



Canadian Human Rights Foundation
Fondation canadienne des droits de la personne

Canadian Human Rights Foundation

IHRTP Alumni Development and Support in Africa



Consultation Sessions

**Nairobi, Kenya & Dakar, Sénégal
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Introduction

Background

Since 1994, some 344 Africans have participated in the Canadian Human Rights Foundation's (CHRF) International Human Rights Training Program (IHRTTP). The CHRF is conducting consultations in Africa in September 2005. We will be meeting with a cross section of IHRTTP alumni from non-governmental organizations (NGOs) and national human rights institutions (NHRIs) who have participated in the IHRTTP over the past years and/or who have been involved in related CHRF activities in Africa. We will also be meeting with representatives of other organizations promoting and defending human rights in Africa. The consultations reflect CHRF's desire to ensure that its human rights education efforts meet the needs of African participants and are best suited to the African context.

Goal

The goal of these consultations is to consolidate the impact of the IHRTTP and follow-up human rights education (HRE) initiatives in order to better contribute to the development of a culture of human rights in Africa.

Objectives

The objectives of the consultations are to:

- **Evaluate** the impact of the IHRTTP and follow-up activities undertaken by alumni, and to share experiences and lessons learned;
- **Review** the relevance and usefulness of the IHRTTP to current and future work in the field of human rights education;
- **Undertake** a needs assessment for ongoing and future HRE training needs in the African context, taking into consideration gender-based differences;
- **Identify** ideas from alumni on potential areas of joint programming in the field of human rights education at regional and sub-regional levels and to identify strategic actions for effective implementation;
- **Determine** the role that IHRTTP alumni (present and future) and the CHRF can have in effecting positive social change at national and regional levels in Africa through human rights education.

Participants

The participants in the consultations will be IHRTTP alumni, including human rights institutions and NGOs having participated in other CHRF activities in Africa. The criteria for the selection of participants includes those alumni who may

already act, or have acted, as focal points, have been actively involved in follow-up activities to the IHRTTP, have expertise in human rights education, and/or come from organizations of which a number of representatives have participated in the IHRTTP throughout the years.

Methodology

The methodology for these consultations is based on a participatory approach to learning. A basic assumption in this approach is that much of the content comes from the participants and that the consultations serve as the framework for drawing out this content. A gender approach is integrated throughout the consultations in order to identify and analyse how certain policies and practices to promote and protect human rights can affect men and women differently. This approach is necessary in order to develop gender-sensitive strategies that help achieve equality between women and men.

About the Manual

This manual outlines the format of the consultations with objectives, descriptions of sessions, and suggested time frames for each session. There are **Worksheets** and **Reference Sheets** for several of the sessions.

This manual was realized thanks to the financial support of the Canadian International Development Agency (CIDA).



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développement international

Canadian International
Development Agency



Schedule

| DAY 1: Tuesday, 20 September | | |
|------------------------------|-----------------------|---|
| Time | Session | Title |
| 8:30 – 8:50 | | Welcome |
| 8:50 – 9:30 | Session 1 | Getting to Know Participants and Their Expectations Participants, facilitators and resource persons are introduced. They learn about each other's expectations for the consultation as well as the resources participants have to offer (i.e., the knowledge, skills and experience they can bring to the process). |
| 9:30 – 10:10 | Session 2 | Overview of the Consultation The facilitator presents the objectives and content of the consultation and makes the links to the expectations and resources expressed by participants during the first session. |
| 10:10 – 10:30 | Break | |
| 10:30 – 12:30 | Session 3 | Current Human Rights Situation in the Region Participants examine the current human rights situation in the region (West Africa or East/Southern Africa). A list of current human rights problems gathered from IHRTP alumni from the past three years is presented to participants for this session. |
| 12:30 – 14:00 | Lunch | |
| 14:00 – 16:00 | Session 4 | Building a Culture of Human Rights in Africa Based on the results of the previous session, participants describe the necessary elements for building a culture of human rights in Africa and begin to examine how their HRE activities contribute to this culture. |
| 16:00 – 16:15 | Break | |
| 16:15 – 17:15 | Session 5 | Assessing the Relevance of the IHRTP (continued on Day 2) Participants assess the impact of the IHRTP using a framework that examines impact at the individual, organizational, network, and societal levels. |
| 17:15 – 17:30 | End of Day Evaluation | |



| DAY 2: Wednesday, 21 September | | |
|--------------------------------|-----------------------|--|
| <i>Time</i> | <i>Session</i> | <i>Title</i> |
| 8:30 – 10:00 | Session 5 | Assessing the Relevance of the IHRTP (continued from Day 1) |
| 10:00 – 10:30 | Break | |
| 10:30 – 12:00 | Session 5 | Assessing the Relevance of the IHRTP continued |
| 12:00 – 13:30 | Lunch | |
| 13:30 – 15:30 | Session 6 | IHRTP-Related Activities Participants discuss some of their IHRTP-related HRE activities and draw best practices and lessons learned from the results. |
| 15:30 – 16:00 | Break | |
| 16:00 – 17:00 | Session 7 | Needs Assessment (continued on Day 3) So far, participants have examined current human rights issues, their HRE activities that address these issues, and how these activities contribute towards building a culture of human rights. Particular emphasis was placed on the role the IHRTP had in effecting this change. In this activity, participants use a needs assessment model to determine their future HRE training needs. |
| 17:00 – 17:15 | End of Day Evaluation | |

| DAY 3: Thursday, 22 September | | |
|-------------------------------|------------------------------|---|
| <i>Time</i> | <i>Session</i> | <i>Title</i> |
| 8:30 – 10:30 | Session 7 | Needs Assessment (continued from Day 2) |
| 10:30 – 11:00 | Break | |
| 11:00 – 12:00 | Session 8 | Potential HRE Programs The aim of this activity is to discuss ideas from alumni on potential areas of joint programming in HRE and to identify CHRF's role in the process. Participants will explore the possibility of links between NGOs, NHRIs, governments and other human rights stakeholders. |
| 12:00 – 13:30 | Lunch | |
| 13:30 – 15:30 | Session 8 | Potential HRE Programs continued |
| 15:30 – 16:00 | Final Evaluation and Closing | |



Session 1 Getting to Know Participants and Their Expectations

Objectives

To get to know the participants and to examine individual expectations and available resources in the group.

Time

40 min

Description

This activity is divided into two parts.

In **Part A**, you will introduce yourselves to the members of the group.

In **Part B**, you will examine your expectations and resources for the consultation.

20 min

Part A Icebreaker

The facilitator leads the participants through an icebreaker activity. Participants introduce themselves by stating their name, organization, IH RTP year they participated, and their most vivid memory of the IH RTP.

20 min

Part B Expectations and Resources

1. Participants identify on small metacards one expectation they have of this consultation and one resource they can offer other participants.
2. Each participant presents their expectation and resource to the group and places their metacards on a flipchart similar to the table on the next page.
3. The facilitator reviews the expectations and resources named by participants and maps any connections between them. He also highlights expectations which may or may not necessarily be met during this consultation.

Cont'd ▶ ▶ ▶



Session 1 cont'd

Table. Expectations and Offers of the Group

| Expectations | Resources |
|--------------|-----------|
| | |

End of Session ■



Session 2 Overview of the Consultation

Objectives

To provide an overview of the consultation and CHRF programs and to set ground rules for working as a group.

Time

40 min

Description

This activity is divided into two parts.

In **Part A**, the CHRF team will provide an overview of the consultation and CHRF programs.

In **Part B**, you will establish ground rules for working as a group during the consultation.

35 min

Part A Overview of the Consultation

The CHRF team provides an overview of the consultation, referring back to participants' expectations and resources expressed in Session 1. The basic framework for the consultation is presented in **Reference Sheet 1**. The CHRF team then provides an overview of some of CHRF's past programs in Africa and other examples of training of trainers programs. Refer to **Reference Sheet 2** for more information about the CHRF.

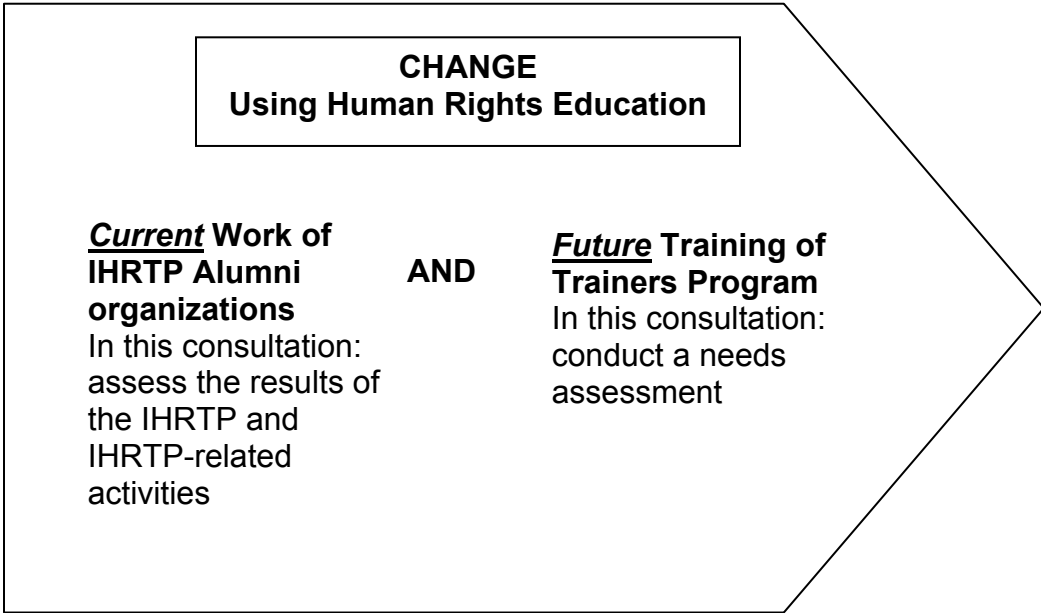
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Reference Sheet 1: Framework for the Consultation

Current situation of human rights in the region

- What are the issues
- What are the factors



Culture of human rights in Africa

- Elements necessary
- Our role in building this culture



Reference Sheet 2: About the CHRF

Refer to our website, www.chrf.ca, for more information.

The Canadian Human Rights Foundation (CHRF) was established as a non-profit, non-governmental organisation 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.

During its first twenty years of existence, the CHRF focused its work in Canada, raising public awareness of the international human rights system and cutting edge human rights issues. Educational materials to be used in the school system and teacher training modules were developed as well as training programs for young lawyers. In 1980, the CHRF launched the International Human Rights Training Program (IHRTTP) which continues annually in Canada. The goal of the IHRTTP is to strengthen the capacity of human rights organizations to undertake human rights education efforts (e.g., training, awareness campaigns, information dissemination, and advocacy) aimed at building a universal culture of human rights. The IHRTTP aims at enabling participant organisations to undertake more effective human rights education activities. To this end, the IHRTTP places a strong emphasis on transfer of learning (i.e. application of learning to the work situation) and on follow-up activities. Over time, the number of international participants in the IHRTTP gradually increased so that, by 1993, they made up more than one half of the participants. Today, international participants total almost 95% of all people attending the program.

This shift in the profile of participants at the IHRTTP gradually drew the CHRF into international programming. As the reputation of the IHRTTP and CHRF grew, there was a concurrent increase in the number of requests from former participants to develop joint programs responding to specialized issues outside Canada. The first such activity was held in Bratislava, Slovakia in 1995. In 1997, the CHRF undertook two activities in Asia, focusing on migrant workers and national human rights institutions respectively. The first African initiative was a Training for Trainers session for women lawyers in Yaoundé, Cameroon, in 1997. These pilot initiatives were a springboard to develop full-fledged programs in each of the regions mentioned above which have continued to draw on the experience and the relationships developed during the IHRTTP. Similarly, the IHRTTP has continued to evolve since it was first delivered 26 years ago. In the process, the CHRF has been, and continues to be, challenged to spearhead human rights education methodology and content.

The CHRF works closely with the United Nations Office of the High Commissioner for Human Rights, members of the international donor community as well as international, regional and national level NGOs in Africa, Asia and Central and Eastern Europe.

CHRF's various programs have focused on developing knowledge, strengthening skills, changing attitudes, and promoting action around the following themes:

- Training for NGO Trainers
- Human Rights Education in the School System
- Training in Human Rights Advocacy and Monitoring
- The Protection and Promotion of Women's Human Rights
- The Protection and Promotion of Children's Rights
- The Legal Protection of Women Migrant Workers
- The Protection of Minority Rights and the Promotion of Diversity
- The Creation and Strengthening of Independent National Human Rights Institutions
- The Promotion and Protection of Economic, Social and Cultural Rights



Reference Sheet 2 continued

IHRTP alumni from Africa (1994-2005):

| Country | Number of participants |
|----------------------------------|------------------------|
| Algeria | 2 |
| Angola | 8 |
| Benin | 8 |
| Burkina Faso | 23 |
| Burundi | 7 |
| Cameroon | 28 |
| Central African Republic | 3 |
| Chad | 6 |
| Comoros | 1 |
| Democratic Republic of the Congo | 18 |
| Cote d'Ivoire | 8 |
| Djibouti | 1 |
| Ethiopia | 12 |
| Gabon | 3 |
| Gambia | 2 |
| Ghana | 12 |
| Guinea | 8 |
| Guinea-Bissau | 1 |
| Kenya | 24 |
| Libya | 1 |
| Madagascar | 1 |
| Malawi | 7 |
| Mali | 17 |
| Mauritania | 2 |
| Mauritius | 3 |
| Morocco | 15 |
| Mozambique | 1 |
| Niger | 19 |
| Nigeria | 16 |
| Rwanda | 14 |
| Senegal | 12 |
| Sierra Leone | 2 |
| South Africa | 9 |
| Tanzania | 19 |
| Togo | 11 |
| Tunisia | 1 |
| Uganda | 7 |
| Zambia | 5 |
| Zimbabwe | 7 |
| Total | 344 |



Reference Sheet 2 continued

Training of Trainers Program in Cameroon (1997)

Title: Regional Training of Trainers Program on Women's Rights and Human Rights in Francophone Africa

Objectives:

- Inform, sensitize, and train future trainers in Francophone Africa to develop popular education programs on women's rights
- Increase participants' knowledge on women's human rights in international standards
- Strengthen the capacity of participating organizations to network and share expertise on human rights education

Follow –up meeting in Kenya and Tanzania (October/November 2003)

Goal: To explore the role of IHRTP alumni and CHRF in promoting and carrying out HRE activities in Kenya and Tanzania.

Objectives:

- To increase participants' capacity to evaluate HRE activities
- To determine the relevance and usefulness of the IHRTP in addressing the human rights issues in Kenya
- To identify ways in which the IHRTP can continue to respond to the needs in the country
- To determine the role that IHRTP alumni and the CHRF can have in promoting HRE at the national level

Protection and Promotion of Girl-Child Domestic Workers in West Africa (2000-2004)

Title: Strengthening the capacities of non-governmental organizations to promote and protect the economic, social and cultural rights of girls working in domestic servitude

Countries: Burkina Faso, Mali, Morocco, Niger

Objectives:

- To enhance the capacity of partners' non-governmental organizations (NGOs) to develop awareness programs
- To strengthen the capacity of partners' NGOs to monitor and defend ESC rights of girls working in domestic servitude
- To reinforce the networking capacities of partners' NGOs

Activities:

- November-December 2004: Evaluation Workshop in Senegal
- November 2003: Workshop on economic, social and cultural rights of girl-child domestic workers. Ouagadougou, Burkina Faso
- December 2002: Evaluation Workshop on economic, social and cultural rights of girl-child domestic workers in Niamey, Niger
- March 2002: Workshop on economic, social and cultural rights of girl-child domestic workers. Rabat, Morocco.

Results:

- Integration of a rights-based approach using international human rights standards
- Increased networking between partners
- Increased capacity to adopt participatory methodology



Reference Sheet 2 continued

Training of Trainers in Central Eastern Europe and Central Asia (2000-2004)

Goal: To strengthen the capacity of civil society in Central and Eastern Europe (CEE) and Central Asia (CA) so that it is better equipped to promote human rights education within the school system.

Objectives:

- Strengthen the capacity of NGOs throughout the CEE region to undertake activities which relate to human rights education
- Equip human rights educators in Central Asia (CA) in particular with the human rights knowledge, skills and materials they need to effectively promote HRE in schools

Countries: Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan

Activities:

- Three regional Human Rights Education Workshops for Teacher Trainers in Central Asia
- Three national Human Rights Education Workshop for Teachers; one in Kazakhstan, Uzbekistan and Kyrgyzstan
- Fifteen local Teacher Training Sessions; five in Kazakhstan, Uzbekistan and Kyrgyzstan



Session 3 Current Human Rights Situation in the Region

Objective

To identify current human rights issues in the region and examine how these issues can be addressed through human rights education.

Time

2 hrs

Description

This activity is divided into three parts.

In **Part A**, participants will work in small groups to identify human rights issues that are current to the region.

In **Part B**, participants will present their findings to the group.

In **Part C**, a resource person will present an overview of the human rights situation in the region and offer feedback on the human rights issues identified by participants.

45 min

Part A Group Work

1. Participants are divided into 2 or 3 small groups.
2. Participants review information on current human rights issues presented in **Reference Sheet 3**.
3. Participants answer the questions in **Worksheet 1**. Each group prepares to present their results to the larger group in **Part B**.

30 min

Part B Presentations

Participants present their findings to the larger group.

45 min

Part C Group Discussion

A resource person comments on the presentations. Questions to consider:

1. What are some of the main, current human rights issues in the region? Are there some issues that are specific to certain countries? How are these issues experienced differently by men and women?

Cont'd ▶ ▶ ▶



Session 3 cont'd

2. Are there common factors underlying or leading to these human rights issues?
3. What is being done by different actors (for example, the African Commission on Human and People's Rights, civil society, NEPAD) to address some of these issues? Have they identified any priorities for ensuring the respect of human rights (for example, in good governance, women's participation in politics, conflict prevention/transformation/resolution, or poverty alleviation)?
4. How can human rights education address these issues? What are the desired goals of HRE activities? How will we know we will have succeeded?
5. What can human rights educators do to positively contribute to human rights education (for example, through a training of trainers program)?

End of Session ■



Reference Sheet 3: Current Human Rights Issues in the Region (Eastern and Southern Africa)

Information gathered from IH RTP Pre-Training Assignments from the region, 2003-2005. Countries represented: Ethiopia, Kenya, Malaŵi, Mozambique, South Africa, Tanzania, Uganda, Zimbabwe, and Zambia.

Human rights abuses by the state:

- Illegal detention
- Violence against citizens by military and police
- Dehumanizing prison conditions
- Extrajudicial executions by the police
- Abduction
- Little freedom of expression
- Poor freedom of association
- Corrupt governments
- Impunity
- Electoral corruption
- Limited independence of the judiciary

Violations against women:

- Rape
- Female genital mutilation
- Domestic violence
- Poor access to health care

Violations against children:

- No right to education
- Trafficking of minors
- Child labour

Other human rights issues:

- Poor access to food
- Inadequate housing
- Forced evictions
- Violation of the right to inheritance
- Ethnic- and religious-based clashes
- Racial tension
- Internal displacements
- Violations of refugee rights



Worksheet 1: Examining Current Human Rights Issues

| Questions | Notes |
|---|-------|
| <p>Looking at the human rights issues listed in Reference Sheet 3:</p> <ul style="list-style-type: none">a. Are these the current human rights issues in your region? If not, which ones are?b. Are there other current human rights issues that are particular to your country that are not listed here? If so, what are they?c. How are these issues experienced differently by men and women?d. What are some of the factors underlying or leading to these human rights issues? | |



Session 4 cont'd

45 min

Part C Group Presentations

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

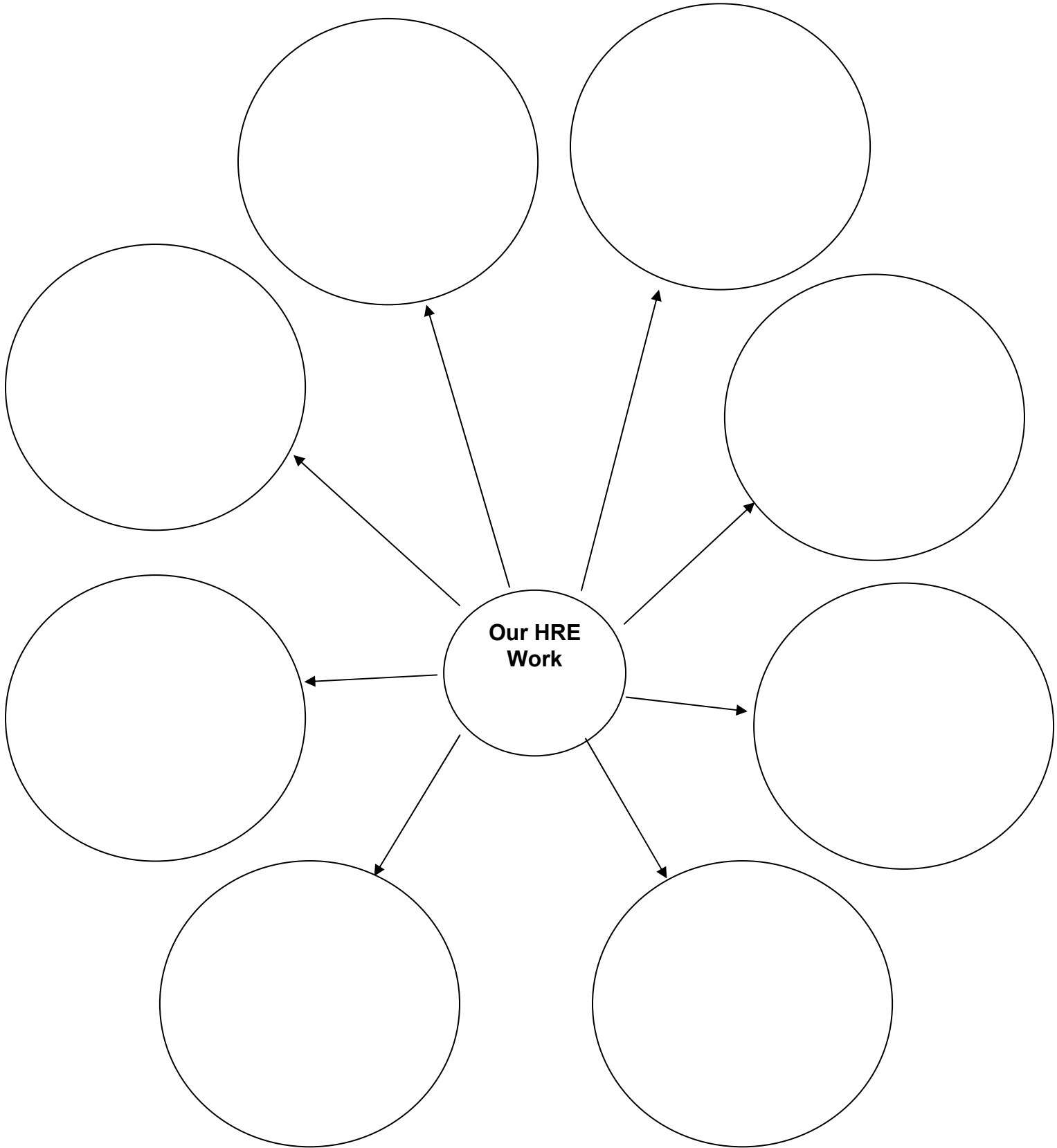
Questions to consider:

1. Looking at the elements you identified, what can you accomplish as a group of IH RTP alumni to build this culture of human rights? What are your contributions as members of NGOs or national human rights institutions?
2. How does HRE contribute to building this culture? What are some barriers to building this culture?
3. One definition in **Reference Sheet 4** refers to a culture of human rights as being a way of life that is guided politically, legally, and morally. How can HRE activities take this into account?
4. How would a training of trainers program for human rights educators contribute to this culture?

End of Session ■



Worksheet 2: Elements of a Culture of Human Rights in Africa





Session 5 cont'd

30 min

Part B Individual Reflection

Each participant reflects on how the IHRTTP can be associated with changes at the individual and organizational levels. Participants are given two sets of metacards. On each metacard they write one reflection.

1. Blue metacards represent **Individual changes**:
What changes can you observe in the way you work, your attitudes, your skills, and your knowledge that may be associated with your participation in the IHRTTP?
2. Yellow metacards represent **Organizational changes**:
What changes have been made to the work of your organization that may be associated with your participation in the IHRTTP? (For example, shared learning, new strategies or action plans, improved evaluation methods, increased use of participatory methodology, ability to train others, etc.)

NOTE: Parts C, D, and E take place on Day 2.

1 hr

Part C Group Work

1. The facilitator divides participants into 3 groups.
2. On a large flipchart version of the Ripple Model (**Reference Sheet 5**), participants from each group place their metacards in the appropriate circles and share with the others some of the salient points of their reflection. (5 min each participant)

Questions to consider:

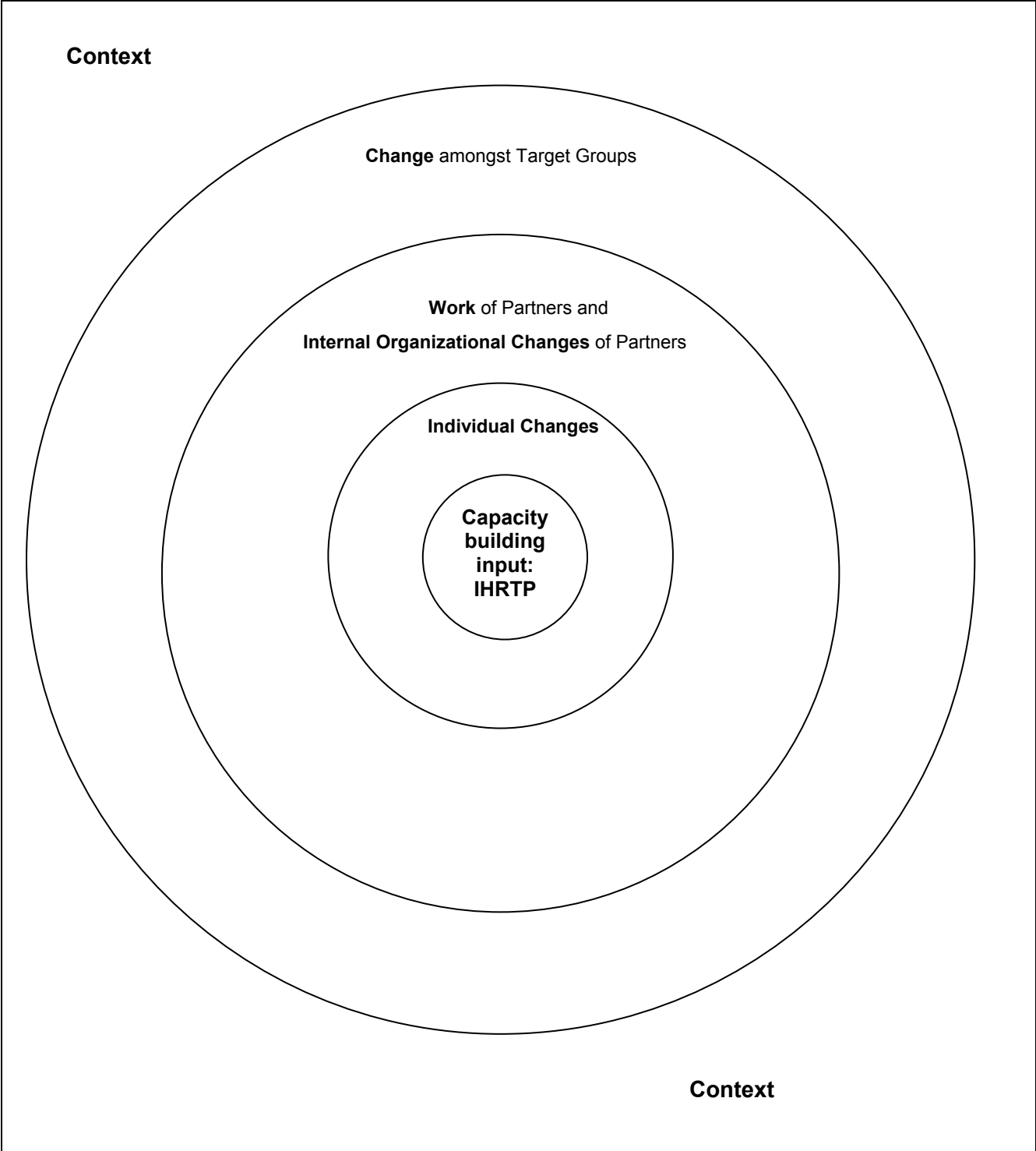
- Are there common elements between participants? Are there differing ones?
 - Is it easy to associate these changes to the IHRTTP, or are other factors involved?
 - How do these changes compare to the results listed in **Reference Sheet 6**?
3. Each group discusses possible changes among their target groups in terms of knowledge, skills, and attitudes. Refer to **Worksheet 3**.

Cont'd ▶ ▶ ▶



Reference Sheet 5: The Ripple Model and the IH RTP

Adapted from Rick James (2002).





Reference Sheet 6: IH RTP Results

Human Rights Education Capacity Building for Effective Civil Society Participation Program (2004-2007)

GOAL:

To strengthen the capacity of human rights organizations to undertake human rights education initiatives aimed at strengthening a global culture of human rights.

OBJECTIVES:

1. To strengthen the capacity of human rights organizations to analyze the challenges in their societies using a framework based on internationally accepted human rights standards and principles.
2. To develop the capacity of human rights organizations to use human rights education in accomplishing their goals more effectively.
3. To contribute to the development and consolidation of international, regional and national networks of human rights organizations.

Reference Sheet 6 continued: IHRTP Results

| ACTIVITIES The Program has the following components (Evaluation and monitoring of results are an integral component of and will inform the adaptation of above activities): <ul style="list-style-type: none"> • Annual IHRTP in Canada and on-going technical support to human rights initiatives undertaken by IHRTP alumni at the national level (including development and delivery of IHRTP alumni meetings). • Support for the development of national or sub-regional level capacity-building programs in selected countries or regions. • Public engagement activities, particularly through the involvement of volunteers from the community in the IHRTP, CHRF newsletter, website and other media. | OUTPUTS: 1. Increased capacity of up to 270 IHRTP participants to: <ul style="list-style-type: none"> • analyze the challenges in their societies using a framework based on international human rights standards and principles. • develop and deliver effective HRE activities which promote the rights of women, men, girls and boys. • Engage in policy-level dialogue on issues related to human rights • transfer new knowledge and skills to their organizations. • establish sustainable international, regional and national networks. 2. Joint capacity-building programs with IHRTP alumni in 3 countries or sub-regions producing: <ul style="list-style-type: none"> • 3 specialized training manuals for HRE in Asia and CEE • Increased knowledge and skills of 60 participants in Asia & CEE to engage in HRE 3. Identification and sharing of lessons learned with IHRTP alumni, CHRF and the general public. | OUTCOMES: 1. Increased capacity of targeted human rights organizations to: <ul style="list-style-type: none"> • undertake effective HRE initiatives • engage in policy-level dialogue on issues related to human rights • engage in networking and collaborative efforts. 2. Increased capacity of 3 targeted national or sub-regional IHRTP alumni networks (2 in Asia and 1 in CEE) to develop and deliver their own capacity building programs on a regular basis. 3. Active sharing of lessons learned amongst IHRTP alumni and networks, and with the general public. | IMPACT: 1. Participating organizations empowered to participate more effectively in the development process and to hold governments accountable for the fulfillment of their obligations to promote and protect the human rights of women, men, girls and boys. 2. More constructive dialogue in selected countries or sub-regions between the state and civil society leading to legislative reform and changes in government policy related to human rights. 3. An increased body of knowledge related to the role of HRE in promoting good governance and sustainable development |
|--|---|--|---|
| PERFORMANCE INDICATORS | | | |
| Input: See attached document presenting the importance and nature of CHRF's cost sharing contribution for the success of the Program. | 1. IHRTP participants responding through evaluation questionnaires and interviews that: <ul style="list-style-type: none"> • their levels of knowledge and skills have increased. • Follow-up plans prepared during the IHRTP have been implemented and knowledge and skills transferred. • They have maintained contact and continued to share with other alumni. 2. Joint CHRF-alumni activities delivered. <ul style="list-style-type: none"> • Sessions evaluated positively • Participants engaging in follow-up activities 3. Lessons learned being captured and shared through CHRF reports, newsletters, web site and other media. | 1. Alumni organizations: <ul style="list-style-type: none"> • increasing their level of HRE activity (e.g. developing new programs, expanding existing ones or integrating HRE principles and gender issues into other types of activity). • Increasing their level of engagement in policy-level dialogue • incorporating international human rights standards into HRE activities. • improved results of HRE initiatives undertaken. 2. Alumni organizations: <ul style="list-style-type: none"> • developing plans for follow-up programs • securing necessary funds • reporting results of capacity-building programs. 3. Alumni organizations submitting information to CHRF and developing own channels to share information. | Action of targeted alumni organizations leading to: <ul style="list-style-type: none"> • increased public awareness and understanding of human rights principles. • Increased involvement of the public, men, women boys and girls, and civil society in promotion and protection of their rights and the rights of others. • ratification of international and regional human rights instruments and/or adoption of human rights friendly Constitutions. • revision of existing domestic legislation to ensure that it is in conformity with human rights obligations. • positive changes in Government policy and practice • creation and strengthening of human rights mechanisms. • Increased collaboration with like-minded organizations and stronger networks and coalitions engaging in HRE. |



Worksheet 3: Change Amongst Target Groups

| Characteristic | What changes have occurred? |
|----------------|-----------------------------|
| Knowledge | |
| Skills | |
| Attitudes | |



Session 6 IHRTP-Related HRE Activities

Objective

To share participants' best practices and lessons learned from IHRTP-related HRE activities.

Time

2 hrs

Description

This activity is divided into three parts.

In **Part A**, participants will reflect on their best practices of IHRTP-related HRE activities within their work.

In **Part B**, participants will present their findings to the group.

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

1 hr

Part A Small Group Work

1. The facilitator divides participants into 3 groups.
2. Each group reflects on IHRTP activities they have adapted in their work. Use **Worksheet 4**.
3. Participants prepare a presentation of their discussion using **Worksheet 4**.

45 min

Part B Presentations

Participants present their findings to the larger group.

15 min

Part C Group Discussion

The facilitator synthesizes the common elements.

End of Session ■



Worksheet 4: IHRTP-Related HRE Activities

| Questions | Notes |
|--|-------|
| <p>Adapting IHRTP activities:</p> <ol style="list-style-type: none"><li data-bbox="235 493 604 519">1. Which ones were adapted?<li data-bbox="235 678 789 766">2. How were they adapted? In particular, how was the content and methodology adapted?<li data-bbox="235 925 634 951">3. What were the target groups?<li data-bbox="235 1110 554 1136">4. What were the results? | |



| Questions | Notes |
|---|-------|
| <p>On future training of trainers programs:</p> <p>5. Is the methodology used in the IHRTP appropriate for future training of trainers programs? In what way can the IHRTP be adapted to the African context? What challenges can you identify?</p> <p>6. Which aspects of the IHRTP would be useful in developing future training of trainers programs?</p> | |



Session 7 Needs Assessment

Objective

To determine the training needs for future training of trainers programs in Africa supported by the CHRF.

Time

3 hrs

Description

This activity is divided into five parts.

In **Part A**, the facilitator will lead a discussion on the necessity of conducting a needs assessment for a training program.

In **Part B**, participants will prepare a description of who they are as a target group.

In **Part C**, participants will identify the skills, knowledge, and attitudes they believe should be strengthened by a training of trainers program.

In **Part D**, participants will present their findings to the larger group.

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

15 min

Part A Discussion

The facilitator leads a discussion on needs assessment and relates it to the framework for this consultation.

30 min

Part B Large Group Discussion

Participants complete a description of themselves as a target group using **Worksheet 5**.

1 hr 15 min

Part C Small Group Work

1. The facilitator divides participants into 3 groups.
2. Participants determine their training needs as a target group by completing **Worksheet 6**.

Cont'd ▶ ▶ ▶



Session 7 cont'd

3. Participants prepare a presentation of their discussion to share with the larger group.

45 min

Part D Presentations

Participants present their findings to the larger group.

15 min

Part E Group Discussion

The facilitator leads a discussion on participants' findings.

End of Session ■



Worksheet 5: Description of the Target Group

Prepare a general description of yourselves as a target group by completing the chart below.

Target Group: HRE educators in Africa
Region: _____

| Characteristic | Description |
|--|-------------|
| Occupations | |
| Average age | |
| Gender | |
| Education level | |
| Main human rights issues faced in your work | |
| Other important facts, for example: <ul style="list-style-type: none">• the type of work your organizations do• who your target groups are• how your organizations address gender• Other: | |



Worksheet 6: Training Plan – Your Perception of Your Training Needs

Prepare a general description of yourselves as a target group by completing the chart below.

| Human Rights Content | Actual | Ideal |
|---|--------|-------|
| <p>Skills:</p> <ul style="list-style-type: none">- Basic steps in curriculum design (how to conduct and validate a needs assessment, formulate objectives, develop activities, ...)- HRE training techniques (facilitation skills, creating effective group dynamics, ...)- Participatory methodology and HRE- Monitoring and evaluation techniques- 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- Applying human rights instruments and mechanisms- Analyzing gender differences and developing strategies to address them | | |



| Human Rights Content | Actual | Ideal |
|---|--------|-------|
| <p>Knowledge:</p> <ul style="list-style-type: none">- Concepts & principles- Historical developments- Human rights documents- Human rights violations- Human rights law and its enforcement- Human rights terminology- Specific content knowledge on particular issues or themes (list them) <ul style="list-style-type: none">- _____- _____- _____- _____ | | |



| Human Rights Content | Actual | Ideal |
|---|--------|-------|
| <p>Attitudes:</p> <ul style="list-style-type: none">- Developing a sense of empowerment- Appreciating the rights of others- Developing an acceptance of others- Understanding the relationship between rights and responsibilities- Recognising our own biases- Examining how our actions impact on the rights of others- Taking responsibility for defending the rights of others- Showing empathy for those who are denied rights | | |



Session 8 Potential HRE Programs

Objective

The aim of this activity is to discuss ideas from alumni on potential areas of joint programming in HRE and to identify CHRF's role in the process.

Time

3 hrs

Description

The CHRF team leads a discussion on potential HRE programs in the region.

Building upon the work of the past two days, the CHRF team leads a discussion exploring opportunities for joint initiatives between partners and with the CHRF.

Some issues to address include:

1. Exploring **opportunities** for:
 - a. training of trainers program in HRE in the region
 - b. joint initiatives and sustainable networks between organizations represented
 - c. joint programming between the organizations represented and the CHRF
2. Identifying the **expected results** of these opportunities
3. Next steps

End of Session ■