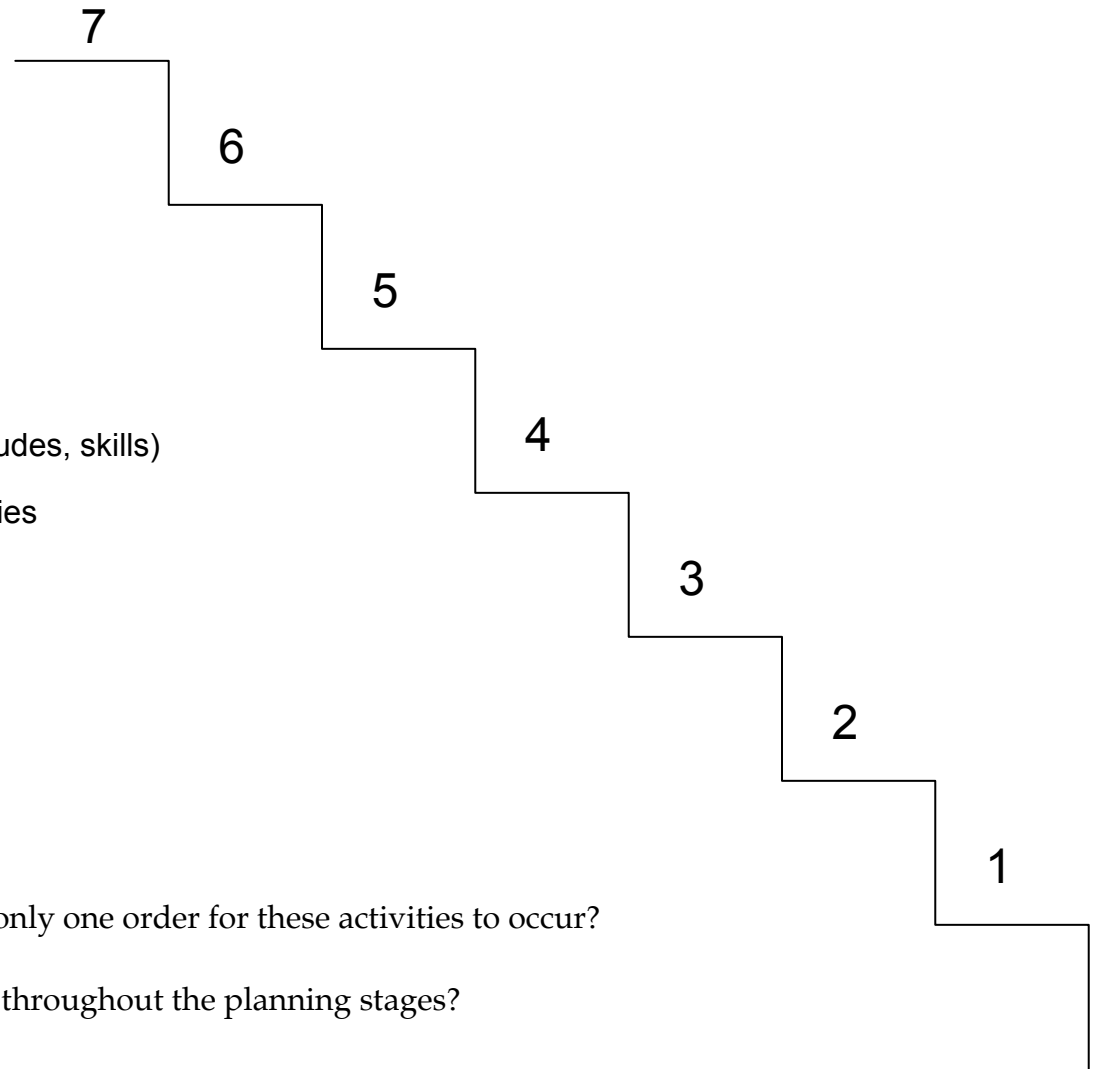
Discuss and compare the steps for developing a training session prepared by the different groups.

End of Activity ■

Worksheet 6: 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, skills)
- ☐ Design evaluation and follow-up tools/activities
- ☐ Prepare training materials

**Questions to consider:**

- When developing a training session, is there only one order for these activities to occur?
- What is the relationship between the steps?
- Do some of the steps happen more than once throughout the planning stages?

Activity 3 Educational Program Development Cycle

Objective

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

Time

15 min

Description

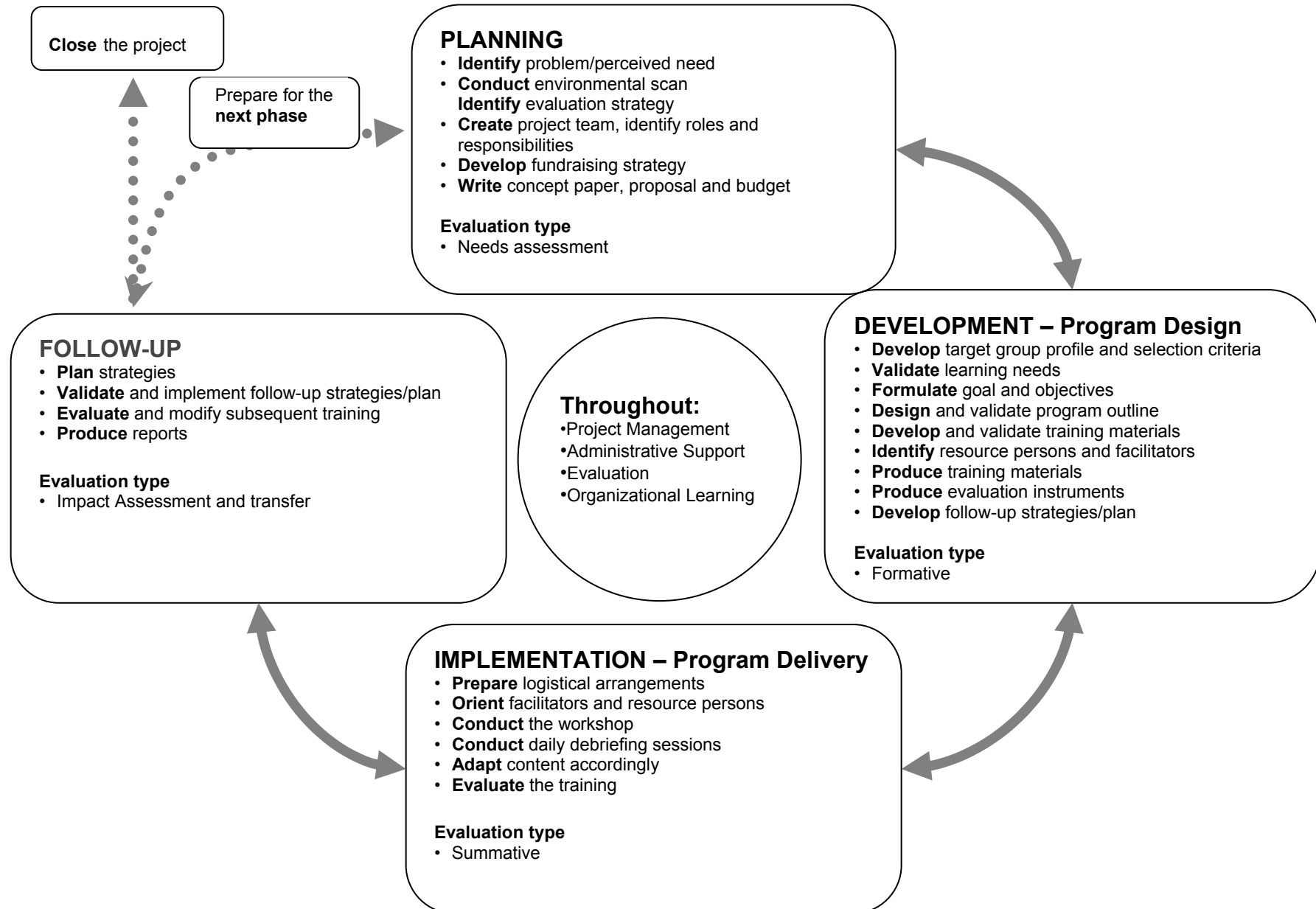
15 min

Presentation: Educational Program Development Cycle

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

End of Activity ■

Reference Sheet 8: Educational Program Development Cycle



End of Module Evaluation

Time

15 minutes

Description

You will evaluate the work carried out in Module 3.

Module 4

Developing a Model for a Training Session

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

Overview

In Module 4 participants will outline the main elements of the training session for their respective target audience. Participants will work in their designated groups according to the target audiences of their training.

Activity 1 Assessing Learning Needs of Your Target Audience

Objective

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

Time

2 hrs 15 min

Description

This activity is divided into four parts.

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

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

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

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

15 min

Part A Group Work

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

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

Continued ▶ ▶ ▶

Activity 1 cont'd

Refer to the “Definition of Needs Assessment” box below for more information.

Definitions of Needs Assessment and Learning Needs Assessment:
Needs Assessment

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

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

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

Reference: Titcomb, A.L. (2002) ICYF Evaluation Concept Sheet. [On-line]. Available: <http://ag.arizona.edu/icyf/docs/needs.pdf>

Learning Needs Assessment

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

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

Reference: Golbeck-Wood and Peile , Learning Needs Assessment: Assessing the Need. [On-line]. Available: <http://bmj.bmjournals.com/cgi/content/full/324/7330/156>

30 min
Part B Group Discussion

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

45 min
Part C Group Work

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

- Prepare a description of your target audience using **Worksheet 7**.
- Describe your perception of your target audience's training needs. See **Worksheet 8**.
- Determine how you will verify your assumptions about their training needs. See **Worksheet 9**.

Continued ▶ ▶ ▶

Activity 1 cont'd

- Prepare to present this information to the other groups by completing **Worksheet 10**. Prepare a flipchart version of this worksheet for your presentation.

45 min**Part D Group Presentations**

Present the information about the needs of your target audience using the flipchart version of **Worksheet 10**.

An Equitas resource person will comment and provide feedback. He/She will then provide examples of how Equitas determines training needs.

End of Activity ■

Worksheet 7: 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	
Main human rights issues they face in their work	
Main human rights problems that arise because of target audience's actions	
Other important facts	

Worksheet 8: Model for Your Training Session – Your Perception of the Training Needs

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

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

Worksheet 9: Model for Your Training Session – Verifying Assumptions About Training Needs

Once you have filled in Worksheet 8 as best you can, consider the following questions:

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

Worksheet 10: Model for Your Training Session - Presentation of Your Target Audience's Needs

Description of our target audience:

What we think their needs are:

How we plan to check our assumptions:

Activity 2 Determining Program Goal and Objectives**Objective**

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

Time

1 hr 30 min

Description

This activity is divided into four parts.

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

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

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

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

15 min

Part A Group Discussion

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

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

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

3. Why are they important for our participants?

Continued ▶ ▶ ▶

Activity 2 cont'd

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

The facilitator briefly reviews S.M.A.R.T. (see the box below).

About Goals and Objectives:

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

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

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 a 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.

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

Think S.M.A.R.T.

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

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

Continued ▶ ▶ ▶

Activity 2 cont'd**15 min****Part B Group Work**

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

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

1. To know the stages of a training needs assessment.

2. To be aware of the relationship between participatory methodology and human rights education.

3. To have two, 5-day training, evaluation, and impact assessment workshops.

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 group. In 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 2 cont'd

- Is it appropriate to the group? i.e., could you express this objective 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 people to know? (knowledge)
- Do the objectives address what you want people to be able to do? (skills)
- Do the objectives address what you want people to feel? (attitudes)
- Are the objectives SMART (Specific, Measurable, Achievable, Relevant, and Time bound)?
- Write the objectives on **Worksheet 11**.

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					

Reference: Rosof, A. (1992). Starting Objectives. In Continuing Medical Education: A Primer. Praeger: Westport, Connecticut.

Worksheet 11: Model for Your Training Session – Goal and Objectives

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

Activity 3 Determining Program Content

Objective

To determine the content of a human rights training session.

Time

2 hrs

Description

The core content of human rights education includes elements related to:

1. knowledge about human rights
2. values and attitudes for human rights
3. action skills

In this activity, you will begin by discussing the essential elements in each of these categories. You will then determine the content for your HRE training session.

This activity is divided into three parts.

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

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

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

30 min

Part A Group Work

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

- **Group 1 - Knowledge:** What people need to know about HR
- **Group 2 - Attitudes:** How you behave, the way a person acts (based on what they know about HR)

Continued ▶ ▶ ▶

Activity 3 cont'd

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

Together with the members of your group, take about 15 minutes to review the information provided on **Reference Sheets 10 and 11** pertaining to the core content area assigned to your group and determine the elements you feel would be essential to include in your human rights training session. Feel free to add any elements your group feels are missing. Each group will then in turn present the results of their discussion to the larger group.

1 hr**Part B Group Work**

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

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

Steps to follow:

Refer back to the needs you identified (see **Worksheet 10**) and the goal and objectives you have set for the session (see **Worksheet 11**).

Keeping this information in mind, decide on the content of your training session by addressing the questions on **Worksheet 12**.

Prepare a flipchart version of **Worksheet 13** to present this information to the other groups.

30 min**Part C Group Presentations**

Present the information about the content of your training session using a flipchart version of **Worksheet 13**.

The facilitator leads a large group discussion addressing the questions in the Reflection box on the next page.

Continued ► ► ►

Activity 3 cont'd**Reflection**

Reflect on the content you selected. Ask yourself whether or not the content you determined really responds to the needs of the target audience that you identified in **Activity 1 of Module 4**.

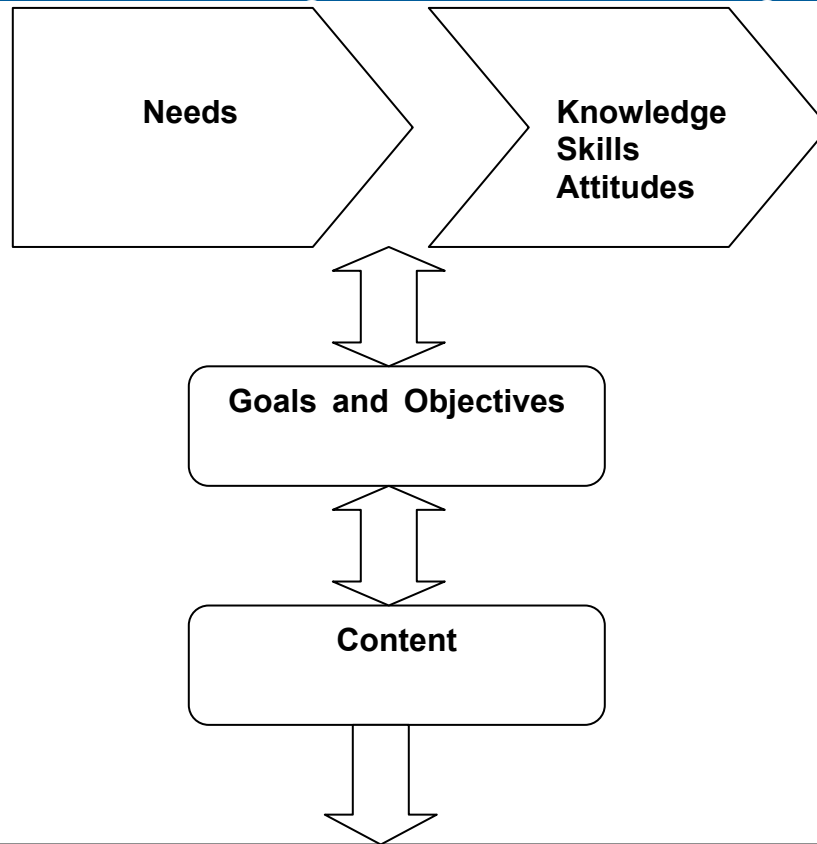
Reflect on the following questions:

- 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 my target audience?
- Does this content correspond to the goal and objectives of this training session in order for the envisioned changes to occur?

If international instruments are a main component of the content, you might want to ask yourself:

- How will participants use the particular instruments?
- Is their need for this information at a basic, intermediate or advanced level?

End of Activity ■

Worksheet 12: Choosing the Content for Your Training Program

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

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

Worksheet 13: Model for Your Training Session - Proposed Content

[illegible]

Reference Sheet 10: Core Elements of Human Rights Education Content and Methodology

Human Rights Education: Content and Methodologies in a Nutshell J. Paul Martin, Columbia University, E-mail: jpm2@columbia.edu From HREA listserv

Dear Listserv members,

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

Assumption

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

Core Content

The Cognitive [Knowledge]

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

Other core/essential cognitive elements include:

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

Reference Sheet continued

The Attitudinal [Values and Attitudes]

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

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

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

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

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

The Skills

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

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

Teaching Methodologies

Content must be reinforced by teaching methods and the atmosphere in the classroom. Thus mutual respect and a concern for fairness and justice must be explicit in relationships between teacher and students as well as among the students themselves,

Reference Sheet continued

that is, again in the words of the UDHR, "acting towards one another in a spirit of brotherhood."

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

===== Global Human Rights Education listserv ===== Send mail intended for the list to <hr-education@hrea.org>.

Archives of the list can be found at: <http://www.hrea.org/lists/hr-education/markup/maillist.php>

If you have problems (un)subscribing, contact <owner-hr-education@hrea.org>.

**You are welcome to reprint, copy, archive, quote or re-post this item, but please retain the original and listserv source.

Reference Sheet 11: Human Rights Content Checklist ✓

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

Activity 4 Determining Program Materials and Appropriate Techniques

Objective

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

Time

2 hrs 30 min

Description

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.

30 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 12 and 13** for more information. The facilitator will engage the participants in the discussion by having them address the questions below.

- What factors do you consider when choosing a particular technique or activity for your training sessions?
- How do "participatory" techniques/activities differ from more "traditional" education techniques?
- In your experience, are some activities more appropriate and/or more successful than others? Why?
- How do you select HRE materials?
- Where do you look?

Continued ▶ ▶ ▶

Activity 4 cont'd

- What factors do you consider in determining the sequencing of activities and materials?
- What needs to be done to the materials to make them appropriate and effective?

1 hr**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 14** to record the results of your discussion. Refer to **Reference Sheets 12 and 13** for more information.

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 comments on feedback.

End of Activity ■

Reference Sheet 12: Types of Training Techniques and Activities

Types of techniques can fall under several categories:

1. Group

- “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 13: Effective Training Techniques

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

Worksheet 14: Model for Your Training Session - Training Materials, Techniques and Activities

1. Refer back to the information in your training plan so far:
 - The description of your **target audience** (Module 4, Activity 1)
 - Their **training needs** (Module 4, Activity 1)
 - The program **goal and objectives** you identified (Module 4, Activity 2)
 - The program **content** you identified (Module 4, Activity 3)

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

Content Area	Technique/Activity	Rationale
Materials		
<p>Questions to consider:</p> <ol style="list-style-type: none"> 1. Do you know of appropriate materials that already exist which you can use? 2. What are they? 3. What new materials will you need to develop? 		

End of Module Evaluation

Time

15 min

Description

You will evaluate the work carry out in Module 4.

Module 5

The HR Educator and the Participants

Activity		Time
Activity 1	The Art of Facilitation	1 hr
Activity 2	Facilitation Dilemmas	1 hr
Activity 3	Conflict and Human Rights Work	45 min
Activity 4	Reflecting on My Roles as a HR Educator	1 hr 30 min
Activity 5	Sharing HRE Activities	1 hr 30 min

Overview

In Activity 5 of Module 1, participants reflected on the characteristics of an effective human rights educator drawing on information that they provided in their pre-training assignments. In this module, participants will have the opportunity to deepen this reflection and draw some conclusions on how their personal view on human rights issues, their ability to manage conflicts that arise during a training session, their perceptions/assumptions about their learners as well as their individual facilitation style impact on their effectiveness as facilitators.

Activity 1 The Art of Facilitation

Objectives

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

Time

1 hr

Description

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.

20 min

Part A Continuum

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

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

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

Continued ▶ ▶ ▶

Activity 1 cont'd

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

The position you choose along the line will indicate your position with regard to the statement. One side of the room will represent 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 will ask various participants why they are standing where they are along the Continuum.

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

Questions to consider:

- Are there other values and beliefs that you consider essential which are not mentioned?
- How do these values and beliefs relate to the underlying principles of the participatory approach?

Continued ▶ ▶ ▶

Activity 1 cont'd**40 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**.

Some ideas for climate setting are provided in **Reference Sheet 14**. Provide examples from your own facilitation practice or from this, or other training sessions you have participated in.

End of Activity ■

Reference Sheet 14: The Facilitator's Style – An Important Element in Setting the Climate

Things to do:

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

Activity 2 Facilitation Dilemmas

Objective

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

Time

1 hr 15 min

Description

In the PTA, participants were asked to describe three facilitation dilemmas or challenging situations that they experienced as facilitators. In this activity participants will share strategies for address these challenges.

This activity is divided into two parts.

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

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

30 min

Part A Group Work

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

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

Continued ▶ ▶ ▶

Activity 2 cont'd**Situation 1**

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

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

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

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

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.

Continued ►►►

Activity 2 cont'd**Situation 3**

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

The Hesitant One

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

The Monopolizer

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

The Non-listener

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

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

Situation 4

You are facilitating a human rights training session which has brought together participants from different institutions/organizations of the country. Participants attending the training hold very diverse positions on gender issues.

During the session, an argument erupts around the issue of gender. Although you are able to contain it, the dynamic of the group continues to experience the negative effects of this incident. You sense that it is impacting on the success of the training.

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

Continued ►►►

Activity 2 cont'd**Situation 5**

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

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

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.

45 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 15** for some tips on facilitation skills.

End of Activity ■

Reference Sheet 15: 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. 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.

3. Tips on Giving Presentations

- Practice your presentation a number of times.
- Ensure that content and delivery style respond to the needs of your audience.
- Maintain regular eye contact with the audience (i.e., the participants).
- Use a conversational tone.
- Convey your enthusiasm for the material and the audience.
- Ask the audience periodically if they can hear and see everything.
- Move purposefully around the room and use natural gestures. Avoid movements and gestures that may distract the audience.
- Interact with the participants to create positive rapport with them.

Reference Sheet continued**4. 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

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

Activity 3 Handling Conflict in our HRE and HR Work

Objectives

- To identify ways of addressing conflict that arises during a training session.
- To examine how our own attitudes and values affect the way we approach interpersonal conflict.

Time

45 min

Description

This activity is divided into two parts.

In **Part A**, the facilitator leads you through a demonstration activity.

In **Part B**, the facilitator leads a larger group reflection.

10 min

Part A Hand Pushing

Before starting the activity, the facilitator ensures that individuals do not have any concerns with physical contact. If concerns arise at any point during the activity, the facilitator addresses them before continuing (e.g., place a cloth/notebook between the palms of two individuals).

1. The facilitator divides participants in two groups using a random method (e.g. counting off 1,2,1,2 ...)
- The first group will be Group A (or Apples, or Blue, etc.)
- The second group will be Group B (or Oranges, or Red, etc.)
2. Each group forms a straight line standing side by side, shoulder to shoulder facing the other group. There should be a distance of one arm's length between the two lines.
3. The facilitator asks participants to place their palms against the palms of the person across from them, just slightly touching. The facilitator demonstrates this by doing it with a co-facilitator or one of the participants.

There is no speaking or other forms of communication during this activity. (e.g., no sign language, eye contact)

Continued ▶ ▶ ▶

Activity 3 cont'd

4. The facilitator instructs participants in **Group A** to push against the hands of the person in front of them from **Group B** for a few seconds; Then he/she asks them to stop, lower their hands and stay in their standing position.
5. The facilitator asks a few participants in **Group A** to consider the following questions:
 - Explain what the person in front of you from **Group B** did when you began pushing against their palm.
 - Did you observe any resistance to you? Did anyone resist and then change their approach?
6. The facilitator then asks participants in **Group B** to consider the following question:
 - Explain how you reacted when the person in front of you from **Group A** began to push their palms against yours.
7. The facilitator then asks the larger group the following questions:
 - What is our initial reaction when someone pushes us? Is our immediate reaction to push back, to resist? Is it our natural reaction?
 - What other action could a person in **Group B** choose when pushed?
8. The facilitator has participants demonstrate the other kinds of actions that could be taken in this situation.
 - dropping your hands
 - pushing the other person much harder
 - turning around
 - quickly jumping out of the way so the person pushing loses balance
 - walking away
 - engaging the other in a dance
 - pushing hands outward and hugging the person (demonstrate these with a co-facilitator or with a willing participant who understands what you're about to do)

Continued ▶ ▶ ▶

Activity 3 cont'd**40 min****Part B Debrief and Reflection**

Sitting in a circle, think about the context of your human rights education work and consider the types of situations you have encountered where some 'pushing' is taking place.

Questions to consider:

- In the context of your HRE work, in what types of situations have you encountered some "pushing"?
- In what ways do you "push"?
- In what ways do others "push" you?
- Give examples of the results of this "pushing".
- What alternatives have you found to be effective?
- What are some of the things you can do to reduce resistance?
- What human rights are often violated in an intense interpersonal conflict?

★ **Reflection:**

Questions for reflection following the Hand Pushing activity

- What are the connections between the way we approach interpersonal conflict and the way large scale (national and international) conflicts are handled?
- When I disagree with someone over an issue I feel strongly about, how does it affect my perception of who that person is?
- How do my understanding and perception of power affect the way I behave in a conflict?
- What are some of the things I do that tend to intensify conflicts?
- What are some of the things I do that tend to bring about a peaceful resolution to conflicts?

Recommended readings:

- John Paul Lederach, *The Little Book of Conflict Transformation*, Good Books, 2003.
- Marshall B. Rosenberg, *Nonviolent Communication: A Language of Life: Create Your Life, Your Relationships, and Your World in Harmony with Your Values*, Puddledancer Press; 2nd edition (September 1, 2003).
- Mark S. Umbreit, *Mediating Interpersonal Conflicts: A Pathway to Peace*, Erickson Mediation Institute (May 1995).

End of Activity ■

Activity 4 Reflecting on My Role as a HR Educator

Objective

To critically reflect on, articulate and acknowledge how participants' personally held beliefs impact on their practice as HR educators.

Time:

1 hr 15 min

Description

A recent discussion on the Global Human Rights Education listserv tackled the difficult issue of “teaching and neutrality”. Human rights educators from around the world expressed their thoughts on whether human rights educators should or can be neutral. This issue is of particular concern to HR educators in training.

In this activity, we will begin by revisiting the discussion from the IH RTP around our dual roles as HR educators and activists. You will then engage in a reflection around your own positions regarding neutrality in teaching, drawing on ideas from postings on the listserv discussion. See **Appendix 3** on Teaching and Neutrality.

This activity is divided into two parts.

In **Part A**, you will work in small groups to revisit the discussions on the role of HR educators and activists.

In **Part B**, you will reflect on the notion of “neutrality” in HRE and participate in a large group discussion.

15 min

Part A Large Group Reflection

Introduction

During your participation in the IH RTP we discussed how as human rights workers who work in education, we hold two different, yet compatible roles.

On the one hand, we are activists whose goal is to further a cause. On the other hand, we are educators who want to respect our participants' perspectives and give them room to learn.

Continued ►►►

Activity 4 cont'd

In order to be effective, human rights educators and activists alike must have a deeply felt commitment to human rights and the belief in their necessity for building a just and democratic society.

As human rights educators, we bring our particular knowledge, experience, and perspectives on human rights as well as our knowledge of human rights education to our training events. Therefore we must also acknowledge that our individual perceptions impact on our ability to understand and respond to the needs of our participants.

Instructions

Reflect on your dual role as activist/educator referring to the questions below:

- How has your thinking about the roles of educator and activist changed and informed your human rights work?
- Do you now give more thought to the educational aspects when you are planning/doing your work as a human right activist?

The chart from the IHRTP has been provided below to help you recall the elements of the discussion.

Our Roles as Human Rights Educators and Activists		
	Human Rights Activist	Human Rights Educator/Trainer
<i>Goal</i>	<ul style="list-style-type: none"> • To promote social change through taking action 	<ul style="list-style-type: none"> • To promote social change through education
<i>Responsibilities</i>	<ul style="list-style-type: none"> • To ensure defense of human rights • To monitor human rights violations 	<ul style="list-style-type: none"> • To promote human rights through education • To develop educational programs and materials and deliver training
<i>Knowledge & Skills</i>	<ul style="list-style-type: none"> • Knowledge of international HR instruments • Understanding of political situation • Knowledge in specialized areas, e.g., forensics • Negotiation skills • Conflict resolution skills 	<ul style="list-style-type: none"> • Knowledge of human rights theory • Knowledge of educational theory and techniques • Interpersonal skills • Facilitation skills • Instructional design skills • Conflict resolution skills
<i>Personal Characteristics</i>	<ul style="list-style-type: none"> • Single-minded in the pursuit of their goal 	<ul style="list-style-type: none"> • Open to various perspectives

Continued ►►►

Activity 4 cont'd**45 min****Part B Discussion on the Notion of Neutrality**

To lead into the discussion on the notion of neutrality of the HR educator, the facilitator asks different participants (8 in all) to read one (1) extract from a posting on the Global Human Rights Education listserv identified in **Reference Sheet 16**.

In turn, you will stand up and either paraphrase or read out loud with expression the opinion on the issue of neutrality expressed in the posting assigned to you.

The facilitator then leads a large group discussion on the issue of the neutrality of the HR educator. Some questions for discussion are provided below.

He/She records these on a flipchart version of **Worksheet 15**.

Draw on examples from your own experience and refer to the postings from the listserv to answer the questions:

- Should human rights educators remain “neutral” in carrying out human rights education work? Is it possible to remain neutral? Why or why not?
- What kinds of arguments can be made in favour of, or against neutrality of the HR educator in his/her HRE work?
- What are some ways, in which the perspective on human rights of HR educators can impact on the way educational activities are planned, designed and implemented?
- How have you managed to advance your cause and still follow principles of human rights education?
- What obstacles might a non-neutral educator face?
- How will such obstacles impact your ability to continue to carry out HRE, in different contexts, e.g., in schools, with public officials, with the police, with the military?

End of Activity ■

Reference Sheet 16: HR Educators on HRE and Neutrality

Postings taken from the HREA listserv discussion on Neutrality and HRE – www.hrea.org

1. **Yes** to neutrality

I believe that educators have the responsibility to remain neutral. To suggest that educators should set out to 'teach democracy' is controversial. Personally I am strong advocate for democracy, but to engage in democracy education is the antithesis of the true sense of democracy.

Adrian Witherow, Citizenship Educator, Belfast, Ireland

2. **Yes** to neutrality

I think teachers should be neutral and students must decide for themselves what rights and responsibilities they believe are right for them. Students must also decide whether they support human rights or don't. No one should be coerced. We want students to question what we teach including human rights and democracy, don't we?

Edward O'Brien, Executive Director, Street Law Inc., Silver Springs, MD. USA

3. **Yes** to neutrality

I do accept that teachers' beliefs can interfere with their teaching - this is where professionalism comes into play. Teachers have the responsibility to behave in a professional manner especially when teaching about values such as Human Rights. Regardless of the teacher's viewpoint, they should deliver the course professionally, to the best of their ability. If they are being unfair or imbalanced in the classroom then this is wholly unacceptable. Teachers should be judged on their teaching not their beliefs.

Adrian Witherow, Citizenship Educator, Belfast, Ireland

4. **Yes** to neutrality

Teachers of human rights (in my case, at the university level) have to tread a fine line between making clear where we stand and what we think is right, and cultivating in our students the openness to inquiry that we hope will lead them to endorse and promote human rights.

It is always hard for me to decide when to advocate and when to be neutral.

But I am convinced that if I pontificate and insist on the correct line, they will decide that that is what they are required to parrot back on the exam and will be eager to forget as soon as the semester is over.

Jack Hammond, Sociology Department, Hunter College, New York, NY

5. No to neutrality

Having students think critically about what they are being taught is very important. However, I am not sure that the best way for a teacher to encourage critical thinking is to strive to be "neutral". As you point out, neutrality is a chimerical goal. No teacher will be able to divorce him or herself from their own background. However, I'm not convinced that the goal of neutrality, even if it could be achieved, is one worth pursuing.

While I agree ... that students should be encouraged to support human rights voluntarily and that no one should be coerced, I'm not convinced that these goals can be easily achieved if a teacher attempts to remain scrupulously neutral.

Noel S. Selegzi, International Debate Education Association, Open Society Institute

6. No to neutrality

Being active in the non-formal education settings in different parts of Europe, I have found that the idea of the "neutrality" of the educator is, at best, a fairly hopeless challenge and, at worst, actually dangerous.

My experience is that if educators do not live and show their values, then participants do not have a real possibility to place themselves or to experiment with changing their points of view within the relatively safe educational environment.

Mark Taylor, Avenue Emile Maxlaan 150, B-1030 Brussels

7. No to neutrality

...In relation to neutrality let me say, first of all that I conceive human rights education [as] a political education, therefore it can not be neutral. Second, in human right education the learner should, in my opinion, be seen as an active agent in his learning. Therefore there is no room for rigid and inflexible indoctrination. ...

Abraham Magendzo, Coordinator of UNESCO Chair, Santiago, Chile

8. No to neutrality

... Abraham, I do agree with you about your understanding of human rights education as a political education, and that therefore, it can't be neutral, particularly in our countries, where there still are so many cases of human rights violations. Could it be possible to keep neutrality, for instance, in front of corruption, and impunity? Can we "teach" human rights, or citizenship in the midst of the extreme poverty conditions in which thousands and thousands of persons (particularly children) live? I believe that education, and the school itself are not islands, and more than that, we educators aren't only professionals, we are at the same time social actors, citizens, and in all those levels we have an ethical and political responsibility.

Pablo Zavala Sarrio, Av. Juan de Aliaga 427 - Magdalena

Worksheet 15: Arguments in Favour or Against Neutrality

Arguments in favour of neutrality of the HRE Educator in his/her work	Arguments against neutrality of the HRE Educator in his/her work

Activity 5 Sharing HRE Activities

Objective

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

Time

1 hr 30 min

Description

This activity is divided into three parts.

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

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

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

30 min

Part A Group Work

The facilitator divides participants into small groups by target audience of their training. Using the handout that was provided to you earlier, briefly describe your activity to the members of your group. This is an opportunity to demonstrate your facilitation skills.

See a blank copy of the handout in the PTA in **Appendix 2**.

Select one of the activities shared in your small group to present to the larger group.

Identify a member of your group other than the person who developed the activity to present it. Having a different person present the activity enables further practice of your facilitation skills (e.g., listening, explaining, demonstrating, adapting...).

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

Explain to your colleagues why your group selected this particular activity to share.

Continued ▶ ▶ ▶

Activity 5 cont'd**20 min****Part B Group Presentations**

Participants present the activities selected to the larger group.

10 min**Part C Debriefing of the Activity**

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

End of Activity ■

End of Module Evaluation

Time

15 min

Description

You will evaluate the work carried out in Module 5.

Module 6

Program Evaluation, Transfer of Learning and Follow Up

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

Overview

The aim of this module is to have participants focus on effective and efficient methods for measuring results of their HRE work and ensuring sustainability through well-planned follow up.

Activity 1 The Continuous Improvement Cycle

Objective

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

Time

45 min

Description

This activity is divided into three parts.

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

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

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

15 min

Part A Group Discussion

Discuss your experience with evaluation. Questions to consider:

1. What does “educational evaluation” mean to you?

2. Why do we evaluate?

Continued ▶ ▶ ▶

Activity 1 cont'd**15 min****Part B Presentation**

The facilitator reviews the different types of evaluation in the “continuous improvement cycle”. Refer to the diagram and the examples in the table on the following page.

Tip: Creating a puzzle out of the Cycle is one way of making the presentation more interactive.

15 min**Part C Group Discussion**

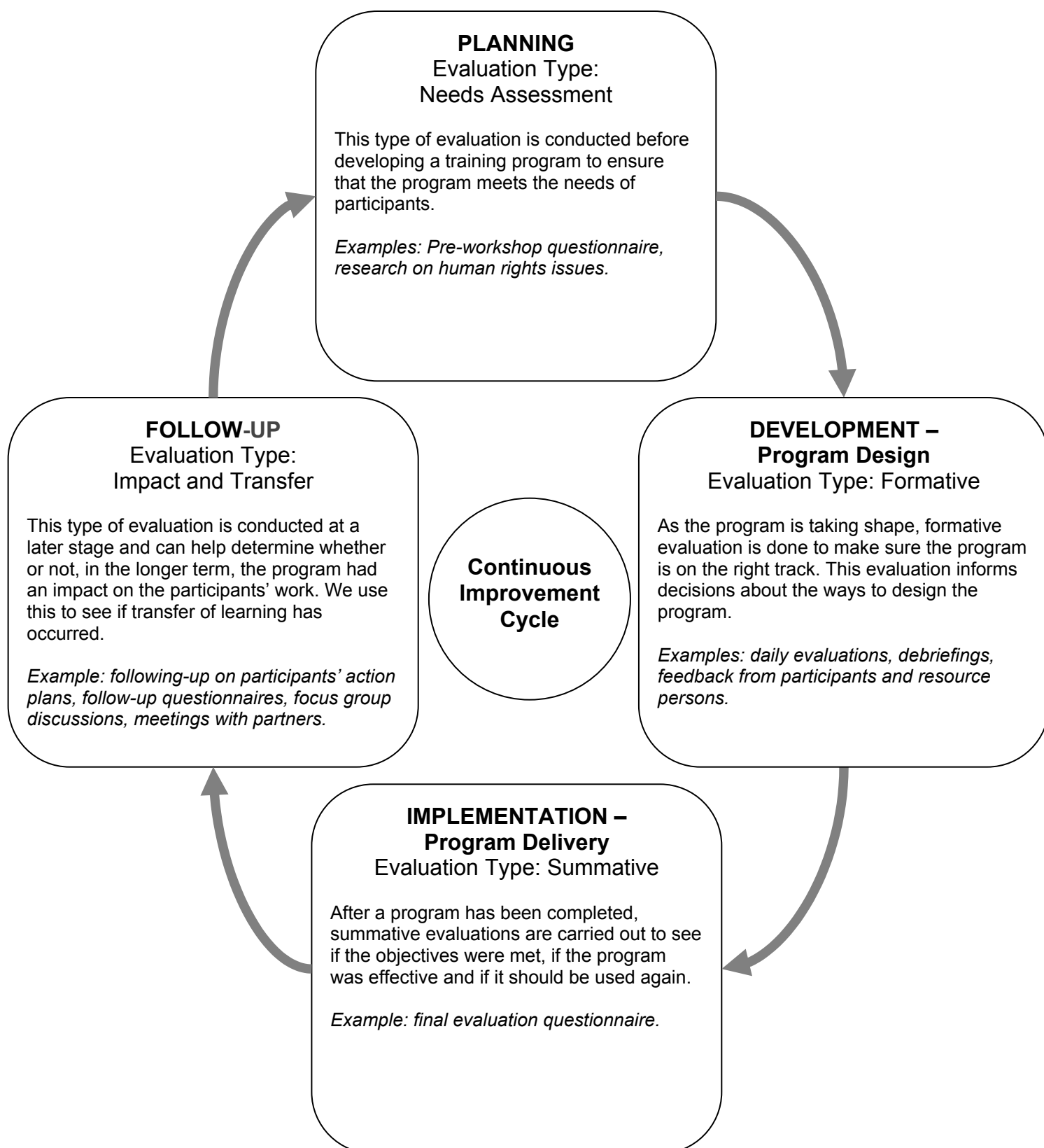
The facilitator leads a group discussion on the continuous improvement cycle in **Reference Sheet 17**.

Question to consider:

- Have you used these types of evaluation throughout your own programs?

End of Activity ■

Reference Sheet 17: The Continuous Improvement Cycle



Activity 2 Evaluation Techniques

Objective

To develop and reinforce skills for evaluating training sessions.

Time

1 hr

Description

This activity is divided into two parts.

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

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

15 min

Part A Group Work

The facilitator divides participants into small groups and assigns two of the evaluation techniques listed on **Worksheet 16** to each group. Discuss the technique by answering the questions provided.

Questions to consider:

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

Note your responses on **Worksheet 16** and give examples where possible.

45 min

Part B Group Discussion

Share your ideas and examples with the large group.

End of Activity ■

Worksheet 16: Evaluation Techniques

1. Questionnaire: a series of written questions to gather information

Use:

Advantages:

Disadvantages:

2. Interview/conversation: informal talk or planned series of questions with selected individuals

Use:

Advantages:

Disadvantages:

3. Focus Group: discussion session with a group of selected individuals around a topic

Use:

Advantages:

Disadvantages:

Worksheet continued**4. Existing Records: reliable documents available for public consultation**

Use:

Advantages:

Disadvantages:

5. Observation: an observer records information without interfering

Use:

Advantages:

Disadvantages:

6. Reflection: regular practice of noting events, behaviours and reflecting critically

Use:

Advantages:

Disadvantages:

Activity 3 Transfer of Learning

Objective

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

Time

1 hr

Description

Whatever the content or theme of a particular training event, participants must be able to take action when they return to their organization or their work. This is the major measure of the success of any training activity.

This activity is divided into three parts.

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

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

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

10 min

Part A Group Discussion

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

Consider the following questions:

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

Continued ▶ ▶ ▶

Activity 3 cont'd

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

15 min**Part B Group Work**

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

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

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

35 min**Part C Large Group Discussion**

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

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

The facilitator will lead a large group discussion to review the ideas generated by the groups and discuss which options are most feasible and effective. Other ideas can also be added.

Discuss how they apply to your own context.

End of Activity ■

Reference Sheet 18: Concept of Transfer**1. What is Transfer?**

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

2. Planning Stage

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

3. Development and Implementation Stage

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

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

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

4. Follow-up Stage

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

Activity 4 Planning for Follow Up to Your Human Rights Training Session

Objective

To develop a plan for follow up to your human rights training session.

Time

1 hr

Description

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

This activity is divided into two parts.

In **Part A**, an Equitas resource person will present examples of possible follow-up activities.

In **Part B**, you will develop ideas for follow up to your training session and share them with the members of your small group.

15 min

Part A Ideas for Follow Up

The Equitas resource person will present the organization's approach for follow up to the IH RTP. See **Reference Sheet 19**.

45 min

Part B Group Work

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

Together with the members of your group identify 2 or 3 concrete measures you will undertake as follow up to your human rights training session. Record the results of your discussion on **Worksheet 17**. Reflect on the ideas for follow up discussed in **Part A** and refer to the additional ideas presented in **Reference Sheet 20** to help you. (20 min)

Then, share your ideas for follow up with the larger group. (20 min)

End of Activity ■

Worksheet 17: Model for Your Training Session – Plan for Follow Up

List two or three possible follow-activities for your training session.

1. _____

2. _____

3. _____

Reference Sheet 19: IH RTP Follow Up Activities Approach

1. Objectives

The objectives of the IH RTP follow-up activities are the following:

- To ensure that the IH RTP results are translated into an impact at the national level
- To support the alumni organizations in developing their capacity to offer these types of programs regularly on their own.
- To develop models that can provide the basis for alumni in other countries and sub-regions.

2. Types of Activities

- **Follow-up questionnaires:** 6 months and again 18 months after each annual session of the IH RTP
- **IH RTP alumni meetings:** In English-speaking Africa three meetings have been held: in Kenya (2003), in Tanzania (2004), and another, a consultation, in 2005 in Kenya. In addition to being an important means to evaluate the IH RTP, the alumni meetings should be seen as a step leading to national or sub-regional capacity-building initiatives.
- **National or sub-regional capacity-building initiatives:** Equitas also has activities and programs in the main regions represented at the IH RTP. This Regional TOT is an example of one such program.
- **Interviews with alumni during field missions:** Equitas staff arranges to meet with IH RTP alumni whenever they are in the region. (on-going)
- **Technical support for HRE initiatives:** Equitas provides technical support in the form of feedback on training manuals, assistance in identifying resource persons for training sessions organized by alumni; providing Equitas training materials to alumni organizations; providing information on other available training materials.
- **Other support:** facilitating exchange of information by linking up alumni e.g., informing IH RTP network of the initiatives of participants; providing IH RTP participants with names and contact information of other participants from their countries that attended in previous years; writing letters of support to funders; building organizational, regional capacity in HRE through participation in the IH RTP
- **Continued Sharing of information:** through the Equitas website, newsletter and the new on-line Equitas Community.

Reference Sheet continued**3. Identification of Follow-up Activities** (i.e., alumni meetings and national or sub-regional capacity-building initiatives)**Criteria:**

Activities selected must be:

- In line with the above-stated objectives
- Coherent with Equitas strategic directions
- Coherent with or complement Equitas programs
- Initiated by alumni network – alumni active and engaged
- Sustainable (the number of alumni, institutional capacities and support, commitment of own resources, etc.).

In addition:

- Necessary resources must be available
- Geographic representation will be considered
- Equitas must have something to offer and to learn

Process:

- Identification of IHRTP follow-up activities will take place during the Annual Planning
- Existing opportunities will be discussed and prioritized. Equitas' level of involvement will be determined
- Integration of lessons learned and overall coherence of IHRTP follow-up approach will be ensured by the Director of Programs and the IHRTP Program Officer.

Depending on the objectives and commitment of alumni in the different countries/regions, Equitas might have different strategies: i.e. in some cases we can organize and deliver alumni meetings, in other cases our involvement could be more limited (providing information, contacts, possibly limited funds, etc.).

4. Examples of Planned Follow-Up Activities

- On-going communications with alumni as well as other participants through the Equitas Community, and listservs where possible as well as through email, and other communication modes.
- Distribution of the IHRTP Evaluation Report to all the participants, facilitators, funders, and other important stakeholders.

Reference Sheet continued

- Gathering feedback from participants describing how they used the tools and techniques acquired during the IHRTP and keeping track of this kind of information through the online Equitas Community.

Reference Sheet 20: Ideas for Follow Up Activities

Your plan for follow up should include:

- activities to gather information from and provide support to your participants
- activities that will encourage exchange among participants themselves
- activities to increase your organization's capacity to better support your participants needs

Some ideas for follow up to training include:

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

End of Module Evaluation

Time

15 min

Description

You will evaluate the activities carried out in Module 6.

Module 7

Model for Your Training Session

Activity		Time
Activity 1	Putting Together the Model for Your Training Session	2 hrs 30 min
Activity 2	Presentation of Participants' Training Session Models	2 hrs

Overview

The aim of this Module...

Note:

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

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

Objective

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

Time

2 hrs 30 min

Description

You will work in small groups according to the target audience of your training to develop a complete model for your training session by bringing together all the work you have done over the course of the workshop. A format is provided on **Worksheet 18** to guide you through the process.

Refer back to the worksheets from the previous days, review the information and transfer it onto **Worksheet 18**, making any necessary changes.

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

End of Activity ■

Worksheet 18: The Model For Your Training Session

Together with the members of your group, develop a complete model for your training session by bringing together all the work you have done over the last 4 days. Refer back to the training plan worksheets from the previous days. Review the information and transfer it onto this Worksheet making any necessary changes. Questions have been provided to guide you in this process.

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 1 Description of your TARGET AUDIENCE Refer back to: (Worksheet 7)	<ul style="list-style-type: none"> • <i>Who are the participants? Their occupation? gender? education level?</i> • <i>What problems do they face?</i> • <i>What is the context in which the participants work?</i> 	
Step 2 Determine NEEDS Refer back to: (Worksheets 8, 9, 10)	<ul style="list-style-type: none"> • <i>What is/are the participants' current knowledge? attitudes? skills?</i> • <i>What is/are knowledge, attitudes, skills, that the participants need to develop?</i> 	

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 3 Set GOAL and OBJECTIVES Refer back to: (Worksheet 11)	<ul style="list-style-type: none"> • Which needs will the program address? • in terms of the participants? • in terms of the human rights situation? • in terms of the human rights agenda? 	
Step 4 Determine CONTENT Refer back to: (Worksheet 12, 13)	<ul style="list-style-type: none"> • What topics, themes, issues, information will you include? • What content will come from the participants? • How will outside expertise be included? presentations? videos? techniques? 	
Step 5 Develop TRAINING MATERIALS (materials to create, existing materials, readings) Refer back to: (Worksheet 14)	<ul style="list-style-type: none"> • What existing materials can be used? from your own organisation? from other sources? • What materials need to be developed? • What reading materials will be included? • What manuals, handouts/audio-visual aids will be included? 	

Worksheet continued

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 6 Determine TIME FRAME Refer back to: (Worksheet 12)	<ul style="list-style-type: none"> • <i>Number of days?</i> • <i>Hours per day?</i> • <i>Is the time frame realistic in relation to the amount of material you want to cover?</i> 	
Step 7 Design EVALUATION & FOLLOW-UP TOOLS Determine Strategies for TRANSFER of Learning Refer back to: (Worksheet 16)	<ul style="list-style-type: none"> • <i>What information do you want to obtain from the evaluation?</i> • <i>What kinds of instruments will you use?</i> • <i>What types of follow-up activities will you plan?</i> • <i>What strategies will you use to increase transfer of learning?</i> 	

Activity 2 Presentation of Participants' Models for Their Training Session

Objective

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

Time

2 hrs

Description

This activity is divided into two parts.

In **Part A**, the facilitator will review the principles of 'giving and receiving feedback'.

In **Part B**, you will present your model for your training session.

10 min

Part A Giving and Receiving Feedback

The facilitator leads a large group discussion to review the principles of giving and receiving feedback that you identified in Activity 6 of Module 1. Consider the following questions:

- What is the purpose of giving and receiving feedback?
- What are some effective ways of giving and receiving feedback?

1 hr 50 min

Part B Presentations of Your Model

Present your model training session using the flipchart version of the worksheets.

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

Using copies of the evaluation grid on **Worksheet 19**, evaluate the sessions that were presented. Make sure to provide useful feedback for other groups on their work.

End of Activity ■

Worksheet 19 : Evaluation Grid for a Training Session

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

End of Module Evaluation

Time

15 min

Description

You will evaluate the activities carried out in Module 7.

Module 8

Workshop Evaluation and Closing

Activity		Time
Activity 1	The Plan for Follow Up of the Regional TOT Workshop	30 min
Activity 2	Presentation of the Virtual Equitas Community	30 min
Activity 3	Evaluation and Closing	45 min

Overview

The aim of this Module is to provide participants with information about the planned follow up to the Regional Training of Trainers Workshop and obtain their feedback on the process and approach. The participants will also be provided with guidelines on how to participate in the virtual Equitas Community, providing them with easier access to communicating with one another and networking regionally and internationally. Finally, the Equitas staff, facilitators and participants will then close the session.

Activity 1 The Plan for Follow Up to the Regional TOT Workshop

Objective

To review and discuss the plan for follow up to your participation in the Regional Training of Trainers Workshop.

Time

30 min

Description

In order to ensure that we at Equitas are on the right track, we would like to share our plan for follow up to the Regional TOT and obtain your feedback. We would also like your suggestions as to what else we can do to enhance the impact of this training session.

Planned Follow Up Activities for the Regional Training of Trainers Workshop

Phase I: Regional TOT – Africa

Participants develop a model of a human rights training session and further build their capacity to design and deliver HRE activities.

Following the TOT, Equitas will provide technical support to participants.

Phase II: National Meetings of TOT Alumni

During this phase of the follow up to the Regional Training of Trainers Program, Equitas plans to provide technical support for the coordination of one national meeting per country.

The objectives of the national meetings are to:

- further build participants' skills in developing strategies for implementing the human rights training sessions they outlined during the Regional TOT.
- enable a peer review where participants will provide and receive feedback on the training manuals they produce as a result of their participation in the Regional TOT.

Phase III: Continued Support by Equitas

- Once the national meetings have taken place and the participants have finalized their training manuals, and subject to available funding, Equitas plans to provide modest financial support to a selected number of participants to produce and print the training manual they developed.

Phase IV: Evaluation Meeting with Equitas

- A final evaluation meeting will take place following the design and delivery of the human rights training sessions that participants developed during the TOT.

End of Activity ■

Activity 2 Presentation of the Virtual Equitas Community

Objective

To provide information about the virtual Equitas Community and guidelines on how to use it.

Time

30 min

Description

An Equitas resource person introduces you to the new virtual Equitas Community. He/She will then review the guidelines and demonstrate how to use the online Community. Please see **Reference Sheet 21**.

The following activities on the Equitas Community are available in the manual for you to practice using the online community once you return home.

The online community will be used as a tool for follow up to the TOT.

End of Activity ■

Reference Sheet 21: Getting Started with the Equitas Community

The *Equitas Community* is an on-line collaboration tool for human rights educators and activists from all over the world, who have been engaged in human rights education activities. It is a safe, independent meeting place to strengthen connections, to share information and discuss lessons learned and experiences in human rights education.

The purpose of this session is to learn how to get involved and participate in the *Equitas Community*.

We assume that you have the following basic skills:

- how to use a computer (including a mouse and a keyboard)
- familiarity with your web browser and navigating between pages on the internet or an intranet.

It is necessary for you to log in to the site. The *Equitas Community* is a protected site exclusively for human rights educators and activists involved in Equitas activities, such as the IHRTP. This ensures we have a safe environment in which to collaborate freely.

To access the Equitas Community Prototype, go to www.equitas.org/

Login: yourfirstname If your name is Marie Charles, type “mariecharles” with no space in between

Password: 1234 You will be prompted to change your password once you log in the first time. You will then use your personal password each time you log in to the site.

Step 1 - Login to the Equitas Community

Objectives

Login the *Equitas Community* and update your personal profile.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, you will login to the *Equitas Community* and change your password.

In **Part B**, you will update your personal profile

10 min

Part A Login, Change and Reset Your Password

It is necessary for you to log in to the site each time. The Equitas Community is a protected site exclusively for human rights educators and activists involved in Equitas activities, such as the IH RTP. This ensures we have a safe environment to collaborate freely.

To access the Equitas Community Prototype go to www.equitas.org/

Login: namenospace

If your name is Marie Charles, type “mariecharles” with no space in between.

Equitas Community Prototype You are not logged in. ([Login](#))

[Home](#) » Login to the site

Returning to this web site?

Login here using your username and password:
(Cookies must be enabled in your browser) ?

Username:

Password:

Forgotten your username or password?

Is this your first time here?

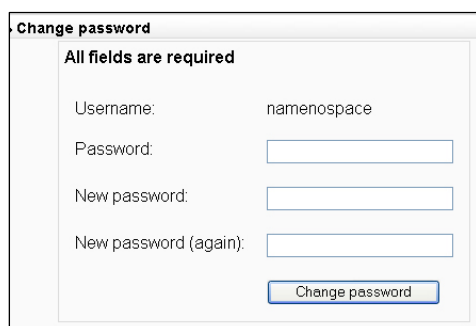
The IH RTP Community is an interactive communication and collaboration service offered to IH RTP alumni. This online discussion group is an independent meeting place to engage in strengthening your connections, to share information and discuss lessons learned and experiences in human rights education, solidarity campaigns and action initiatives derived from IH RTP. It enables you to share practical solutions in a spirit of generosity and respect to improve your own human rights education activities.

Continued ► ► ►

Step 1 cont'd

Password: 1234

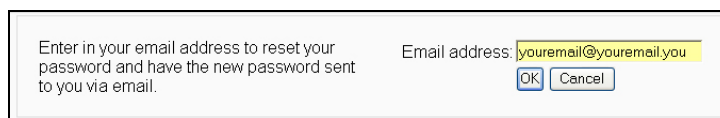
You will then be prompted to change your password once you log in the first time. You will then use your personal password each time you log in from then on.



A dialog box titled "Change password" with a subtitle "All fields are required". It contains four input fields: "Username:" with the text "namenospace", "Password:", "New password:", and "New password (again):". Each field has a corresponding text box. At the bottom right is a button labeled "Change password".

Your password is like the keys to your own house. Keep your password private and confidential to ensure that the *Equitas Community* remains protected and safe.

If you forget your password, you need to reset your password. Click on the **"Send my details via email"** button. Make sure you enter the email address you have active in the *Equitas Community*. The system will automatically reset it and send a new password to your email account.



A dialog box with the text "Enter in your email address to reset your password and have the new password sent to you via email." on the left. On the right, it says "Email address:" followed by a text box containing "youremail@youremail.you". Below the text box are "OK" and "Cancel" buttons.

Continued ▶ ▶ ▶

Step 1 cont'd

20 min

Part B Update Your Personal Profile

Your personal profile in the *Equitas Community* is the same text published in the IH RTP Participants' Directory. You need to update your profile and make any relevant changes based on your life and work experience. If your profile does not require any updates, please explore how to make changes in case you need to do so in the future.

1. Once you login, click on your name in the **"Online users"** block on the left side of the screen. This will bring you to your personal profile page.



2. Read your personal profile and reflect on aspects you would like to update or change.

The Personal profile is a short description that identified your professional experience, areas of expertise and any particular and relevant aspects you may want to share with other community members. Please limit your profile to 200 words.



Continued ► ► ►

Step 1 cont'd

3. Click on the **“Edit Profile”** tab and review each of the options available.

First name:

Surname:

Email address:

Email display:

Email activated:

Email format:

Email digest type:

Forum auto-subscribe:

Forum tracking:

When editing text:

City/town:

Country:

Timezone:

Preferred language:

Description:

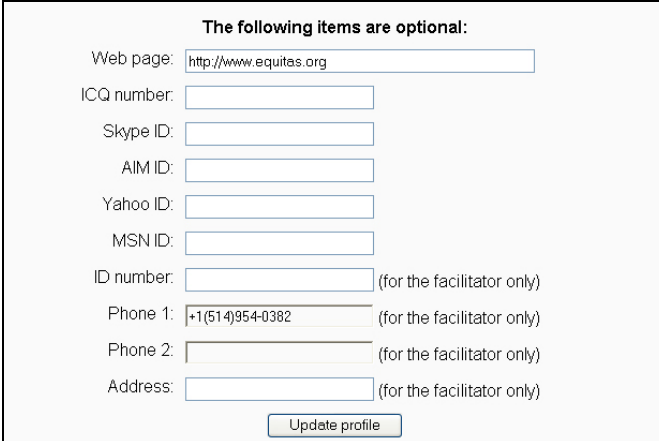
- **First Name:** You cannot change your first name.
- **Surname:** You cannot change your surname.
- **Email address:** Please type your active email address here. Messages originating from the *Equitas Community* will be mailed to this address.
- Please read carefully each of the different options you have available in your personal profile. Each option has been set up consistently with the *Equitas Community*. We encourage you not to change this setting.
- **Description:** Your personal in the IHRTTP participant's directory has been pasted in this field. Please make any relevant changes to update your profile. If your profile does not require any, this is where you need to make changes in case you need to.

Continued ► ► ►

Step 1 cont'd

The following fields are optional, but if thoroughly completed, we will have an enhanced contact base with each of the *Equitas Community* members.

Note: The following screenshot does not show the picture option.



The following items are optional:

Web page:

ICQ number:

Skype ID:

AIM ID:

Yahoo ID:

MSN ID:

ID number: (for the facilitator only)

Phone 1: (for the facilitator only)

Phone 2: (for the facilitator only)

Address: (for the facilitator only)

- New picture: Please click on the **“Browse”** button and locate your picture in your hard drive. File size is limited to 100K. You will need to click on the **“Browse”** button and locate the file you want to attach. Your picture will appear besides each of your contributions and in your personal profile.
- Review the following fields and enter any relevant information that will enable other community members to contact you (webpage, ICQ, Skype, AIM, Yahoo, MSN, ID, Institution, Department, Phone and Address).
- The ID number, phone number and address will be available only to Equitas facilitators.
- Save: Make sure you click on the **“Save”** button before continuing. If you do not do so, your personal profile and any other changes you could have made will not be updated.

End of Step 1 ■

Step 2 Participate in the Equitas Community

Objectives

Experience online participation in the *Equitas Community*.

Time

45 min

Description

On order for this activity to take place, you must be logged in the *Equitas Community*. This activity is divided into three parts.

In **Part A**, you will select one of the forums available and read all the discussions taking place.

In **Part B**, you will engage and discuss a specific topic of your interest. In

Part C, you will choose and add a new discussion topic to one of the forums available.

20 min

Part A Select a Forum

The *Equitas Community* offers seven discussion forums.

The screenshot displays the Equitas Community website. At the top, the logo 'equitas' is on the left, and the text 'International Centre for Human Rights Education' and 'Centre international d'éducation aux droits humains' is in the center. On the right, it says 'You are logged in as name surname (Logout)'. Below the header, there are several sections: 'Community Members' with a 'Members' link, 'Online Users' showing '(last 5 minutes)' and a user 'name surname', and 'Search Forums' with an 'Advanced search' button. The main content area is titled 'Emerging Issues' and lists seven forums: 'About the IH RTP Community' (Administrator: Admin User), 'Networking' (Introduce yourself to other Equitas Community members), 'News' (Moderator: Alejandro Gomez), 'IH RTP Follow-up' (Coordinator: Admin User), 'IH RTP Stories' (Facilitator: Admin User), 'Resources' (Coordinator: Alejandro Gomez), and 'Contribute' (Facilitator: Alejandro Gomez). A note on the right states: 'Note that the Equitas Community will soon be transferred to www.equitas.org'.

Continued ► ► ►

Step 2 cont'd

Read the description of each forum on the main page. Select one of interest to you. For example, click on the **“About the IH RTP Community”** forum.

You will enter the **“About the IH RTP Community”** forum and see the topics discussed.

Besides the title of each discussion you will see the picture of the member who initiated this discussion. You may click on the picture to see that member’s profile and use the **“back”** button of your browser to go to the previous page.

In this case, two topics are being discussed: **“Regular Updates and “Sharing of didactical material and information”**

About the IH RTP Community You are logged in as name surname (Logout)

[Home](#) » [About](#)

Community Members
[Members](#)

Online Users
 (last 5 minutes)
[name surname](#)

Search Forums

[Advanced search](#) ?

Emerging Issues
[About the IH RTP Community](#)
[All issues...](#)

Social forum - latest topics [Subscribe to this forum](#)

[Add a new discussion topic](#)

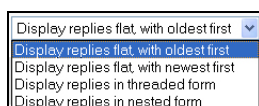
Regular Updates
 by [Ian Hamilton](#) - Sunday, 8 January 2006, 10:06 PM
 One challenge for everyone who is part of this community will be finding the time to contribute. With many competing priorities, it might help to send subscribers periodic messages summarizing interesting discussions, introducing new topics and prompting them to visit and contribute their thoughts.
 For example, messages could be sent to members prior to the UN Commission on HR (if it continues to exist) to begin a discussion on the annual resolution on human rights education.
[Discuss this topic](#) (4 replies so far)

Sharing of didactical material and information
 by [Frans Limpens](#) - Wednesday, 11 January 2006, 11:34 PM
 One practical idea for an international community might be to make available interesting ideas and materials through this medium. Testimonies of HR defenders, practical case studies, best practices, interesting games... whatever might be useful.
 Another tool might be reading and discussing an interesting book or article available on the Net (there hundreds)
 A practical problem I'm facing in other communities as well is language. Normally I have to translate my materials if I want to share them and that's very difficult.
 Frans Limpens, Educa,
 Queretaro, Mexico
[Discuss this topic](#) (1 reply so far)

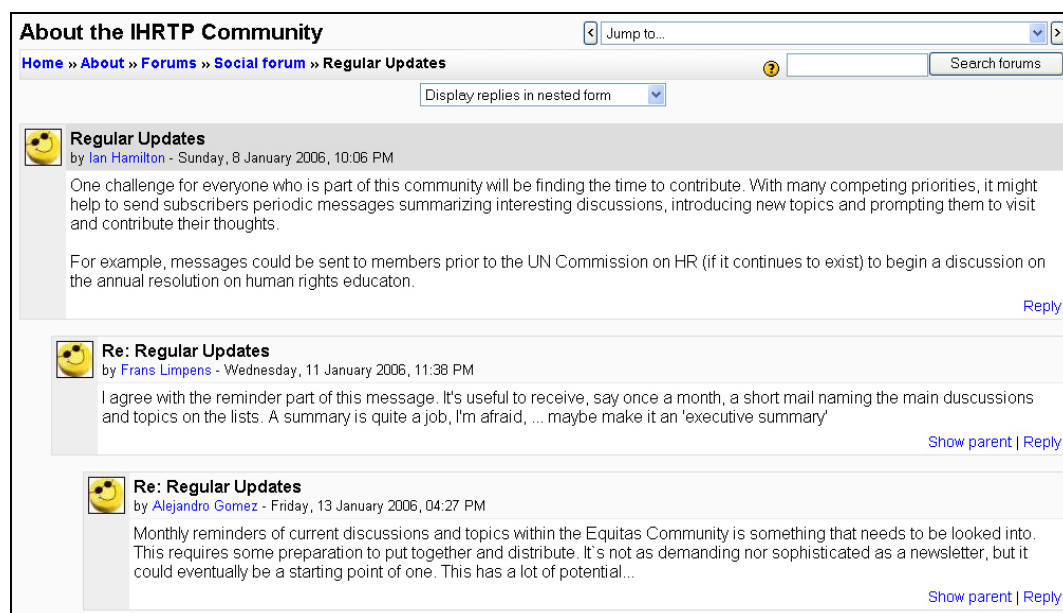
Read each on the forum latest topics. Make sure you click the **“discuss this topic”** link on the bottom of each topic to read what other community members have written.

Click on the *Discuss this topic* blue text of the **“Regular updates”** topic, in order to see what other members of the *Equitas Community* have contributed to this discussion.

Continued ► ► ►

Step 2 cont'd

There are four display options to choose from. Review each one of them and choose the one that makes you feel more comfortable.

**10 min****Part B Discuss a Specific Topic**

Once you have read other community members' contributions, engage in a discussion by sharing your ideas and comments. To do this, click on the **"Reply"** link in the lower right hand corner of each topic.

Positive and proactive contributions will make our community stronger. Disrespectful contributions will be removed.

When reading texts quickly it is often very easy to misunderstand what the author was trying to say. To avoid misunderstanding, read their words carefully and try to see things from the author's point of view. It can also help to think of what the author has NOT said or left in doubt - this may help you form questions in your own mind.

When writing text for others to read, try and write directly to your colleagues. Explain your ideas as clearly and simply as you can to help avoid misunderstandings.

Continued ▶ ▶ ▶

Step 2 cont'd

When contributing to a discussion, try and think of interesting questions you can ask. This will help both you and the other *Equitas Community* members think (and learn!) about the subject you are discussing.

Your reply:

Subject: Re: Regular Updates

Message: Trebuchet 1 (8 pt) [Rich text editor toolbar]

Read carefully ?
Write carefully ?
Ask good questions ?
About the HTML editor ?

Path:

Formatting: HTML format ?

Subscription: Send me email copies of posts to this forum ?

Attachment: [Browse...] ? Max size: 100KB (optional)

Post to forum

You may attach files to your contributions if pertinent. File size is limited to 2000k. You will need to click on the **“Browse”** button and locate the file you want to attach before you click on the **“Post to forum”** button.

It is essential that you click on the **“Post to forum”** button in the bottom of the page. Otherwise your contribution will not be posted in the *Equitas Community*.

20 min**Part C Create a New Discussion Topic**

The purpose of this section is to create a new discussion topic in the *Equitas Community*.

Identify a specific topic that you would like to discuss. Think of a possible title for your topic.

Analyze your topic keeping in mind the characteristics of each of the seven forums in the community.

Continued ▶ ▶ ▶

Step 2 cont'd

Enter the forum you would like to post your discussion on and click on the **“Add a new discussion topic”** button in the top center of the page.

The screenshot shows a web form titled "Your new discussion topic". It includes a "Subject:" text box, a "Message:" text area with a rich text editor toolbar (font: Trebuchet, size: 1 (8 pt), bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, text color, background color, image, video, audio, table, quote, code, help, and undo/redo buttons). To the left of the message area are four links: "Read carefully", "Write carefully", "Ask good questions", and "About the HTML editor", each with a question mark icon. Below the message area is a "Path:" text box. At the bottom, there are fields for "Formatting:" (set to "HTML format"), "Subscription:" (set to "Send me email copies of posts to this forum"), and "Attachment:" (optional, with a "Browse..." button and a "Max size: 100KB" limit). A "Post to forum" button is at the bottom right.

- Type a title of your discussion topic in the subject line.
- Type the text of your contribution in the message space provided. You have some basic formatting tools available.
- In the forums it will really help to keep your posts short and on-topic. Instead of one long post that makes many different points, it may be better to write several shorter ones (they may even belong in separate forums).
- Re-edit your text as much as necessary until you get it right.
- If pertinent, you may include an attachment.
- Click on the **“Post to forum”** button to make it available for other *Equitas Community* members to start a discussion of your topic.

End of Step 2 ■

Activity 3 General Evaluation and Closing

Objective

To evaluate the overall TOT and close the session.

Time

45 min

Description

The facilitator provides you with a general evaluation questionnaire.
Please complete the questionnaire and give it back to the facilitator.

End of Activity ■

Appendices

Appendix	Title
Appendix 1:	Pre-Training Assignment for the Training of Trainers – AFRICA
Appendix 2:	Activity Planner
Appendix 3:	Module 2 – Activity 2 The IHRTP and Transformative Learning Answer Key
Appendix 4:	Module 5 Activity 4 - Reflecting on My Role as a HR Educator - HREA Listserv Discussion – Teaching and Neutrality (February 2005)

Appendix 1: Pre-Training Assignment for the Training of Trainers

Part I: Experience Designing and Delivering HRE				
My Level of Experience in Designing HRE Please indicate your level of experience with each of the following training design skills using the 1 to 4 rating scale by marking an (x) in the appropriate box <div style="float: right;"> 1 = no experience 2 = minimal experience 3 = experienced 4 = very experienced </div>				
	1	2	3	4
a) Instructional design				
1. Determining program goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Developing training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determining program content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Increasing transfer of learning in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessing participants needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Evaluating training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Applying methodology and theory for developing and delivering HRE sessions				
7. Using a participatory methodology in your human rights education work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Applying human rights education theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Applying adult learning theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Designing human rights training materials				
10. Writing case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Designing role plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Designing other types of participatory activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued ►►►

Designing HRE Training Continued

d) Using evaluation tools and techniques				
	1	2	3	4
13. Doing needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Developing indicators for assessing outputs, outcomes and impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Conducting interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Writing questionnaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Using learning journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Coordinating a HRE session				
18. Ability to arrange the program logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Designing a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Managing a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Level of Experience as a Facilitator Please indicate your level of experience with each of the following facilitation skills used in delivering HRE training using the 1 to 4 rating scale and marking an (x) in the appropriate box				
	1	2	3	4
1 = no experience 2 = minimal experience 3 = experienced 4 = very experienced				
a) Setting the climate				
1. Selecting and preparing the training space (e.g., the room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Creating a supportive environment where people feel free and safe to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Group dynamics				
3. Keeping the group on task during sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Getting participants to respect the schedule (i.e., starting time, breaks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Balancing the needs of individual participants with the needs of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Harmonizing the needs of the participants with the demands of the process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Handling difficult participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Working constructively with diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Reading the mood of the group and making necessary adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Having participants reflect on the dynamics of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) Process skills				
<i>Facilitation Skills Continued</i>	1	2	3	4
11. Presenting activities in a clear and concise manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Asking probing questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Encouraging critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Paraphrasing interventions by participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Synthesizing discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Making appropriate links and connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Debriefing activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Using icebreakers and energizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Using a variety of participatory training techniques (e.g., brainstorming, role plays, case studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Flip charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Using audio-visual equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Problem-solving skills				
22. Defining a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Generating solutions in a participatory manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Communication skills				
25. Listening and really focusing on what participants are saying rather than what you will say next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Interpreting participants' non-verbal cues and responding appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Encouraging dialogue rather than debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Handling questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other skills you feel are important.				
30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g) Describe 3 dilemmas (i.e., challenging situations) you experienced as a facilitator which you feel other participants at the TOT will benefit from.

- 1.
- 2.
- 3.

Part II: Personal Characteristics/Qualities of an Effective Facilitator

a) Please list 3 of your strongest personal qualities/characteristics that you think make you an effective facilitator

e.g. open-minded, intuitive

- 1.
- 2.
- 3.

b) Please list 3 of your personal qualities/characteristics that you would like to strengthen in order to be a better facilitator

e.g., sensitive to gender issues

- 1.
- 2.
- 3.

Part III: Describing the Overall Human Rights Situation in Your Country or Community

Note: You will need to do some research to complete this part of the assignment. Some resources to consult: Human Rights Watch, country reports at: www.hrw.org; Amnesty International country reports: www.amnesty.org/ailib/index.html; United Nations Development Program: hdr.undp.org/reports/default.cfm.

I am describing the overall situation in my (Please name it next to the appropriate answer):

☐ Country: or

☐ Community:

1) What are the **principal** human rights problems? Indicate whether these are traditional/long-standing problems **or** newer/emerging problems.

2) What are the principal factors contributing to the human rights problems?

3) How are the human rights issues in your society experienced differently by men and women? Please give some examples.

4) How is your HRE work helping to address:

a) some of these human rights issues in your society?

Please provide examples:

b) inequality between women and men in your society?

Please provide examples:

Part IV: Expectations and Resources

- 1) Complete the lists below by writing in **two (2)** of your “needs” (What you hope to gain from this Workshop) and **two (2)** “offers” (what you have to offer to others) according to the two categories: a) skills/experience and b) information/knowledge.

- **Skills/Experience in planning, designing and delivering HRE training activities**

Needs:

1.

2.

Offers:

1.

2.

- **Knowledge/ Information in planning, designing and delivering HRE training activities**

Needs:

1.

2.

Offers:

1.

2.

- 2) Are you a subscriber to any of the Human Rights Education Associates listservs? Please mark an (X) next to your answer.

Yes

No

- 3) Do you subscribe to any other listservs or participate in online forums?

Yes

No

- 4) List the main ones that you participate in:

Part IV Continued ►►►

- 5) During the TOT you will work on developing a model for a HR training session for your main target audience. Based on prior information on HRE and of your organizations, we have identified 6 main target audiences. In order to ensure that you will be assigned to the most appropriate group, please indicate your two main target audiences by writing (1) beside your first choice and (2) beside your second choice. Please leave the rest of them blank.

Students/Youth

Teachers/Professors

NGOs/CBOs

General Public

Government/ NHRI Officials








Police/Security Forces Personnel

- 6) During the 5-day workshop, we will ask participants to share their favorite HRE activity with the other participants.

Please **bring any materials** you require to do the activity. Provide a **brief description** of the activity using the template on the next page.

Thank you for your responses!

Appendix 2: Activity Planner

My Favourite Human Rights Education Activity	
 Title	
 Objective	
 No. of Participants	
 Time	
 Materials	
 Description and Steps	
 Notes	

Appendix 3: Module 2 – Activity 2 The IHRTP and Transformative Learning Answer Key

Ideal Conditions for Fostering Transformative Learning

Answers:

- The IHRTP is held at John Abbott College, in the suburban community of St. Anne-de-Bellevue, about 25 km from downtown Montreal.
- All participants and facilitators, as well as a number of CHRF staff live in the student residences on the college campus for the duration of the Program.
- The appropriateness of the setting makes participants feel comfortable with their interaction both within and outside the classroom setting.
- Holding the Program in Canada gives participants, for many coming from societies where their personal safety is often at risk as a result of their human rights work, this provides an increased sense of security and of personal freedom.
- A popular theatre performance dealing with the issue of sexual harassment is presented to participants during the first week to help ensure that a spirit of respect among participants is created and maintained.

Learning situations that are open and promote critical reflection –

Answers:

- The thought process that went into the design of the Program is shared
- The theoretical education design model, the “learning spiral”, underpinning the program design is shared
- Participants receive very detailed training manuals outlining all program activities.
- Upon completion of the Program, each participant receives a CD-ROM containing IHRTP Program materials, including the facilitator’s manual as well as all other CHRF training materials and additional human rights education resources.
- At the level of the working group considerable efforts are made to establish a democratic and open process.
- Participants together with their respective facilitators agree on rules for effective group dynamics.
- They also discuss the potential for conflict that exists in a human rights education context and explore some techniques for addressing the conflict.
- Building on their needs and experiences, the Program aims to strengthen the capacity of the participants to carry out human rights education activities and to

encourage critical reflection on the values and assumptions that they bring into their work.

- A crucial step in developing this capacity is to examine personal notions of human rights.
- Activities throughout the Program are designed to have participants continuously re-examine their individual assumptions about human rights values and principles.
- Throughout the IHRTTP, participants are challenged to explore the potential of HRE as a tool for global social change and to reflect on how human rights education can increase the effectiveness of their work.

Transformative Learning as Experiential

Answers:

- The IHRTTP uses a participatory approach to education, incorporating principles of adult experiential learning and popular education philosophy.
- The IHRTTP emphasizes learning by doing
- The Program provides participants with numerous occasions for hands-on learning. For example:
 - design advocacy campaigns to address real cases;
 - simulate a human rights fact-finding mission and use the information gathered to hold a press conference;
 - compose and perform advocacy songs;
 - plan and design human rights training activities and then present them for peer comment and feedback.

Participant-centered curriculum

Answers:

- The instructional design model adopted by Equitas for the IHRTTP and all other of its training programs is an experience-based model where participants and facilitators commit themselves to engage in a process of mutual teaching and learning.
- The basic assumption is that much of the content will come from the participants and that the Program will serve as the framework for drawing out this content.
- Participants bring their analyses and experiences to the Program while the CHRF, as educators, bring knowledge of theory and practice of participatory education.
- The learning event provides the opportunity for rich exchange.
- Responsibility for interaction and for learning, therefore, is placed primarily in the hands of the participants.

- It is important to point out that educators do not empower adult learners; rather they encourage the use of power that learners were born with as subjects of their own lives.
- The participatory learning process serves not only as a means of achieving this goal but is, in and of itself, an expression of this empowerment.
- The curriculum design model adapts principles and techniques drawn from Freire's empowerment pedagogy. These include: conscientization; dialogic teaching:
 - discarding the role of the omniscient teacher;
 - emphasis on learner participation in defining needs;
 - and reliance on the design of plans for collective action to promote social transformation and to demonstrate solidarity with those most in need.

Group setting for transformative learning

Answers:

- During the IH RTP, participants are with a facilitator and in some cases also a co-facilitator, in groups of 15 to 18 for most of the Program. There are eight working groups in all, six of the groups function in English and the other two groups in French. The guiding principle for the formation of groups is maximum diversity in terms of professional background, type of human rights organizations and country of origin while at the same time ensuring a gender balance. Most of the studies presented by Taylor in his critical review of the theory and practice of transformative learning were conducted within "intensive group settings" (Taylor 1998:49). Taylor highlights the work of one researcher in particular, Saavedra (1996) who identified what Taylor felt were significant conditions for transformative learning within a group context. Some examples of how these conditions have been implemented in the IH RTP are listed below:
- The opportunity to get to know the cultural background of participants in the group
- During the IH RTP, participants have the opportunity to share with each other information about their individual societies, the human rights work of their organizations and their role within their organizations. As Taylor points out it is important for the participants "to have an opportunity to situate themselves historically, politically and culturally within the context of the group" (Taylor 1998:51) in a setting that "makes an intentional effort to be collaborative and democratic so that all voices can be heard" (Taylor 1998:50).
- The importance of embracing and not avoiding "dissonance and conflict"
- As stated previously, IH RTP participants in the first few days of the Program are made aware of the potential for conflict that exists in a human rights education context and they explore some techniques for addressing the conflict. In the IH RTP,

conflict is presented as a positive force, which if properly channelled leads to the development of creative solutions to difficult problems.

The necessity to act on new ideas

Answers:

- While the experiential nature of the IH RTP provides a lot of space to participants to try out new learning, “opportunities to validate and explore newly acquired assumptions and beliefs” (Taylor 1998:51) are less evident and as such more difficult to identify during the Program proper. Although the Individual Plan for Putting Learning into Action prepared by each IH RTP participant during the Program and implemented by a majority of them after the Program could be viewed as one such opportunity more work needs to be done during the Program to assist participants in identifying their newly formed assumptions and exploring ways to validate them through implementation.

Appendix 4: Module 5 Activity 4 - Reflecting on My Role as a HR Educator - HREA Listserv Discussion – Teaching and Neutrality (February 2005)

I believe that educators have the responsibility to remain neutral. To suggest that educators should set out to 'teach democracy' is controversial. Personally I am strong advocate for democracy, but to engage in democracy education.

I believe the approach that should be taken by educators is that of allowing students to develop independent thinking skills to be able to make informed decisions by themselves. Democracy and human rights are about freedom of conscience rather than dogmatic.

Adrian,

You make an interesting point which has got me thinking.

I think teachers should be neutral and students must decide for themselves what rights and responsibilities they believe are right for them. Students must also decide whether they support human rights or don't. No one should be coerced. We want students to question what we teach including human rights and democracy, don't we? Students should learn what democracy is and that virtually all societies have voiced support for the UDHR and signed other human rights treaties. A teacher's "neutrality" doesn't mean that the teacher doesn't teach that human rights and democracy are accepted norms. In my view, teachers cannot in fact be neutral on human rights and that includes democracy which I believe is a system of government which aims to fulfill Article 21 of the UDHR. I think we want teachers in our schools that support human rights and democracy, don't we? But should this be a quality that is required of teachers before we let them teach? What if the courses they will teach includes human rights?

Another challenging question is: is it wrong for a teacher to give a student a failing grade because that student does not support democracy and human rights? Are we teaching just knowledge or are there attitudes we expect students to have at the end of their human rights education? In various treaties, state parties agree to uphold human rights but must citizens (students in my example) also agree to this?

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Another challenging question is: is it wrong for a teacher to give a student a failing grade because that student does not support democracy and human rights? Absolutely! I'm sorry to say it, but I am astounded anyone can raise the question.

Teachers of human rights (in my case, at the university level) have to tread a fine line between making clear where we stand and what we think is right, and cultivating in our students the openness to inquiry that we hope will lead them to endorse and promote human rights.

Having a student who "does not support democracy and human rights" is a little extreme; but there are many who will reject human rights positions non specific issues.

It is always hard for me to decide when to advocate and when to be neutral. I am fortunate that in my classes, if I hear an opinion that I think is profoundly, morally wrong, I can usually count on another student to argue against it. I will step in to correct factual errors, but I am convinced that hearing contrary views from other students counts for more than hearing them from me.

But I am convinced that if I pontificate and insist on the correct line, they will decide that that is what they are required to parrot back on the exam and will be eager to forget as soon as the semester is over. Penalizing them for disagreeing with me seems to guarantee that even more certainly.

Jack

"When Bush comes to shove, resist." --

poster of a Pakistani women's organization at the Mumbai World Social

Forum

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===== Global Human Rights Education listserv =====

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Ed,

I appreciate your thoughtful response.

As a school teacher in Northern Ireland, I am very aware that probably nobody is actually 'neutral'. Everyone has a background - (political, cultural, social etc) that affects their view of the world. Admittedly we all act in a prejudicial manner from time to time, sometimes without even noticing it.

I do accept that teachers' beliefs can interfere with their teaching - this is where professionalism comes into play. Teachers have the responsibility to behave in a professional manner especially when teaching about values such as Human Rights. Regardless of the teacher's viewpoint, they should deliver the course professionally, to the best of their ability. If they are being unfair or imbalanced in the classroom then this is wholly unacceptable. Teachers should be judged on their teaching not their beliefs.

I am delighted that the students I teach in Belfast, Northern Ireland often question what I teach. This illustrates to me that they have the ability to think for themselves. I agree with Ed - we don't want to coerce students. I have been working on a type of online learning that promotes independent learning in Citizenship / Human Rights. The online activities focus on 'THINKING SKILLS' to develop independent thinkers and learners.

I strongly believe that student assessment must not be based on attitudes; otherwise we as Human Rights / Citizenship educators run the risk of being labelled 'social / political engineers.' In my classroom assessment is based on skills which pupils develop such as: empathy, problem solving, decision making, communication and listening to others, (I also use a little content / knowledge based assessment.) If by the end of a Citizenship course a student can make a decision and logically justify it, then the teacher has done a good job.

Adrian Witherow
Belfast, N. Ireland

Hi Adrian,

Having students think critically about what they are being taught is very important. However, I am not sure that the best way for a teacher to encourage critical thinking is to strive to be "neutral". As you point out, neutrality is a chimerical goal. No teacher will be able to divorce him or herself from their own background. However, I'm not convinced that the goal of neutrality, even if it could be achieved, is one worth pursuing.

While I agree with both you and Ed that students should be encouraged to support human rights voluntarily and that no one should be coerced, I'm not convinced that these goals can be easily achieved if a teacher attempts to remain scrupulously neutral. A math teacher is expected to correct a student who adds a 2+2 and gets 5. A history

teacher is expected to correct a student who believes Benjamin Franklin was the first president of the United States. Shouldn't a teacher of human rights engage a student in a critical discussion who argues, with Bentham, that the idea of rights is nonsense? Suppose a student claimed, for instance, that only men had rights and that women were meant to simply serve men? Educating students for democratic citizenship cannot be done if a teacher attempts to remain strictly neutral.

The claim that teachers ought to remain neutral is itself a value laden. The teacher that encourages their students to make up their own minds is already engaged in value judgment about the benefit of freedom of choice. The teacher that remains neutral in the classroom is setting a standard that many would find very troubling. Shouldn't teachers respond critically in cases where students reject the idea that their classmates have rights?

Neutrality is not the only alternative to coercion and indoctrination. I believe that teachers need to critically engage their students just as much as the student to should think critically about what they are being taught. The teacher has to walk a fine line between dogmatism and empty relativism in the field of human rights education.

All the best,

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Dear Colleagues,

At the risk of derailing the original discussion topic (or adding a separate discussion to the listserv!), I'd like to share some thoughts on Adrian and Ed's comments on teacher neutrality in the classroom.

A lot of research has been carried out in the field of educational psychology that is relevant to this topic. Studies strongly suggest that teacher cognition has an influence on instructional practices. For example, beliefs that teachers' hold about: a subject, self-efficacy (belief in personal ability), teaching, learners and learning, epistemologies (the nature of knowledge), learning to teach, and self and the teaching role are important factors in determining what is actually done in the classroom.

Studies indicate that a subject can be perceived very differently by those teaching it. For example, one teacher may believe that social studies is about human relations, and she/he will emphasize teaching children about themselves and how to cooperate with

others in class. Another teacher may believe that social studies is about content knowledge and she/he will emphasize covering course material from a textbook. Yet another teacher may believe that social studies is about social action and she/he will emphasize making societal changes through fostering critical awareness. I believe that teaching HRE/democracy education/citizenship is no different from any other subject taught, in that teachers' beliefs will influence the way it is taught. The question to ask educators is: What is your personal definition of human rights education/democracy education/citizenship? I'm guessing that there will be different types of responses, each one carrying some specific instructional implications.

In addition, it would be interesting to explore other questions as well: Do educators feel capable of teaching HRE/democracy education/citizenship? What are the best ways to teach HRE/democracy education/citizenship and why? How do people best learn about HRE/democracy education/citizenship? What do people need to learn about HRE/democracy education/citizenship and why? How are educators best trained to teach HRE/democracy education/citizenship? What is the role of educators when teaching HRE/democracy education/citizenship?

All this to say that the role of personal beliefs makes it impossible to teach HRE/democracy education/citizenship in a "neutral" fashion. I think that a valuable exercise would be for educators to critically reflect on, articulate and acknowledge their personally held beliefs in order to better understand the foundations of their professional practices.

Regards, Kevin

Kevin Chin, Ph.D. Student
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Hello everyone

Been following this discussion with great interest.

Being active in the non-formal education settings in different parts of Europe, I have found that the idea of the "neutrality" of the educator is, at best, a fairly hopeless challenge and, at worst, actually dangerous.

My experience is that if educators do not live and show their values, then participants do not have a real possibility to place themselves or to experiment with changing their points of view within the relatively safe educational environment.

Being open to respect and listen to participants' views does not mean condoning expression of anti-human rights standpoints.

I'm sure this debate can go on - and I look forward to it!

greetings

Mark

***** ++++++ *****

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Dear Jack (and others!),

Talking about assessment we must also take into account the function of our assessment. First of all assessment is related to the aims we have with our education. This aim could for example be to raise students ability to use human rights as a moral standard in an ethical dilemma. That could very well be assessed. However this pupil can still disagree with the whole idea of human rights. We can assess that opinion but not grade it. There is no point in grading it and it will only lead to social answering that gets us nowhere. Instead if students still feel that only men should be given the right to vote, we should know that I reflect on our own teaching process. Did we do everything to make this student change his mind? And here is where Noel's input comes up: yes teachers should show their own morals and be a model in that sense. But there is more like: What else should be done with this student outside this class(room)? Should we reflect on the school's policies, should we contact the parents? etc.

Jeroen Bron

I agree. Additionally, we should probably distinguish between the extent to which a students "agrees" with the notion of human rights and the extent to which the students "understands" it. Informed dissent from the idea of universal human rights, while unfortunate, ought not merit a failing grade. However, ignorance of what the claims of universal human rights are may. Take, for instance, testing a child on their knowledge of the political process in their nation. An American students might be tested on whether she knows how power is shared between the three branches of American

government, whether she knows what rights are guaranteed in the Constitution, which are not, etc. This can be done relatively easily. However, testing whether a student agrees with this system of government, is something else. Testing a student's patriotism is not a something a teacher ought to be charged with. However, having said that teacher ought not "fail" a student because she does not come to believe in the human rights or principle of democratic citizenship, this doesn't mean that a teacher ought not encourage their students to believe in human rights. While the term "indoctrination" has a negative connotation, it would seem to me odd for human rights educators to take a neutral position on whether their students actually came to believe in human rights.

Rather than measuring the students "success" or "failure" as a student, I think it's teacher's success that ought to be measured based on the extent to which students come to embrace human rights. While this may be a controversial claim, I do think that successful HR educators does do more than just teach students a litany of facts but, rather, critically engages their students in the hope that, in the end, their students will come to accept the principles embodied in documents the UDHR as true.

All the best,

Noel

Regarding the assessment of values and propositions I found an interesting article at ASCD's [Association for Supervision and Curriculum Development, Mod.**] website. It is about measuring attitudes of a population of students rather than individuals. This way a sustainable change or status quo can be measured. This can also be used for the broader interpretation of HRE.

W. James Popham, "All About Accountability / Students' Attitudes Count" in "Education Leadership", February 2005, Volume 62, Number 5:
<<http://www.ascd.org/portal/site/ascd/menuitem.c00a836e7622024fb85516f762108a0c/>>

Jeroen Bron

Dear colleagues and friends,

It is interesting and challenging how dialog and communication among members of a community, in our case human rights educators, is built. I started a dialog by asking a central question. What is the relation between human rights and citizen education? It is amazing that we have received so many remarkable answers and opinions, but also a Pandora's box has been opened. Now we are talking about neutrality, indoctrination and accountability in human rights education.

In relation to neutrality let me say, first of all that I conceive human rights education a political education, therefore it can not be neutral. Second, in human right education the learner should, in my opinion, be seen as an active agent in his learning. Therefore there is no room for rigid and inflexible indoctrination.

The question of indoctrination has been raised long time ago (George S.Counts, 1932). The social reconstruction ideology of curriculum has faced the question: does the curriculum developer have the right to attempt to change the social patterns of a culture against the will of the member of the culture?; does the educator have the right to indoctrinate students either with or without their consent? In the social reconstructive conception: " educators are not be simple reflectors of the culture but leaders of the culture" ...the social reconstruction educator must take a stance with respect to the current social crises and educate students in such a way that they too adopt that stance" ... "to work to reconstruct society..." In the social reconstructive conception impartiality within the school is impossible; indoctrination is an integral and essential part of education.

Human rights education, in my opinion, can not be neutral. But the real questions are: from what source should the non-neutral stand come?; toward what ends the non neutral position came?; how the non-neutral posture be imposed? Meaningful answers to these questions, in my view, can derive from the paradigm of human rights.

In regard to accountability let me tell you that just the last year, to be more precise in November 2004, we have organized in Chile a Conference on Accountability and Evaluation in human rights education. Many educators from Chile and abroad were present a summary of the many discussion and conclusions of the conference will be delivered soon

With love to all of you, let us stay in contact

Abraham Magendzo
Coordinator of Unesco Chair
Santiago- Chile

Mi estimado Abraham:

As you can imagine, I would like to write you in Spanish in order to transfer to you my ideas in a more comprehensive way, but I don't want to be so selfish, so I'll try to do may best in English so that our wonderful anglo-speaking (?) friends can also share our dialogue around your interesting questions. Any way, please forgive my poor English.

Abraham, I do agree with you about your understanding of human rights education as a political education, and that therefore, it can't be neutral, particularly in our countries, where there still are so many cases of human rights violations. Could it be possible to

keep neutrality, for instance, in front of corruption, and impunity? Can we "teach" human rights, or citizenship in the midst of the extreme poverty conditions in which thousands and thousands of persons (particularly children) live? I believe that education, and the school itself are not islands, and more than that, we educators aren't only professionals, we are at the same time social actors, citizens, and in all those levels we have an ethical and political responsibility. On the other hand, we can't forget that one of the human rights education principles is criticism, and thus, we as human rights educators must promote and develop this principle with the learners, (Following Paulo Freire's - I don't know if I should use this concept : learners).

In relation to the idea of indoctrination, I believe that in our societies, education has always been a way of indoctrination. If we examine the educational system (in a broader way, that includes curriculum, the educational administration and the school itself as a physical space), we can easily find that, unfortunately, and in many ways, they don't educate for and in liberty, democracy, tolerance, solidarity, honesty, etc. in terms of human rights values (as you know, here I am using the word in, as a daily and permanent practice); on the contrary, explicitly or not they are educating the other way round, and thus they are indoctrinating.

I think that indoctrination isn't only a matter of ideas or knowledge, it is also a matter of attitudes, mentalities, behaviours, even gestures. With regard to accountability, I think that if we human rights educators promote (teach?) the practice of honesty, honourableness, and responsibility, we will have transparency and perhaps, some day, we won't need to speak about accountability. Certainly at this level, we are in front of the question of the use of power, and here again, we are also in front of the question of human rights education as a political education, a very crucial idea, with which, as I said before, I do agree with you.

Dear Abraham, and dear all, friends of the HRE community, thanks for keeping alive this our wonderful dialogue. We'll keep in touch.

Truly yours,
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