

# Strengthening the Capacity of the NAD RANHAM Committee to Implement the RANHAM

## Workshop Manual

Banda Aceh, Nanggroe Aceh Darussalam, Indonesia  
14-17 November 2006

**equitas**

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d'éducation aux droits humains  
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# Introduction

## Background

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

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

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

Since the Tsunami, MOLAHR has made it a priority to strengthen the capacity of the RANHAM Committees in Nanggroe Aceh Darussalam (hereafter referred to as NAD) and the surrounding provinces. Through these RANHAM Committees, the Ministry is engaging with the key local government bodies and civil society actors involved in reconstruction efforts to ensure that they take into account rights-based approaches that are in conformity with Indonesia's international and domestic human rights obligations.

## Goal and Objectives

The **goal** of this workshop is to further strengthen the capacity of the Directorate General for Human Rights Protection and the NAD RANHAM Committee in Indonesia to implement Indonesia's RANHAM, the National Plan of Action for Human Rights.

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

1. Review the capacity-building needs of the institutions and institutions engaged in the implementation of the RANHAM (i.e. national and provincial RANHAM Committees, MOLAHR/DG-HAM, civil society).
2. Evaluate RANHAM activities developed and implemented by the NAD RANHAM Committee since March 2006

3. Further strengthen participants' capacity to contribute to effective implementation of the RANHAM by:
  - a. increasing participants' awareness of the basic human rights concepts and principles as well as Indonesia's international and domestic human rights obligations and mechanisms
  - b. identifying and sharing best practices from the Indonesian and Canadian experience relevant to the effective implementation of the RANHAM
  - c. developing and practicing effective human rights education techniques
  - d. developing strategies to transfer new knowledge and skills within their institutions

## Participants

Participants for this workshop are members of the NAD RANHAM Committee. They include participating officials from Government agencies engaged in the implementation of RANHAM in Aceh and its surrounding provinces.

## 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 this content. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for action. Continued reflection and evaluation are central to the learning process.

The facilitators are skilled in adult education methods, knowledgeable about human rights and experienced in working with diverse groups. Internationally recognized human rights experts will be invited to give presentations and participate in panel discussions throughout the workshop.

## Canadian Partners

Four other Canadian organizations are working with Equitas in this project. They are:

1. Rights & Democracy, Montreal
2. The *Centre d'Études et de Recherches Internationales (CÉRIUM)* of the *Université de Montréal*, Montreal
3. Centre for Human Rights and Legal Pluralism, McGill University, Montreal
4. Dr. James Ron, Associate Professor, Norman Patterson School of International Affairs, Carleton University, Ottawa

## Acknowledgements

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The following Equitas Curriculum Development Team developed this training manual: Vincenza Nazzari, Paul McAdams, Ian Hamilton, Bing Arguelles and Stephen Schmidt.

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**Canada**



Canadian International  
Development Agency

Agence canadienne de  
développement international



**Droits et Démocratie  
Rights & Democracy**

Centre international des droits de la personne et du développement démocratique  
International Centre for Human Rights and Democratic Development

## Schedule

DAY 1 November 14 2006		
Time	Module	Title
8:30-9:00	<b>Module 1</b> Activity 1	<b>Setting the Context</b> Opening Ceremony
9:00-10:30	Activity 2	Introductions and Workshop Expectations
<b>10:30-10:45</b>	<b>Break</b>	
10:45-11:15	Activity 3	Workshop Overview, Objectives and Methodology
11:15-12:30	Activity 4	Current Human Rights Issues in NAD
<b>12:30-14:00</b>	<b>Lunch</b>	
14:00-14:45	Activity 4	Continued
14:45-15:45	<b>Module 2</b> Activity 1	<b>Current Status of RANHAM</b> RANHAM Update: Overview of Objectives, Results, and Milestones
<b>15:45-16:00</b>	<b>Break</b>	
16:00-17:30	Activity 2	Role of the NAD RANHAM Committee
17:30-17:45		Synthesis and Daily Evaluation

DAY 2 November 15 2006		
Time	Module	Title
<b>8:30-8:45</b>		<b>Recap of Day 1</b>
8:45-10:15	<b>Module 2</b> Activity 3	<b>Current Status of RANHAM</b> Focus Group Discussion – Creating a Dynamic NAD RANHAM Committee
<b>10:15-10:30</b>	<b>Break</b>	
10:30-11:15	<b>Module 3</b> Activity 1	<b>Analyzing Human Rights Work in RANHAM</b> Defining a Common Understanding of Human Rights Education
11:15-12:30	Activity 2	RANHAM and Social Change – Effective HRE for Social Change
<b>12:30-14:00</b>	<b>Lunch</b>	
14:00-15:30	Activity 3	International Human Rights Standards
<b>15:30-15:45</b>	<b>Break</b>	
15:45-17:15	Activity 3	Continued
17:15-17:30		Synthesis and Daily Evaluation



DAY 3 November 16 2006		
<i>Time</i>	<i>Module</i>	<i>Title</i>
<b>8:30-8:45</b>		<b>Recap of Day 2</b>
8:45-10:30	<b>Module 3</b> Activity 4	<b>Analyzing Human Rights Work in RANHAM (cont'd)</b> Applying Gender Concepts in RANHAM
<b>10:30-10:45</b>	<b>Break</b>	
10:45-12:30	<b>Module 4</b> Activity 1	<b>Planning RANHAM – Next Steps</b> Developing RANHAM Related HRE Activities
<b>12:30-14:00</b>	<b>Lunch</b>	
14:00-15:00	Activity 1	Continued
<b>15:00-15:15</b>	<b>Break</b>	
15:15-17:15	Activity 2	Planning Framework
17:15-17:30		Synthesis and Daily Evaluation

DAY 4 November 17 2006		
<i>Time</i>	<i>Module</i>	<i>Title</i>
<b>8:30-8:45</b>		<b>Recap of Day 3</b>
8:45-9:30	<b>Module 4</b> Activity 2	<b>Planning RANHAM – Next Steps (cont'd)</b> Continued
9:30-10:45	Activity 3	Developing Individual Action Plans
10:45-11:15	<b>Module 5</b> Activity 1	<b>Workshop Evaluation and Closing Ceremony</b> Workshop General Evaluation
11:15-11:45	Activity 2	Closing Ceremony



## Module 1 Setting the Context

<i>Activity</i>		<i>Time</i>
<b>Activity 1</b>	Opening Ceremony	30 min
<b>Activity 2</b>	Introductions and Workshop Expectations	1 hr 30 min
<b>Activity 3</b>	Workshop Overview, Objectives, and Methodology	30 min
<b>Activity 4</b>	Current Human Rights Issues in NAD	2 hrs



## Activity 1 Opening Ceremony

### Objective

To formally open the workshop.

### Time

30 min

### Description

The workshop organizers formally open the workshop by welcoming the participants and resource persons.

End of Activity ■

## Activity 2 Introductions and Workshop Expectations

### Objectives

- To meet the members of the group, including facilitators, workshop organizers and resource persons.
- To identify participants' expectations of the workshop and explore potential resources available within the group.

### Time

1 hr 30 min

### Description

This activity will allow you to get to know the other participants of the workshop, to share with each other your expectations, and to identify the potential resources within the group.

This activity is divided into two parts.

In **Part A**, you will introduce yourself to the members of the group and present your expectations and resources for the workshop.

In **Part B**, the facilitator will summarize your expectations and resources.

**45 min**

#### Part A Introductions

1. The facilitator presents a number of personal values/attitudes written on large sheets of paper and posts them in different places around the room:
  - Empathy
  - Respect
  - Equality
  - Compassion
  - Responsibility
2. Briefly reflect on the values/attitudes posted and then go and stand by the value/attitude you most identify with as a human rights worker.
3. Introduce yourself (name, job title, main responsibilities, division/department, and institution) to the other participants gathered around the same value/attitude.

Cont'd ► ► ►

**Activity 2 cont'd**

4. Take about 5 minutes to discuss among yourselves the reasons why you chose this particular value/attitude.
5. The facilitator then has each group, in turn, introduce their group members and explain the reasons the different group members selected that particular value.

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

1. Using the information compiled from the **Pre-Workshop Assignments**, the facilitator has prepared a chart of the group's expectations related to the workshop. The facilitator goes through participants' expectations and highlights common ones and others which may not be addressed during the workshop.
2. The facilitator goes through a list of topics and skills that participants from the March 2006 workshop identified as worth discussing during the present workshop. The list is from the **Follow-up Questionnaire** participants filled out in July 2006 (refer to **Reference Sheet 1**). The facilitator goes through the list and discusses how the topics and skills will be addressed during the workshop.  
The facilitator also explains the idea of a "parking lot," where participants can list issues/topics/questions not necessarily addressed during the workshop which are nonetheless of interest to participants. The parking lot issues can be discussed informally during tea breaks and lunch breaks.
3. Each participant receives a metacard on which they write their name and a resource they can offer other participants (for example, expertise in training, knowledge of women's rights, experience in policy review, knowledge of particular international instruments).
4. The facilitator leads a large group discussion on the resources available within the group by inviting participants to share the resources they have to offer.

**End of Activity ■**

## Reference Sheet 1: Topics and Skills to Address in Current Workshop As Identified by Participants

In July 2006, participants who attended the March 2006 workshop were asked to complete a **Follow-up Questionnaire**. In the questionnaire, they were asked what topics they would like this current workshop to address. Answers are listed below.

### Topics to address during this workshop:

#### Training particular target groups or sectors:

- *RANHAM*: To increase and deepen the understanding of human rights values for members of RANHAM committees.
- *Law enforcement*: Human rights understanding for law enforcement officials.
- *Education*: Human rights principles included in educational curriculum.
- *Political prisoners*: HR protection for the political prisoners, during and after their term at the correctional institution
- *Women and children*: Treatment for women and children as victims of armed conflict and trafficking.
- *Gender*: Strengthening an awareness of gender at the domestic level.
- *Post-tsunami*: The protection of the people's right to their land after tsunami.

#### Human rights issues in general:

- How the issues of past human rights violations can be processed using principles that can be developed into law.
- To increase understanding and awareness of international human rights without religious or racial discrimination.
- Current human rights situation in NAD, one year after the peace agreement between GAM and GOI.
- We expected that the RANHAM education and development can be done at IAIN (state Islamic university) Ar-Raniry, so it can increase the capacity of the local committee.

### Skills to be developed during the workshop:

- How to make a five-year workplan for the RANHAM committee.
- Training to be a facilitator/resource person for RANHAM activities.
- Grassroots approach to discussing human rights.
- Increasing skill to investigate the victim of human rights violations in NAD.
- Human rights advocacy.



**Reference Sheet continued**

- Documentation skills to document human rights problems in the community.
- To learn about human rights principles in other countries that can be customized to the situation in Aceh.
- Advanced SWOT analysis regarding the human rights system.

## Activity 3 Workshop Overview, Objectives, and Methodology

### Objectives

- To relate participants' expectations to the workshop objectives and content.
- To describe the basic framework used in the workshop.
- To identify the ground rules useful in creating an effective group dynamic during the workshop.

### Time

30 min

### Description

In the previous activity, you identified your expectations of the workshop. In this activity, the facilitator will explain the content of the workshop and how it will relate to your expectations.

This activity is divided into two parts.

In **Part A**, the facilitator will provide an overview of the framework and objectives for the workshop to demonstrate how your expectations will be met.

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

20 min

#### **Part A Group Presentation**

The facilitator presents the workshop framework and objectives, while relating them to the expectations listed during **Activity 2**. The basic framework for the workshop is presented in **Reference Sheet 2** for you to follow during this presentation.

Cont'd ► ► ►

**Activity 3 cont'd**

**10 min**

**Part B Group Discussion**

1. Together with your facilitator, develop a number of ground rules for working effectively as a group.

Examples of helpful ground rules include:

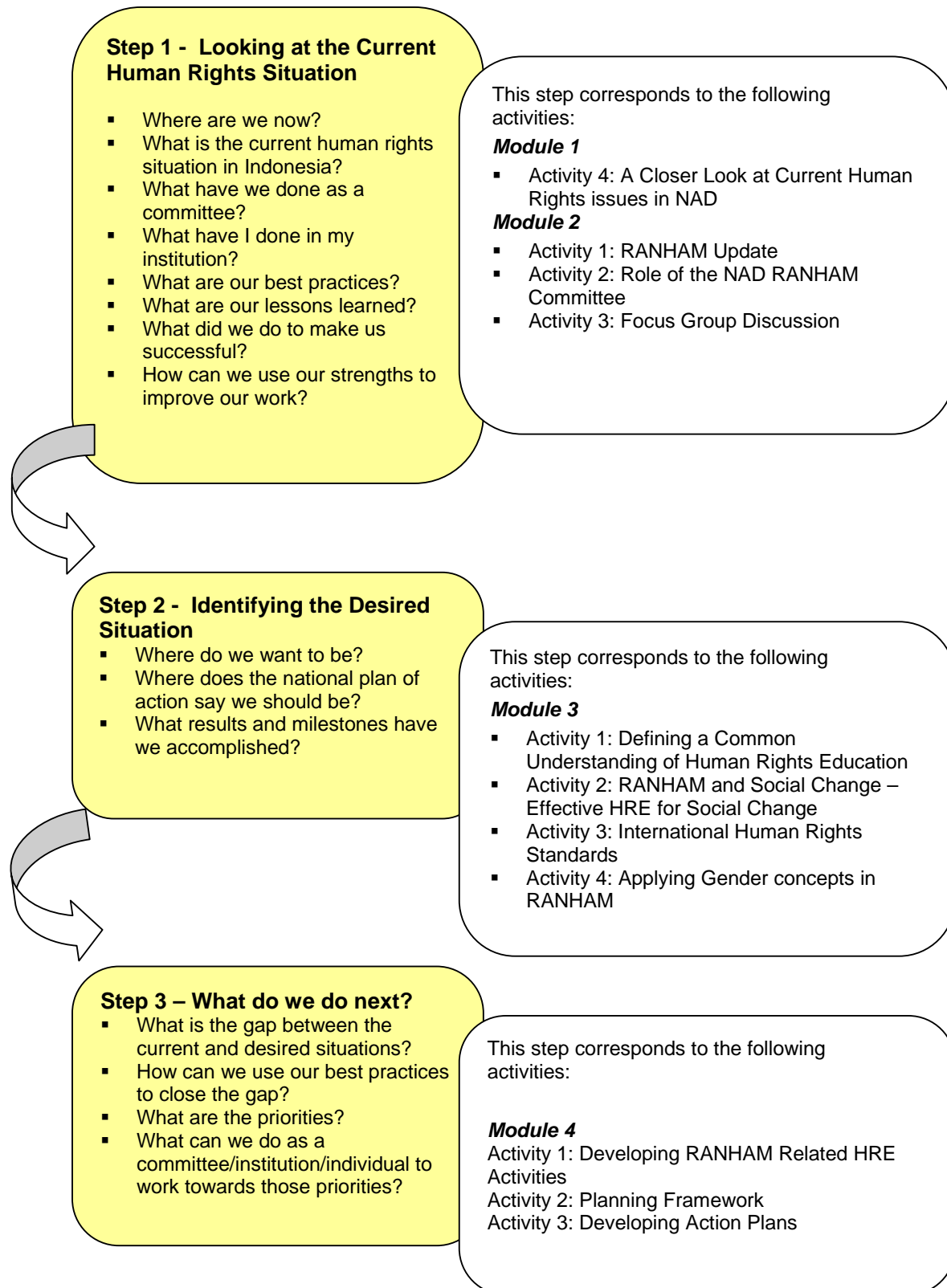
- give everyone a chance to speak
- no mobile phones during the activities
- respect the time for discussions

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

Ground rules for our group:

**End of Activity ■**

## Reference Sheet 2: Workshop Framework



## Activity 4 Current Human Rights Issues in NAD

### Objectives

- To identify current human rights issues in Nanggroe Aceh Darussalam.
- To examine how RANHAM is addressing these current human rights issues.

### Time

2 hrs

### Description

In this activity, you begin to examine current human rights issues using short case studies.

This activity is divided into three parts.

In **Part A**, you will work in groups to identify and analyze the current human rights issues in NAD.

In **Part B**, the groups will present their analysis of current human rights issues.

In **Part C**, the facilitator leads a large group discussion.

45 min

#### Part A Small Group Work

1. The facilitator divides the participants into three groups.
2. **Worksheet 1** lists short cases describing human rights issues. The facilitator assigns one case to each group and asks them to analyze the case by answering the questions in the **Worksheet**. Use the format presented in **Worksheet 1** to record your group's findings and prepare to present your findings in **Part B**.

30 min

#### Part B Group Presentations

Each group presents the analysis of their case.

Cont'd ► ► ►

**Activity 4 cont'd**

**45 min**

**Part C Group Discussion**

The facilitator synthesizes the salient points from the groups and the resource person comments on participants' work.

Questions to consider:

- What are some of the main, current human rights issues highlighted by these cases? Do the cases accurately reflect some of the current human rights issues in NAD and the country?
- How are these issues experienced differently by men and women in these cases?
- Are there common factors underlying or leading to these human rights issues?
- How can human rights education address these issues? What are the desired goals of HRE activities?
- What other human rights issues are of concern in NAD?

**End of Activity ■**

## Worksheet 1: Human Rights Issues in NAD

The facilitator will assign you one of the cases below to your group. Read the case and answer the questions.

Description of Case #1
<p><b>Protesters demonstrated in front of the governor's residence in Banda Aceh to protest against the poor distribution of funds for post-tsunami reconstruction and rehabilitation.</b></p>
Questions:
<ol style="list-style-type: none"> <li>1. Which rights are not enjoyed?</li> <li>2. In human rights language, we often talk of "rights holders" (those who have rights) and "duty bearers" (those who have the obligation to respect, protect and fulfil rights). In this case, who are the "rights holders" whose rights are not enjoyed?</li> <li>3. Who are the "duty bearers? What do you think their obligations should be in order to respect, protect, and fulfil rights?</li> <li>4. Could the RANHAM Committee play a role in this case? If yes, what would that role be?</li> </ol>

### Description of Case #2

**After a workshop taking place in a hotel, female participants standing in the hotel hallway removed their veils and were arrested by Sharia police. The women were paraded around town in a truck with their veils removed.**

### Questions:

1. Which rights are not enjoyed?
2. In human rights language, we often talk of “rights holders” (those who have rights) and “duty bearers” (those who have the obligation to respect, protect and fulfil rights). In this case, who are the “rights holders” whose rights are not enjoyed?
3. Who are the “duty bearers? What do you think their obligations should be in order to respect, protect, and fulfil rights?
4. Could the RANHAM Committee play a role in this case? If yes, what would that role be?



### Description of Case #3

**With the assistance of the facilitator, participants will identify a third case study that highlights a current human rights issue in NAD.**

**Description of the case:**

### Questions:

1. Which rights are not enjoyed?
2. In human rights language, we often talk of “rights holders” (those who have rights) and “duty bearers” (those who have the obligation to respect, protect and fulfil rights). In this case, who are the “rights holders” whose rights are not enjoyed?
3. Who are the “duty bearers? What do you think their obligations should be in order to respect, protect, and fulfil rights?
4. Could the RANHAM Committee play a role in this case? If yes, what would that role be?



## Module 2 Current Status of RANHAM

<i>Activity</i>		<i>Time</i>
<b>Activity 1</b>	RANHAM Update: Overview of Objectives, Results, and Milestones	1 hr
<b>Activity 2</b>	The Role of the NAD RANHAM Committee	1 hr 30 min
<b>Activity 3</b>	Focus Group Discussion – Creating a Dynamic NAD RANHAM Committee	1 hr 30 min



## Activity 1 RANHAM Update: Overview of Objectives, Results, and Milestones

### Objectives

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

### Time

1 hr

### Description

The previous activity identified the current human rights situation in NAD. In this activity, you will look at the planned implementation of RANHAM and determine how it will change the current situation.

This activity is divided into two parts.

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

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

30 min

#### Part A Presentation

The resource person from DG-HAM presents a general overview of RANHAM with a particular focus on the RANHAM objective of "Dissemination and Education on Human Rights (refer to **Reference Sheet 3**). Some of the topics the resource person will discuss are as follows:

- Results and milestones to date
- Ongoing activities
- Success stories
- Application of a gender perspective to RANHAM's objectives
- Future activities

The resource person also relates RANHAM's work to the current human rights issues identified by participants in the previous activity.

Cont'd ► ► ►

*Activity 1 cont'd*

**30 min**

**Part B    Open Forum**

During this open forum you have the opportunity to comment and ask questions on any issues raised that will affect your work.

**End of Activity ■**

**Reference Sheet 3: RANHAM Dissemination and Education on Human Rights**

Objectives/targets	Programs/activities	Performance indicators (output)
1. Enhancement of understanding and awareness of law enforcement and government officials on the importance of human rights in the line of duty	Law enforcement and government officials: <ol style="list-style-type: none"> <li>to include human rights materials in official trainings in all government institutions</li> <li>training for trainers on human rights for law enforcement and government officials</li> <li>dissemination and human rights information materials for law enforcement and government officials</li> </ol>	Education and human rights training for law enforcement and government officials.
2. Strengthening of education on human rights in higher learning and human rights institutions	Higher learning institutions and other human rights institutions: <ol style="list-style-type: none"> <li>To increase the collection of human rights books in the libraries of higher learning institutions, Ministry of Justice and Human Rights, National Commission of Human Rights, National Commission of Women, National Commission of Children Protection, Centres for Human Rights Studies, etc.</li> </ol>	The availability of teaching materials on human rights and other human rights reference materials.
	<ol style="list-style-type: none"> <li>To strengthen the human rights study in degree programs in Indonesia and to continue cooperation for scholarships on human rights in overseas learning institutions.</li> </ol>	Establishment of Degree/Non Degree Program on human rights in higher learning institutions in Indonesia and to enforce scholarships programs on human rights overseas.
	<ol style="list-style-type: none"> <li>To include human rights materials in the curriculum of higher learning institutions.</li> </ol>	The availability of human rights curriculum in the higher learning institutions.
	<ol style="list-style-type: none"> <li>Human rights to the higher learning student organizations.</li> </ol>	Implementation of human rights training for higher learning student organizations.
3. Enhancement of understanding and awareness of human rights through formal education.	Formal education: <ol style="list-style-type: none"> <li>Human rights training for teachers with the priority to the teachers of related subjects.</li> </ol>	Implementation of human rights training for teachers
	<ol style="list-style-type: none"> <li>To integrate human rights education into related subjects, particularly into civics, religious, history, social science and Indonesian language.</li> </ol>	The availability of civics, religious, history, social science and Indonesian language study subjects with human rights content.

## Reference Sheet continued

Objectives/targets	Programs/activities	Performance indicators (output)
	c. To translate teaching materials on human rights	The availability of translation teaching materials on human rights.
	d. To integrate human rights education into local education curriculum.	Integration of human rights education into local education curriculum.
4. Enhancing of the communities' awareness on the importance to respect human rights.	Non-formal Education: a. To draft human rights teaching materials easily acquired by the communities.	Implementation of human rights education and dissemination in all provinces.
	b. Human rights dissemination to village levels, ie. to PKK (Family Welfare Education), Kadarkum (Family Laws Awareness), religious activities etc.	
	c. To enhance human rights courses related to the Pancasila, National Constitution 1945, human rights laws etc.	
	d. Dissemination, trainings, up-grading and human rights workshops among Groups of Learning and Business, Centers for Independent Learning Activities, Learning Activities, Learning activities Workshops, Youth Courses, Education Councils and the Indonesian Teachers Association.	
	e. Dissemination training, up-grading and human rights workshop among sports organizations, sports coaches, athletes and Centers for Students Education and Practices.	
	f. Dissemination training, up-grading and human rights workshops among political, social and NGO's, also to disseminate with human rights concepts those interested , professionals and business groups, i.e. Majelis Taklim, Boy Scouts, Karang Taruna, etc.	



## Reference Sheet continued

Objectives/targets	Programs/activities	Performance indicators (output)
5. Enhancement of information services on human rights.	Mass media a. Regular seminars and human rights training for journalists from the printed electronic media and information officers.	Availability of information materials and enhancement of the human rights dissemination activities through printed and electronic media etc.
	b. To hold human rights interviews and discussions for the electronic media (TV and Radio).	
	c. To publish and distribute human rights information materials including human rights handbooks.	
	d. Featuring human rights programs in the printed and electronic media.	
	e. To use traditional media.	

## Activity 2 The Role of the NAD RANHAM Committee

### Objectives

- To identify common roles for the individuals and institutions of the NAD RANHAM Committee.
- To identify best practices for the NAD RANHAM Committee.

### Time

1 hr 30 min

### Description

The previous activity looked at RANHAM achievements and planned future activities. In this activity, you will examine your contributions to those RANHAM achievements.

This activity is divided into three parts.

In **Part A**, you will take part in a large group discussion to analyze your department's and/or institution's roles in the coordination and implementation of RANHAM.

In **Part B**, you will work individually to analyze individual and institutional contributions to achieving RANHAM results and milestones to date.

In **Part C**, the facilitator will synthesize the information from **Part B** and lead a discussion to identify best practices for the RANHAM Committee and the member institutions.

25 min

#### Part A Group Discussion

1. The facilitator leads a brainstorming session to define different individual, departmental and institutional roles in implementing RANHAM. The facilitator lists the roles on flipchart. Use **Worksheet 2** to record the group's understanding of these roles.
2. The facilitator continues the large group discussion where you have the opportunity to make recommendations and comments in order to arrive at common definitions for individual, departmental and institutional roles. The facilitator relates the roles identified to the educational needs listed by participants of the March 2006 workshop (refer to **Reference Sheet 4**). Do the needs identified help clarify your roles in implementing RANHAM?

Cont'd ► ► ►

*Activity 2 cont'd***20 min****Part B Individual Work**

1. The facilitator distributes two white and two yellow metacards to each participant to complete this activity.
2. Reflect on how RANHAM relates to your responsibilities in your individual work. Use the **white metacards** to record **your individual contributions in the coordination and/or implementation of RANHAM** (for example: provide leadership to junior staff members, researched how other countries implemented human rights, acted as liaison between other institutions, etc.). Write one reflection on each metacard.
3. Reflect on how your institution contributes to the national plan of action for human rights (RANHAM). Use the **yellow metacards** to record **your departments'/institution's contributions in the coordination and implementation of RANHAM** (for example: coordinated harmonization of labour laws, provided support to other institutions for protection of migrant workers, organized working group on children's rights). Write one reflection on each metacard.

**45 min****Part C Group Discussion**

1. The facilitator leads a discussion on the individual and departmental/institutional contributions by asking you to share what you have written in **Part B**. All participants will post their reflections on the wall.
2. The facilitator groups the cards and comments on commonalities and differences in the contributions made.
3. Using the grouped list of common contributions, the facilitator introduces the concept of best practices, and elaborates on how best practices allowed the committee and committee members to contribute to the realization of RANHAM milestones.  
In order to focus your discussion, the facilitator presents the successes and challenges in implementing RANHAM-related work that were identified by participants attending the March 2006 workshop (refer to **Reference Sheet 5**).

Cont'd ► ► ►

**Activity 2 cont'd**

4. The facilitator leads a group discussion where you have the opportunity to make comments in order to arrive at a list of best practices for the NAD RANHAM Committee (use **Worksheet 3** to take notes). Consider the following:
  - What individual improvements have you made in the way you work, your attitudes, your skills, and your knowledge as a result of your work on the committee or in implementing RANHAM?
  - What kind of changes have been made in your institution as a result of the work on the NAD Committee or the implementation of RANHAM?
5. The facilitator records the agreed upon list of best practices at the **individual** and at the **departmental/institutional levels**.

**End of Activity ■**

**Worksheet 2: NAD RANHAM Committee Roles**

What are the different individual, departmental and institutional roles in implementing RANHAM? Use the space below to write notes based on the large group discussion in **Part A**.

**Individual role in implementing RANHAM****Departmental/institutional role in implementing RANHAM**

#### **Reference Sheet 4: Educational Needs of the NAD RANHAM Committee**

Below is a list of educational needs identified by participants who attended the March 2006 workshop.

- Workshops and trainings for RANHAM members
- Training of Law enforcement and Government officials
- Establish a task force for human rights education for the population of Aceh
- Empowerment of Human Rights Study Centers
- Socialization skills for human rights
- Increase pool of human rights facilitators and resource persons (academicians, Government officials, NGOs)
- Reference materials on human rights
- Funding/Budget support from Government/NGO donors
- Infrastructure (buildings, equipment)
- Inclusion of human rights in the formal and informal education sectors
- Human rights scholarships (inside & outside Indonesia), strengthen human rights Degree major

## Reference Sheet 5: Successes and Challenges Identified in the Implementation of RANHAM-Related Work

Below is a list of successes and challenges in the implementation of RANHAM-related work as identified by participants of the March 2006 workshop who completed the **Follow-up Questionnaire** in July 2006.

Successes	Challenges
<p><b>Coordination of RANHAM Committee:</b></p> <ul style="list-style-type: none"> <li>▪ Strengthening the capacity of the RANHAM Committee.</li> </ul> <p><b>Socialization of human rights:</b></p> <ul style="list-style-type: none"> <li>▪ Increasing the public understanding of HR and its values.</li> <li>▪ The increasing of people's understanding and values of human rights through the settlement of land disputes.</li> <li>▪ Gender in the marriage law, where the position of husband and wife is equal.</li> <li>▪ The increase of the human rights understanding and awareness among officials handling land disputes through informal education.</li> <li>▪ Giving input to the people at my village and the people that I visited, to give attention on children and women rights, and avoid violence.</li> </ul>	<p><b>Coordination of RANHAM Committee:</b></p> <ul style="list-style-type: none"> <li>▪ Difficulty identifying a strategy to develop the internal capacity of the RANHAM Committee, and the target of dissemination and the implementation of RANHAM.</li> <li>▪ Local RANHAM Committee is not well coordinated.</li> <li>▪ Evaluation to what has been done is very difficult because there is no sustainable program.</li> </ul> <p><b>Socialization of human rights:</b></p> <ul style="list-style-type: none"> <li>▪ The challenge faced is there are many people who do not understand human rights values and therefore it is hard to socialize them.</li> <li>▪ Different levels of education among people are making it difficult to provide an understanding to the people about human rights values.</li> <li>▪ The level of education of the people in Aceh, that is relatively low, so it's very difficult to give a rapid understanding.</li> <li>▪ It is hard to measure the level of success because there is no assessment toward what has given to the student.</li> <li>▪ There are many questions from the people about human rights culture that is in accordance to the Islamic community.</li> <li>▪ There are many people who are still questioning human rights culture that is appropriate for the situation and condition of Islamic community such as in NAD province.</li> </ul> <p><b>Local political context:</b></p> <ul style="list-style-type: none"> <li>▪ The development of a stable political environment and security situation.</li> <li>▪ Local government is very busy with the local election, so the coordination is not too smooth.</li> </ul>

### Worksheet 3: NAD RANHAM Committee Best Practices

What **individual** improvements have you made in the way you work, your attitudes, your skills, and your knowledge as a result of your work on the NAD Committee or in implementing RANHAM?

What kind of changes have been made in your **department/institution** as a result of the work on the NAD Committee or the implementation of RANHAM?



### Activity 3      Focus Group Discussion – Creating a Dynamic NAD RANHAM Committee

#### Objectives

- To evaluate your work done as part of the NAD RANHAM Committee.
- To identify how best practices can be used to improve the functioning of the NAD RANHAM Committee.

#### Time

1 hr 30 min

#### Description

The previous activity looked at your contributions to RANHAM achievements and identified some best practices. In this activity, you will evaluate the functioning of the NAD RANHAM Committee to determine how to improve its effectiveness.

This activity is divided into three parts.

In **Part A**, the facilitator will present the strategy of using of a focus group to evaluate a particular topic.

In **Part B**, you will form a focus group to evaluate the functioning of the NAD RANHAM Committee.

In **Part C**, you will take part in a group discussion to identify best practices for the NAD RANHAM Committee.

**15 min**

#### **Part A    Presentation**

The facilitator presents the technique of using a focus group. A focus group is a group of individuals who are convened to express their opinions, attitudes or reactions to a particular program, activity or product. Refer to **Reference Sheet 6** for information relating to focus groups.

For this activity, the **goal of the focus group is to evaluate the functioning of the NAD RANHAM Committee.**

Cont'd ► ► ►

**Activity 3 cont'd**

In order to prepare for the focus group, the facilitator presents the SWOT analysis undertaken during the March 2006 workshop (refer to **Reference Sheet 7**). The internal Strengths and internal Weaknesses are of particular importance for this exercise, since we will try to find ways to address the weaknesses.

**45 min**

**Part B Focus Group**

1. The group discusses the following question:

**How effective are the group dynamics of the NAD RANHAM Committee?**

Consider the following (use **Part 1 of Worksheet 4** to take notes):

- Common understanding of the NAD RANHAM Committee purpose
  - Member participation
  - Communication between NAD RANHAM Committee members
  - Communication of NAD RANHAM Committee actions/results/recommendations with colleagues and supervisors.
2. The facilitator uses a flipchart to record the results of the focus group and posts them on the wall.

**30 min**

**Part C Group Discussion**

1. Continue the focus group by listing recommendations for creating a more effective NAD RANHAM Committee (use **Part 2 of Worksheet 4** to take notes).
2. The facilitator records the recommendations on the flipchart.
3. The facilitator and resource person both comment on the list of recommended changes to improve the effectiveness of the NAD RANHAM Committee.

**End of Activity ■**

## Reference Sheet 6: How to Conduct a Focus Group

<b>Step 1: Preparing for the Group</b>			
<p><b>Be clear about why you are gathering the people</b></p> <ul style="list-style-type: none"> <li>• Assess what you really need to know</li> <li>• Determine which questions the group will answer</li> </ul> <p><b>Establish an agenda which will achieve your purpose</b></p> <ul style="list-style-type: none"> <li>• Determine the number of participants and their roles</li> <li>• Decide on the purposes of the Focus Group - (include content and outcome)</li> <li>• Devise the process rules for the Focus Group</li> <li>• Fix time, place and duration of the Focus Group</li> </ul> <p><b>Select Participants and allocate roles</b></p> <ul style="list-style-type: none"> <li>• Select who and how many</li> <li>• Arrange for leader-facilitator</li> <li>• Plan for an individual to record the Focus Group</li> </ul> <p><b>Arrange the setting and the tools</b></p> <ul style="list-style-type: none"> <li>• Determine the room set up</li> <li>• Determine tools needed (flip chart, markers, name tags...)</li> <li>• Arrange for accommodations of participants of necessary</li> </ul>	<p><b>Step 2: Launch the Group</b></p> <p><b>Introductions</b></p> <ul style="list-style-type: none"> <li>• Introduce facilitator</li> <li>• Introduce participants</li> </ul> <p><b>Explain the Agenda</b></p> <ul style="list-style-type: none"> <li>• Explain the purpose of the Focus Group</li> <li>• Clarify roles of the participants</li> <li>• Establish process rules               <ul style="list-style-type: none"> <li>• Neutral role of facilitator</li> <li>• Recorder role as group memory</li> <li>• Nature of the meeting (Brainstorming, Decision-making)</li> <li>• Conflict Resolution Procedure</li> <li>• Administrative Issues (breaks, messages, starting times...)</li> </ul> </li> </ul>	<p><b>Step 3: Running the Focus Group</b></p> <p><b>Progress towards purpose</b></p> <ul style="list-style-type: none"> <li>• Guide the focus group such that it is working the purpose initially identified</li> <li>• Introduce participants</li> </ul> <p><b>Ensure participation is towards purpose</b></p> <ul style="list-style-type: none"> <li>• Will you need more information from these people?</li> <li>• Will you reassemble this group?</li> <li>• Was the process satisfactory?</li> <li>• How would you handle the focus group differently?</li> </ul>	<p><b>Step 4: Following-up the Focus Group</b></p> <ul style="list-style-type: none"> <li>• Do what you agreed on</li> </ul> <p><i>Adapted from Rossett, A. (1987) <u>Training Needs Assessment</u>. Englewood Cliffs, N.J. Educational Technology Publications.</i></p>

## Reference Sheet 7: SWOT Analysis

The SWOT analysis below was undertaken by participants of the March 2006 workshop.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>▪ RANHAM Committee Decree</li> <li>▪ Knowledge of international instruments</li> <li>▪ Various academic disciplines represented in the Committee</li> <li>▪ Organizational experience</li> <li>▪ Legislations</li> <li>▪ Human resources</li> <li>▪ Acts (29/1999, 26/2006)</li> <li>▪ President Decree (29/1998, 40/2003)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inadequate material on human rights</li> <li>▪ Limited training time</li> <li>▪ Inadequate coordination</li> <li>▪ Poor support from local government</li> <li>▪ Insufficient human resources</li> <li>▪ Low budget support from local government</li> <li>▪ Low understanding of human rights in the RANHAM Committee</li> <li>▪ No common vision</li> <li>▪ Low support infrastructure</li> <li>▪ Limited human rights education</li> <li>▪ Limited human rights socialization</li> <li>▪ Limited support facilities</li> <li>▪ Weak coordination</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>▪ Government support</li> <li>▪ Foreign support</li> <li>▪ Workshops/trainings on human rights</li> <li>▪ International organizations concerned with human rights in NAD</li> <li>▪ Demands from communities for human rights protection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Destroyed infrastructures</li> <li>▪ Low education level</li> <li>▪ Social conditions with little concern for human rights</li> <li>▪ Intervention of certain parties</li> <li>▪ Apathy</li> <li>▪ Human rights values conflicting with local values</li> </ul>

## Worksheet 4: Focus Group Notes

Focus Group Questions	Notes
<p><b>PART 1</b></p> <p><i>How effective are the group dynamics of the NAD RANHAM Committee? Consider the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Common understanding of the NAD RANHAM Committee purpose.</i></li> <li>• <i>Member participation.</i></li> <li>• <i>Communication between NAD RANHAM Committee members.</i></li> <li>• <i>Communication of NAD RANHAM Committee actions/results/recommendations with colleagues and supervisors.</i></li> </ul>	

Focus Group Questions	Notes
<p><b>PART 2</b></p> <p><i>What are the changes at the individual, departmental and institutional levels that you recommend to make the NAD RANHAM Committee more effective?</i></p>	

## Module 3 Analyzing Human Rights Work in RANHAM

<i>Activity</i>		<i>Time</i>
<b>Activity 1</b>	Defining a Common Understanding of Human Rights Education	45 min
<b>Activity 2</b>	RANHAM and Social Change – Effective HRE for Social Change	1 hr 15 min
<b>Activity 3</b>	International Human Rights Standards	3 hrs
<b>Activity 4</b>	Applying Gender Concepts in RANHAM	1 hr





## Activity 1 Defining a Common Understanding of Human Rights Education

### Objectives

- To reflect on your personal notions of human rights education.
- To define a common understanding of human rights education.

### Time

45 min

### Description

In the previous module's activities you looked at and evaluated your RANHAM related work to date. In this activity, you will begin looking at where you would like to be at the completion of RANHAM regarding a common understanding of human rights education (HRE).

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 Large Group Discussion

1. The facilitator posts on a flipchart your answers from the **Pre-Workshop Assignment** regarding human rights education and comments on commonalities and differences.
2. The facilitator presents some definitions of human rights education and its goals (see **Reference Sheet 8**) and relates these to your own from the **Pre-Workshop Assignment**.

Cont'd ► ► ►

*Activity 1 cont'd*

**10 min**

**Part B Small Group Work**

The facilitator divides participants into small groups and asks each group to write on metacards two questions to ask the facilitator about human rights education.

**20 min**

**Part C Large Group Discussion**

1. In turn, each group asks their questions to the facilitator.
2. The facilitator answers and comments on the questions posed.
3. As a group, consider why HRE would be important for the stakeholders you work with.

**End of Activity ■**

## Reference Sheet 8: Definitions of Human Rights Education

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

#### Introduction

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

**Reference Sheet continued**

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

## Activity 2 RANHAM and Social Change – Effective HRE for Social Change

### Objectives

- To identify the main elements of transformative learning theory.
- To reflect on the transformative potential of HRE work.
- To apply the transformative potential model to the evaluation of RANHAM human rights dissemination and education objectives.

### Time

1 hr 15 min

### Description

In the previous activity you identified a common understanding of HRE. In this activity, you will look at how HRE is an effective means for social change in NAD.

This activity is divided into three parts.

In **Part A**, the facilitator will make a short presentation on transformative learning theory and give examples for evaluating results.

In **Part B**, you will work in small groups to apply the transformative potential model to some of RANHAM's human rights dissemination and education objectives.

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

[Cont'd ► ► ►](#)

**Activity 2 cont'd**

**20 min**

**Part A Presentation**

1. The facilitator provides an overview of how “social transformation” is defined (refer to **Reference Sheets 9 and 10**).
2. The facilitator describes the ideal conditions for transformative learning (see **Reference Sheet 9**) and provides examples of strategies undertaken to evaluate results (see **Reference Sheet 11** and **Appendix 2** for information on indicators).

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

**25 min**

**Part B Small Group Work**

1. The facilitator divides participants into small groups and assigns each group one of the objectives for RANHAM’s dissemination and education on human rights (see **Reference Sheet 3**).
2. In your small group, reflect on what changes you envisage at the level of the individual, the institution and society as a result of your HRE work for this objective.
3. Prepare a flipchart version of **Worksheet 5** to record the results of your discussion.

**30 min**

**Part C Report on Group Work**

The large group reconvenes. Each group reports on the results of their discussion (5 min each). The facilitator highlights the links between transformative learning and the evaluation results presented.

**End of Activity ■**

## Reference Sheet 9: Transformative Learning

### Social Transformation, Transformative Learning and Transformative Potential

#### Defining Social Transformation

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

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

#### On Achieving Social Transformation

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

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

#### Transformative Learning

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

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

#### Transformative Potential Model

The transformative potential model is a visual representation of how transformative learning can create an impact at individual, institutional, and societal levels is illustrated in **Reference Sheet 10**.

## Reference Sheet continued

**Essential Practices and Ideal Conditions for Fostering Transformative Learning**

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

**1) Ideal learning conditions**

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

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

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

**3) Transformative learning as experiential**

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

**4) Participant-centered curriculum**

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

**5) Feedback and self-assessment**

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

**6) Group setting for transformative learning**

Significant conditions for transformative learning in a group context include:

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

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



**Reference Sheet continued**

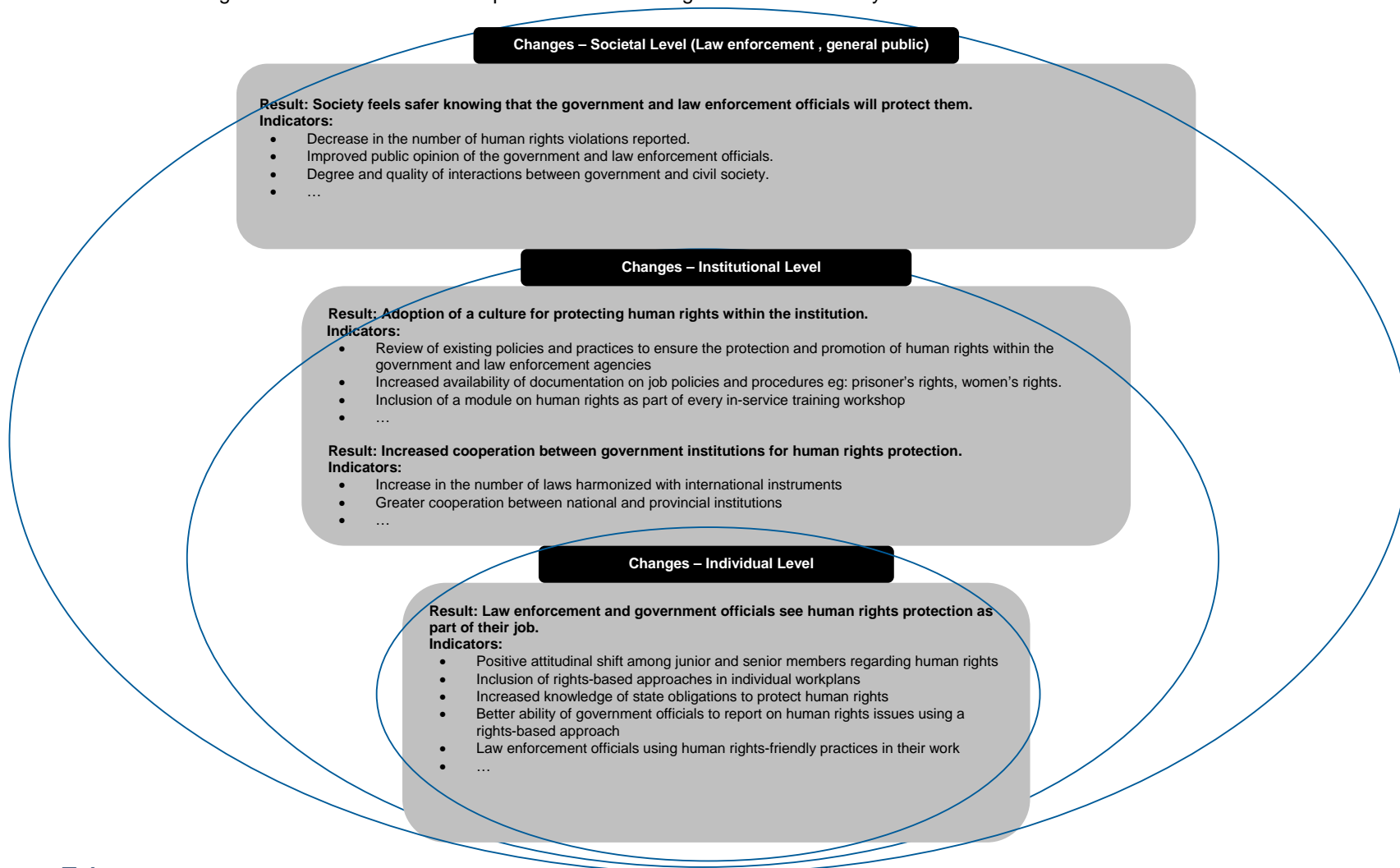
**7) Facilitator characteristics**

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

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

## Reference Sheet 10: Example of Transformative Potential Model

The following example illustrates the transformative potential of HRE using the RANHAM objective for “Enhancement of understanding and awareness of law enforcement and government officials on the importance of human rights in the line of duty.”



## Reference Sheet 11: Indicators: Key Definitions

**Source:** Results-Based Management in CIDA - Policy Statement. Available from: <http://www.acdi-cida.gc.ca/>.

### Indicator

An indicator is a measure or pointer that helps to quantify or describe achievement of results. It helps to demonstrate progress when things go right and provides an early warning signal when things go wrong. Indicators only indicate—they do not tell the whole story. For example, indicators do not explain why progress did or did not occur. Selecting the “right” indicators is critical. Data for indicators must be reliable and consistent over time, sensitive to progress toward results, feasible and affordable to collect and analyze, and useful for decision making.

Source: UNFPA. (2000). Results-Based Management at UNFPA. Available online: <http://www.unfpa.org/results/docs/rbminfomaterials.doc>.

### Baseline Data

The set of conditions existing at the outset of a program/project. Results will be measured or assessed against such baseline data. Another similar term used is **benchmark**: a point of reference from which measurements may be made.

### Quantitative Indicators

Measures of quantity, including statistical statements. Quantitative indicators have a numerical value.

- Number of...
- Frequency of...
- Percentage of...
- Ratio of...

### Qualitative Indicators

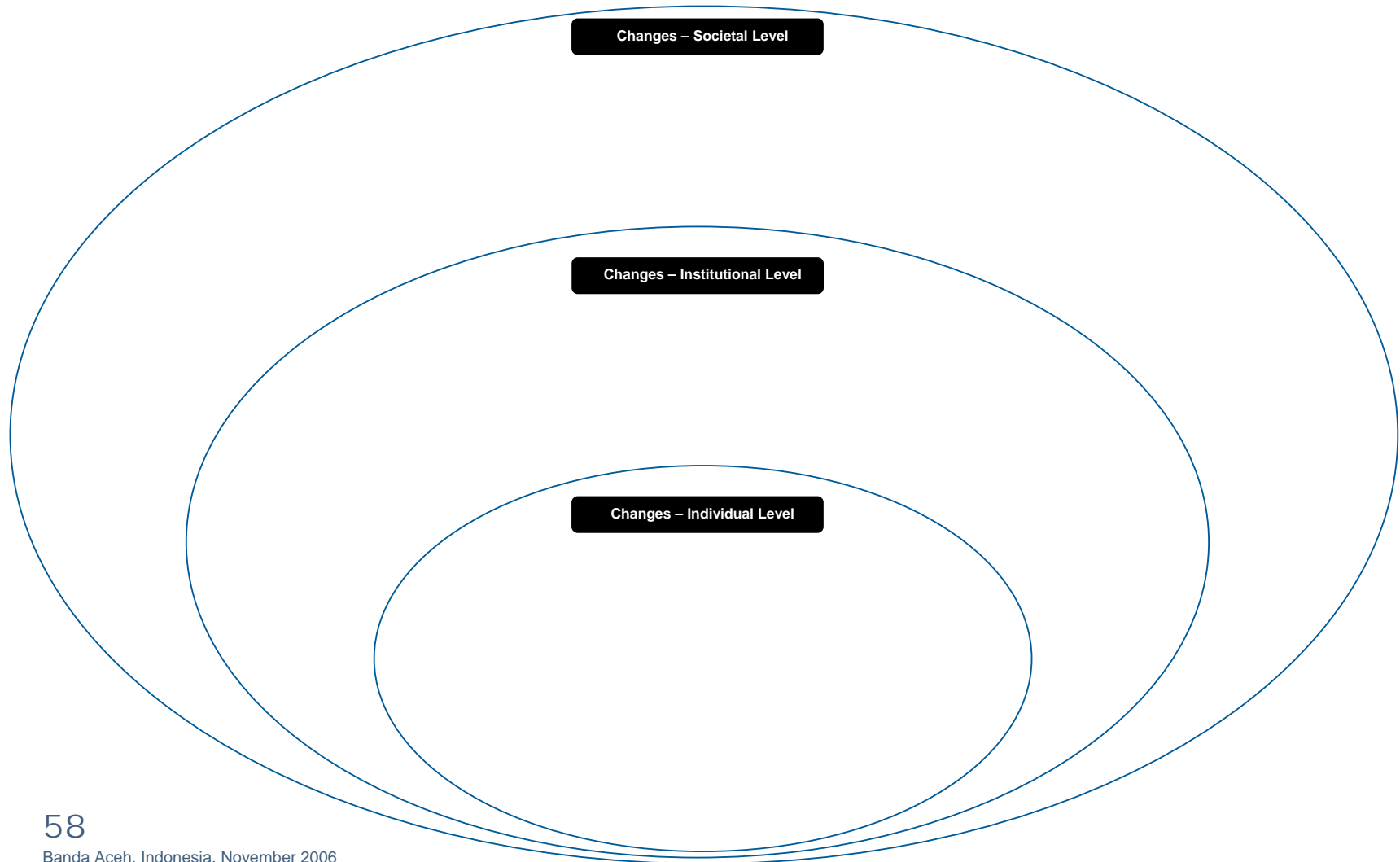
Judgments, opinions, perceptions and attitudes derived from subjective analysis.

- Presence of...
- Quality of...
- Extent of...
- Level of...

## Worksheet 5: Transformative Potential of Your HRE Work

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

Target group: \_\_\_\_\_



## Activity 3 International Human Rights Standards

### Objectives

- To review your level of knowledge on international human rights instruments.
- To analyze four main human rights protection instruments, i.e.,
  - International Covenant on Civil and Political Rights (ICCPR)
  - International Covenant on Economic, Social and Cultural Rights (ICESCR)
  - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
  - Convention on the Rights of the Child (CRC)
- To identify key terms related to the protection and promotion of human rights.

### Time

3 hrs

### Description

In the previous two activities you discovered the principle of how HRE can be used as an effective means for social change. In this activity, you will now look at what principles incorporated in the international human rights standards require dissemination and education.

This activity is divided into two parts.

In **Part A**, a resource person will discuss the main human rights protection instruments ratified by Indonesia.

In **Part B**, there will be a question and answer period with the resource person.

Cont'd ► ► ►

**Activity 3 cont'd**

**2 hrs**

**Part A Presentation**

The resource person begins by addressing any questions participants have concerning the international instruments that were examined during the March 2006 workshop (ICCPR, ICESCR, CEDAW, and CRC).

Reminder: during the March 2006 workshop, participants were divided into four groups and each group examined one instrument using the following criteria:

- Rights protected
- Obligations imposed on the State
- Limitations
- Duties/responsibilities imposed on the public
- Mechanisms for monitoring compliance
- Optional protocol(s) and purpose
- Other special characteristics
- Possible applications in Indonesia

The resource person then provides a further explanation of some key concepts and terms used in international instruments.

Further explanation of terms:

- Undertake steps by all appropriate means
- Progressive realization
- Maximum of available resources
- International assistance and cooperation

Concepts of:

- Minimum core content
- Justiciability
- Avoiding retrogressive measures

The resource person may also provide specific examples to illustrate how Canada and other countries have ensured harmonization of international instruments into national legislation.

**Cont'd ▶ ▶ ▶**

*Activity 3 cont'd*

**1 hr**

**Part B Question and Answer Period**

1. The facilitator divides participants into 5 groups.
2. Each group agrees on two questions it would like the resource person to answer in relation to the topic. Each group records their questions on metacards and hands them to the resource person.
3. The resource person answers the questions from each group. Use **Worksheet 6** to record your group's questions and those from the other groups. The facilitator will ensure that any unanswered questions will be addressed later in the workshop.

**End of Activity ■**

Worksheet 6: Questions on International Instruments

Questions	Notes



## Activity 4 Applying Gender Concepts in RANHAM

### Objectives

- To identify key concepts of gender and the principles of non-discrimination and equality as they apply to human rights.
- To examine how a gender perspective can be applied to RANHAM related work.

### Time

1 hr 45 min

### Description

The equal right of men and women to the enjoyment of all human rights is one of the fundamental principles recognized under international law and enshrined in the main international human rights instruments as seen in the previous activity.

Gender affects the equal right of men and women to the enjoyment of their rights. An understanding of the concept of gender in society is essential to ensuring the equal enjoyment of human rights by men and women.

A key document which helps clarify equality between women and men is the Committee on Economic, Social and Cultural Rights' **General Comment 16: The Equal Right of Men and Women to the Enjoyment of All Economic, Social and Cultural Rights (Appendix 3)**.

This activity is divided into three parts.

In **Part A**, the Equitas team will lead a discussion on basic gender concepts.

In **Part B**, participants will examine how a gender perspective can be applied to RANHAM related work.

[Cont'd ► ► ►](#)

**Activity 4 cont'd**

**45 min**

**Part A Presentation and Group Discussion**

The Equitas team leads a large group discussion on basic gender concepts. Refer to **Reference Sheet 12** for more information on gender concepts and **Appendix 3** for the Committee on Economic, Social and Cultural Rights' General Comment 16: The Equal Right of Men and Women to the Enjoyment of All Economic, Social and Cultural Rights.

**1 hr**

**Part B Group Discussion**

The Equitas team leads a large group discussion on applying a gender perspective to RANHAM related work.

Questions to consider:

- When participants of the March 2006 workshop identified challenges in their RANHAM related work, some of them mentioned that people were “questioning human rights culture that is appropriate for the situation and condition of the Islamic community.” How are gender concepts addressed in the Islamic community?
- Are women’s rights outlined in international instruments reflected the same way in Sharia Law? If not, what are the differences? If yes, what are the similarities?
- How can your work reflect a gender perspective?

**End of Activity ■**

## Reference Sheet 12: Gender – Basic Concepts

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

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

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

## Reference Sheet continued

projects, the objectives and priorities of these projects were seldom influenced or informed by women's needs and concerns.

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



## Module 4 Planning RANHAM – Next Steps

<i>Activity</i>		<i>Time</i>
<b>Activity 1</b>	Developing RANHAM Related HRE Activities	2 hrs 30 min
<b>Activity 2</b>	Planning Framework	2 hrs 45 min
<b>Activity 3</b>	Developing Individual Action Plans	1 hr 30 min





## Activity 1      Developing RANHAM Related HRE Activities

### Objective

To identify different types of effective HRE activities the NAD RANHAM Committee can undertake to protect and promote human rights.

### Time

2 hrs 45 min

### Description

In the previous activities you analyzed the international human rights standards and their principles. In this activity, you will now look at how those principles can be incorporated into your RANHAM related human rights education activities.

This activity is divided into four parts.

In **Part A**, The facilitator will make a presentation on the rights-based approach and a framework for its use.

In **Part B**, You will work in small groups to apply the rights based approach framework for HRE activities.

In **Part C**, each group will present their ideas.

In **Part D**, the facilitator will comment on the presentations and provide examples of effective HRE training techniques.

**30 min**

#### **Part A      Presentation**

1. The facilitator presents the meaning of a rights-based approach by addressing the following concepts:
  - differences between a right and a need
  - elements of a rights-based approach
  - a rights-based approach and human rights education

An overview of a rights-based approach is presented in **Reference Sheet 13** for you to refer to during this presentation.
2. The facilitator then presents a framework for using a rights-based approach to human rights education (refer to **Reference Sheet 14**) and provides examples of effective HRE activities.

Cont'd ► ► ►

*Activity 1 cont'd*

**1 hr**

**Part B Small Group Work**

1. The facilitator divides participants into small groups.
2. In your small group, choose a current human rights issue that you deal with in your work and analyze it using a rights-based approach. The facilitator will help the groups to identify different issues to be analyzed. Write your group's issue in the space provided in **Worksheet 7**.
3. Identify an HRE activity that would address that issue. Make sure that it relates to your work as part of the RANHAM objective for "Dissemination and Education of Human Rights." (Refer to **Reference Sheet 3** for more information on that RANHAM objective).
4. Complete the rest of **Worksheet 7** and prepare to present your results to the large group in **Part C**.

**30 min**

**Part C Group Presentations**

Each group presents the results of their discussion to the large group.

**45 min**

**Part D Large Group Discussion**

The facilitator synthesizes the main points of the presentation and complements the presentations with examples of effective HRE training techniques that the NAD RANHAM Committee can reflect on (refer to **Appendix 1**).

**End of Activity ■**

## Reference Sheet 13: HRE and Rights Based Approach

### A Rights-Based Approach

#### **Human Rights**

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

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

- There is an obligation on the part of the government to respect, promote, protect, and fulfill that right.
- The right can be enforced.

#### **Rights and Needs**

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

<b>Rights Approach</b>	<b>Needs Approach</b>
<ul style="list-style-type: none"> <li>• Rights are realized</li> <li>• Rights always imply duties and obligations</li> <li>• Rights are universal</li> <li>• Rights can only be realized by attention to both outcome and process</li> <li>• All rights are equally important</li> </ul>	<ul style="list-style-type: none"> <li>• Needs are met or satisfied</li> <li>• Needs do not imply duties or obligations</li> <li>• Needs are not necessarily universal</li> <li>• Basic needs can be met by goal or outcome oriented strategies</li> <li>• Needs can be ranked in hierarchical priorities</li> </ul>

### **A Rights-Based Approach**

- **IS** a conceptual framework based on values and principles of human rights. It is based on the premise that every human being, by virtue of being human, is a holder of rights.
- **ASSUMES** that all human beings should have equal opportunity to realize their full developmental potential. .
- **PRESUPPOSES** that a **right is different from a need**. Human rights are an entitlement of every man, woman and child. A need is an aspiration. A **need** can be legitimate, but satisfying a need cannot be enforced, as it is not necessarily associated with a State obligation.
- **INCLUDES** the principles of equality and equity, accountability, empowerment and participation.
- **INVOLVES** a process of empowering those who do not enjoy their rights to claim their rights. It does not involve charity or simple economic development.

**Reference Sheet continued**

- **INTEGRATES** norms, standards and principles of the international human rights system into the plans, policies and processes of development programs, social programs and other programs.
- **SUPPORTS** the concept that all persons, regardless of gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity. Rights-based programs address all aspects of a people's life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.
- **REQUIRES** the creation of an environment in which everyone can enjoy human rights.

**Principles of a Rights-Based Approach****1. Direct Links to Rights**

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

**2. Increased levels of Accountability**

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

**3. Move from Dependency to Empowerment**

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

## Reference Sheet continued

**4. Participation**

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

**5. Non-discrimination**

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

Using a rights-based approach to address issues involves ensuring that these principles are used and respected.

**Human Rights Education and a Rights-Based Approach**

Human rights education involves learning how to put a rights-based approach into practice. Two essential objectives of human rights education are:

- Learning *about* human rights (i.e., human rights history, documents, implementation mechanisms).
- Learning *for* human rights (i.e., understanding and embracing the principles of human equality and dignity and the commitment to respect and protect the rights of all people). It includes values clarification, attitude change, development of solidarity and the skills for advocacy and action.

The principles of a rights-based approach should guide the content and practice of human rights education.

Information on a Rights-Based Approach has been adapted from:

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

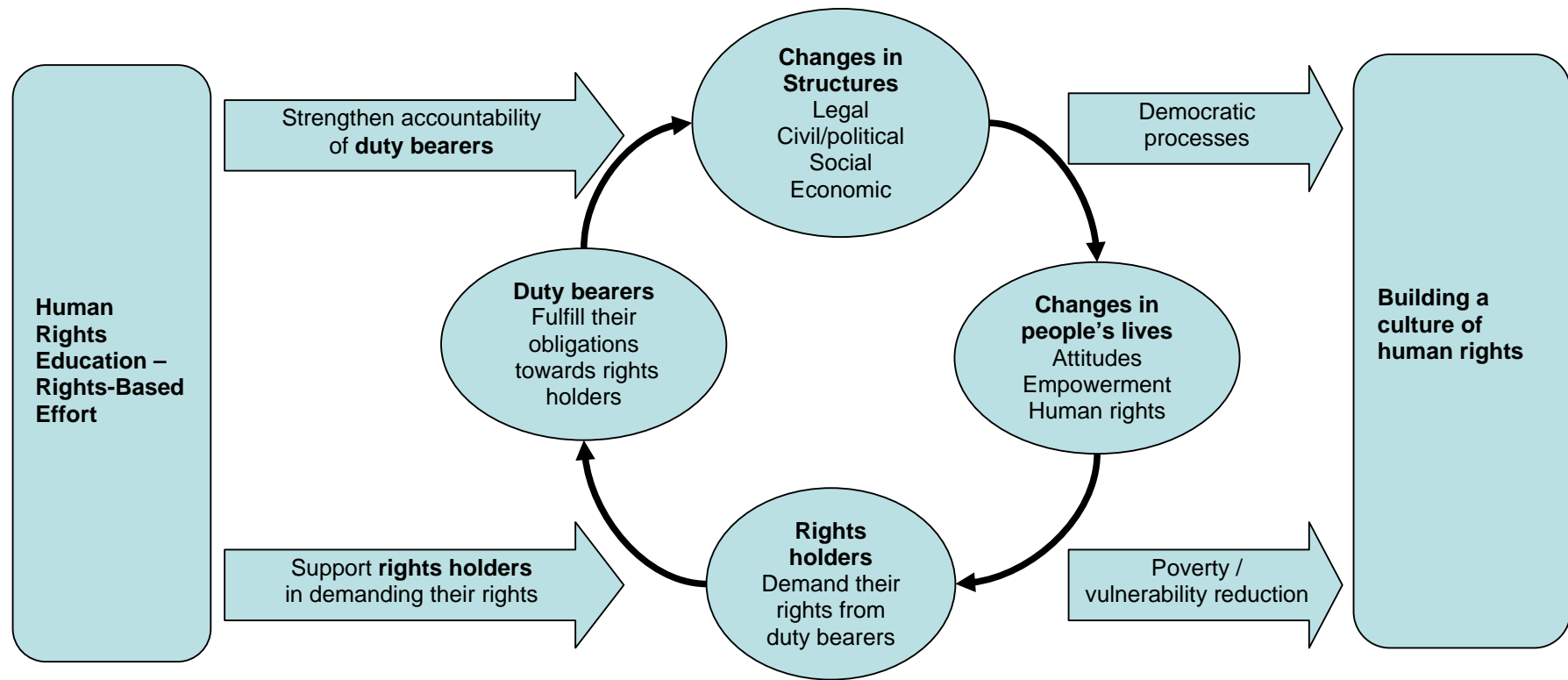
World Health Organisation, 25 Questions & Answers on Health & Human Rights, Health & Human Rights Publication Series, Issue No. 1, July 2002.

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

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

UNHCR website, <http://www.unhcr.ch/development/approaches-04.html>

## Reference Sheet 14: Framework for a Rights-Based Approach



Adapted from Ljungman, C. M. (2004). *Applying a Rights Based Approach to Development: Concepts and Practices*. Based on a chapter by Cecilia M. Ljungman in Britha Mikkelsen's *Methods for Development Work and Research – A New Guide for Practitioners*, 2<sup>nd</sup> edition. Sage Publications, New Delhi. Available online: [http://www.sed.manchester.ac.uk/idpm/research/events/february2005/documents/Ljungman\\_000.doc](http://www.sed.manchester.ac.uk/idpm/research/events/february2005/documents/Ljungman_000.doc)

## Reference Sheet 14: Framework for a Rights Based Approach (cont'd)

The following is an example of analyzing a human rights issue using a rights-based approach.

Framework Component	Elements to consider
<b>1. Human rights issue:</b>	Inadequate standard of living for internally displaced persons (IDPs) due to conflict and natural disasters.
<b>2. What specific rights are being violated? (make reference to the rights as described in international instruments or national legislation)</b>	<ul style="list-style-type: none"> <li>▪ Adequate standard of living (including food and freedom from hunger, water, clothing, housing and freedom from forced eviction, continuous improvement of living conditions)</li> <li>▪ Highest attainable standard of mental and physical health, including reproductive and sexual health and freedom</li> <li>▪ Social security, social protection, social insurance and social services</li> <li>▪ etc.</li> </ul>
<b>3. Contributing factors:</b>	<ul style="list-style-type: none"> <li>▪ Large number of internally displaced persons forced into refugee camps due to conflict and natural disasters</li> <li>▪ Shortage of materials and services (food, water, fuel, health care, etc) due to poor coordination</li> <li>▪ Employment structures disrupted or destroyed</li> <li>▪ Poor determination of property rights, no system to claim rights</li> </ul>
<b>4. HRE to address the issue:</b>	Workshops in human rights education for law enforcement, government officials, and NGOs in areas affected by conflict and natural disasters.
<b>5. Goal:</b>	To improve the living conditions for internally displaced persons due to conflict and natural disasters.
<b>6. Target group:</b>	<ul style="list-style-type: none"> <li>▪ Law enforcement officials working in refugee camps</li> <li>▪ Government officials responsible for reintegration of IDPs into society</li> <li>▪ NGOs assisting with relief efforts</li> </ul>
<b>7. Objectives: to strengthen participants' ability to:</b>	<ul style="list-style-type: none"> <li>▪ Identify basic needs required for an adequate standard of living</li> <li>▪ Manage camps for internally displaced persons (including distribution of resources and participation in decision-making)</li> <li>▪ Identify strategies for reintegration into society of internally-displaced persons, with particular attention to promoting equality between men and women</li> </ul>
<b>8. Who are the duty bearers?</b>  <b>How do they fulfill their obligations towards rights holders?</b>	<p>Duty bearers are government officials responsible for reintegration of IDPs into society</p> <ul style="list-style-type: none"> <li>▪ Knowing government obligations with respect to an adequate standard of living</li> <li>▪ International instruments and national legislation on the right to an adequate standard of living</li> <li>▪ Examples of best practices on achieving an adequate standard of living</li> <li>▪ Policy formulation, implementation and monitoring</li> </ul>

## Reference Sheet continued

Framework Component	Elements to consider
<b>9. Who are the rights holders?</b>  <b>How do the rights holders demand their rights from duty bearers?</b>	Rights holders are the IDPs <ul style="list-style-type: none"> <li>▪ NGOs can inform them about their rights</li> <li>▪ Representatives of IDPs can be part of decision making process for management of IDPs in camps and reintegration into society</li> <li>▪ Government can make available a complaints mechanisms for disputes of property rights</li> </ul>
<b>10. How does this issue relate to RANHAM?</b>	<ul style="list-style-type: none"> <li>▪ Enhancement of understanding and awareness of law enforcement and government officials on the importance of human rights in the line of duty.</li> </ul>



## Worksheet 7: RANHAM HRE Activities Using a Rights-Based Approach

Framework Component	Elements to consider
1. Human rights issue:	
2. What specific rights are being violated? (make reference to the rights as described in international instruments or national legislation)	
3. Contributing factors:	
4. HRE to address the issue:  What type of human rights education activity (or activities) can you undertake to address this issue?	
5. Goal of your HRE activity (or activities):	
6. Target group:	

## Worksheet continued

Framework Component	Elements to consider
<b>7. Objectives: to strengthen participants' ability to:</b>	
<b>8. Who are the duty bearers?</b>  <b>How do they fulfill their obligations towards rights holders?</b>	

## Worksheet continued

Framework Component	Elements to consider
<p><b>9. Who are the rights holders?</b></p> <p><b>How do the rights holders demand their rights from duty bearers?</b></p>	
<p><b>10. How does this issue relate to RANHAM?</b></p>	

## Activity 2 Planning Framework

### Objective

To plan steps for implementing RANHAM dissemination and education on human rights activities into your work.

### Time

2 hrs 45 min

### Description

In the previous activity you looked at how to develop HRE activities using a rights based approach. In this activity, you will begin looking at RANHAM priorities and planning how you will achieve these priorities using human rights education activities.

While many participants work in different departments and/or institutions, there may nonetheless be common interests in terms of the type of HRE activities that can be conducted. For example, there may be several participants working in prisons or correctional facilities, and it would be useful for these participants to think of a common HRE activity that they can undertake as part of RANHAM. This is why you will, as much as possible, be divided into small groups with common interests for this activity.

This activity is divided into four parts.

In **Part A**, the facilitator will present the planning framework model for including HRE in your work that will be used in this activity.

In **Part B**, you will work in small groups to apply the model to your work activities and RANHAM objectives.

In **Part C**, your group will present your planning framework for your activity.

In **Part D**, the facilitator will comment on your group presentations.

**30 min**

#### **Part A Presentation**

The facilitator presents the model that will be used in this activity and explains how it is used using the example in **Reference Sheet 15**.

[Cont'd ► ► ►](#)

*Activity 2 cont'd*

- |                    |   |
|--------------------|---|
| <b>1 hr 30 min</b> | <b>Part B    Small Group Work</b> <ol style="list-style-type: none"><li>1. The facilitator divides the participants into groups based on their institution's involvement with a group of stakeholders, e.g. teachers, media, law enforcement/security personnel, government officials, community members, etc.</li><li>2. Your group completes <b>Worksheet 8</b> for the particular activity in your work.</li><li>3. Prepare yourselves to present the completed worksheet to the other participants.</li></ol> |
| <b>30 min</b>      | <b>Part C    Group Presentations</b> <p>In turn, each group presents their completed worksheet for their particular activity.</p>   |
| <b>15 min</b>      | <b>Part D    Large Group Discussion</b> <p>The facilitator comments on the completed planning framework models noting commonalities/differences and areas for improvement.</p>  |

**End of Activity ■**

### Reference Sheet 15: Model for Including HRE in Your Work

The following example illustrates the steps for including HRE in RANHAM related work activities for an official working on children's rights in the Ministry of Health.

Main Steps	What questions do you need to answer?	Your notes
<b>Step 1</b> <b>Identify the OPPORTUNITY for CONDUCTING HRE</b>	<ol style="list-style-type: none"> <li>1. <i>What is the nature of the activity (e.g., meeting with a particular stakeholder, writing and disseminating a report, discussing gender roles with community members, talking about children's rights with teachers, etc.)?</i></li> <li>2. <i>What is the HRE activity's link with the RANHAM objective for <b>Dissemination and Education on Human Rights</b>?</i></li> <li>3. <i>How does this activity fit with your routine job responsibilities?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporating human rights into hospital policies. The work involves reviewing existing health care policies to ensure they take into account a child's right to the highest attainable standard of health. Activities include: <ul style="list-style-type: none"> <li>▪ Identification of one pilot district where children have poor access to health facilities.</li> <li>▪ Baseline data to be gathered on the state of children's access to health in the pilot district.</li> <li>▪ A workshop to review of national-level policies with Ministry of Health officials and hospital officials in one designated pilot district where children have poor access to health care.</li> <li>▪ Three workshops conducted by health officials in the pilot district (with guidance from the Ministry of Health) to train health care employees on using a rights-based approach to ensuring children's health. Creation of a small handbook for district health officials to use.</li> <li>▪ Monitoring of results over a one year period.</li> </ul> </li> <li>2. Objective 4, "Enhancement of community awareness on the importance to respect human rights."</li> <li>3. The Ministry of Health is responsible for offering guidance to and supervision of the district autonomous organizations; this includes giving guidelines, counselling, training, direction, and supervision.</li> </ol> <p>Part of this requires educating the staff on their obligations to provide services and educating the public on what services they are entitled to.</p>

Main Steps	What questions do you need to answer?	Your notes
<b>Step 2</b> <b>Identify the FEASIBILITY OF THE HRE ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. <i>Given your workload, how feasible is this activity?</i></li> <li>2. <i>How much time will this activity take from your job responsibilities?</i></li> <li>3. <i>What resources are required?</i></li> <li>4. <i>Is this activity carried out individually or as part of a team? If you are part of a team, have you identified individual roles and responsibilities?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. This activity will take time but it is feasible. Part of my responsibilities at the Ministry of Health is to provide guidance for hospital officials at the district level to ensure that policies for the highest standard of health for children are implemented.</li> <li>2. I have already been working with district health officials, but I will now add a focus on children's rights as part of my workload.</li> <li>3. <ul style="list-style-type: none"> <li>Material resources include international standards of health, existing national policies and procedures, examples and best practices of using a rights-based approach to children's health, understanding of children's health issues in the district where the work is to be piloted. Cooperation from colleagues to include activities (series of workshops and monitoring scheme) as part of the Departmental Workplan.</li> <li>Financial resources include funds to conduct the workshop on policy review, the three workshops to train district health officials, and costs to monitor changes over a one year period.</li> <li>Human resources include staff time (initially, 3 hours a week of my time).</li> </ul> </li> <li>4. These activities can be carried out with Ministry of Health staff in consultation the Ministry of Population/National Family Planning Coordinating Board, district health officials, organizations such as UNICEF and local NGOs.</li> </ol>
<b>Step 3</b> <b>Description of your TARGET GROUP</b>	<ol style="list-style-type: none"> <li>1. <i>Who is part of your target group? What is their occupation, job responsibilities, gender, education level, knowledge of human rights, etc.?</i></li> <li>2. <i>What problems do they face?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Ministry of Health policy makers and district health officials – men and women with varying levels of education (secondary and tertiary) and basic knowledge of human rights.</li> <li>2. Ministry of Health officials require support to implement policies, district health officials have a shortage of qualified staff, insufficient funds, little understanding of policies. District health officials also face the task of informing the public of their rights.</li> </ol>

Main Steps	What questions do you need to answer?	Your notes
<b>Step 4</b> <b>Determine NEEDS</b>	<ol style="list-style-type: none"> <li>1. <i>What is/are the target group's current knowledge, skills, values and attitudes related to human rights?</i></li> <li>2. <i>What is/are knowledge, values and attitudes, and skills that the target group needs to develop or change?</i></li> <li>3. <i>What do you think the target group's expectations are of this activity?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Ministry of Health officials and district health officials want to ensure their policies are implemented, and that there are policies that ensure proper access to health services for children.</li> <li>2. The target group has knowledge of health issues in general, but district health officials may not be aware of specific issues related to children's access to health services and how they can be improved.</li> <li>3. To improve working conditions of district health officials and ensure that the general population has a better understanding of the health services available to them.</li> </ol>
<b>Step 5</b> <b>Set GOAL and OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. <i>What do you expect the target group to gain from this activity?</i></li> <li>2. <i>How does this activity take into consideration a rights-based approach? In other words,</i> <ul style="list-style-type: none"> <li>▪ <i>How does the activity ensure that duty bearers fulfill their obligations towards rights holders?</i></li> <li>▪ <i>How does the activity ensure that rights holders know how to demand their rights?</i></li> <li>▪ <i>How does the activity ensure participation?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>▪ Review of existing policies to ensure greater access to health services for children</li> <li>▪ Knowledge of a rights-based approach to children's access to health</li> <li>▪ Strategies to improve children's access to health services in the pilot district</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>▪ Ministry of Health staff involved in the review of policies and in supporting the implementation of the policies at the district level.</li> <li>▪ Parents and/or guardians of children admitted to health care facilities in the pilot district are aware of their rights. District health care officials will also regularly visit primary schools to educate children on proper health care.</li> <li>▪ District health care officials are directly involved in policy review and training their own officials on using a rights-based approach to children's access to health.</li> </ul> </li> </ol>



Main Steps	What questions do you need to answer?	Your notes
<b>Step 6</b> <b>Determine CONTENT</b>	<ol style="list-style-type: none"> <li>1. <i>What topics, themes, issues, and information will you include?</i></li> <li>2. <i>What content will come from the target group?</i></li> <li>3. <i>How will outside expertise be included? presentations? videos?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Children's rights specific to issues in the pilot district <ul style="list-style-type: none"> <li>▪ Examples of rights violations in the health sector</li> <li>▪ Reporting mechanisms</li> </ul> </li> <li>2. Examples of rights violations, experience of implementation of policies, challenges faced in their work.</li> <li>3. Presentations will be made by guest speakers from other ministries and international children's rights.</li> </ol> <p>Content will focus on children's accessibility to health care.</p> <p>Improving accessibility to health care facilities by ensuring the following aspects:</p> <ol style="list-style-type: none"> <li>1. Non-discrimination: Health facilities, goods and services must be accessible to all, in law and in fact, without discrimination on any of the prohibited grounds.</li> <li>2. Physical accessibility; Health facilities, goods and services must be within safe physical reach for all sections of the population, especially vulnerable or marginalized groups, such as ethnic minorities and indigenous populations, women, children, adolescents, older persons, persons with disabilities and persons with HIV/AIDS, including in rural areas.</li> <li>3. Economic accessibility: Health facilities, goods and services must be affordable for all. Payment for health-care services, as well as services related to the underlying determinants of health, has to be based on the principle of equity, ensuring that these services, whether privately or publicly provided, are affordable for all.</li> <li>4. Information accessibility: Accessibility includes the right to seek, receive and impart information and ideas concerning health issues. However, accessibility of information should not impair the right to have personal health data treated with confidentiality.</li> </ol> <p>[Information taken from <a href="#">25 Questions on Health and Human Rights</a>. World Health Organization. Health and Human Rights Publication Series, Issue No. 1, July 2002.]</p>

Main Steps	What questions do you need to answer?	Your notes	
<b>Step 7</b> <b>Determine RESULTS</b>	1. <i>What are the results of this activity, in the short-term, medium-term, and long-term?</i>  2. <i>What are the indicators of each result?</i>	<i>Results</i>	<i>Indicators</i>
		<i>Short-term (output)</i> <ul style="list-style-type: none"> <li>Ministry of Health and district health officials review existing policies to reflect special considerations for children's rights, in particular access to health</li> <li>Pilot district identified</li> </ul>	<i>Indicators</i> <ul style="list-style-type: none"> <li>30 Ministry of Health and district health officials aware of issues relating to children's access to health services</li> <li>Amendment/revision of policies</li> <li>Training plan developed for training 100 district health officials on a rights-based approach to children's health</li> <li>Baseline data gathered on children's access to health services in the district</li> <li>Report on analysis of children's access to health in the pilot district</li> </ul>
		<i>Medium-term (outcome)</i> <ul style="list-style-type: none"> <li>Improved capacity of district health officials to ensure children's access to health services</li> <li>Improved capacity of the government and the district to implement child-friendly health care policies</li> </ul>	<i>Indicators</i> <ul style="list-style-type: none"> <li>Increased satisfaction in the service received by families</li> <li>Decrease in the number of children being admitted to health care facilities</li> </ul>
		<i>Long-term (impact)</i> <ul style="list-style-type: none"> <li>Improved level of health in the district</li> </ul>	<i>Indicator</i> <ul style="list-style-type: none"> <li>Decrease in the number of children treated for various diseases (diarrhoea, malaria, HIV/AIDS, etc)</li> </ul>

Main Steps	What questions do you need to answer?	Your notes
<b>Step 8 Determine TECHNIQUES</b>	<ol style="list-style-type: none"> <li>1. <i>What technique(s) will you use to conduct this activity (e.g., focus group, interview, information bulletin, etc.)?</i></li> <li>2. <i>What existing materials can be used? from your own institutions? from other sources?</i></li> <li>3. <i>What materials need to be developed?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Research to gather baseline data on children's health issues in the pilot district, consultations to identify participants, questionnaire to determine participants' needs, participatory workshops, monitoring mechanisms to observe changes in access to health care for children.</li> <li>2. Existing Ministry of Health policies, presentations from other ministries and NGOs on women's and children's rights.</li> <li>3. Workshop manual, handbook on policy implementation for district health officials relating to children's access to health services.</li> </ol>
<b>Step 9 Determine TIME FRAME</b>	<i>Over what period of time does this activity last (e.g., a short meeting, an advocacy campaign over several months, etc.)?</i>	<ul style="list-style-type: none"> <li>▪ Identification of pilot district and research into children's health issues: 3 months</li> <li>▪ Consultation with stakeholders on process: 3 months</li> <li>▪ Gathering relevant documentation and preparing for initial workshop with Ministry of Health officials and district health officials: 3 months</li> <li>▪ Revision of policies and approval from Government: 6 months – 1 year</li> <li>▪ Development of handbook on policy implementation for district health officials: 4 months</li> <li>▪ Training of district health officials using the handbook: 3 months (preparation and implementation)</li> <li>▪ Monitoring of health care facilities to observe change: visits every 2 months over a period of one year</li> </ul>

Main Steps	What questions do you need to answer?	Your notes
<b>Step 10</b> <b>Design</b> <b>EVALUATION &amp; FOLLOW-UP TOOLS</b>  <b>Determine Strategies for TRANSFER of Learning</b>	<ol style="list-style-type: none"> <li><i>1. What information do you want to obtain from an evaluation?</i></li> <li><i>2. How will you evaluate this activity?</i></li> <li><i>3. What types of follow-up activities will you plan?</i></li> <li><i>4. What strategies will you use to increase transfer of learning? Who are the recipients of this transfer?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Information will be based on the results and indicators identified.</li> <li>2. The effectiveness of the policy review and handbook on implementing policy changes will be done by monitoring a percentage of health care facilities in the pilot district over a one year period. Data gathered will be compared with baseline data. Workshops will be evaluated using written questionnaires and various evaluation techniques. Focus group discussions with select district health officials to evaluate the effectiveness of the project.</li> <li>3. Follow-up will be done by monitoring children's access to health care facilities in the piloted district over a one-year period.</li> <li>4. District health officials to discuss children's access to health services during meetings with their colleagues and to visit primary schools in the district to inform children, parents and teachers on children's access to health services</li> </ol>

### Worksheet 8: Model for Including HRE in Your Work

Together with the members of your group, develop a plan for including HRE as part of your routine job responsibilities. Questions have been provided to guide you in this process.

Main Steps	What questions do you need to answer?	Your notes
<b>Step 1</b> <b>Identify the OPPORTUNITY for CONDUCTING HRE</b>	<ol style="list-style-type: none"> <li>1. <i>What is the nature of the activity (e.g., meeting with a particular stakeholder, writing and disseminating a report, discussing gender roles with community members, talking about children's rights with teachers, etc.)?</i></li> <li>2. <i>What is the HRE activity's link with the RANHAM objective for <b>Dissemination and Education on Human Rights</b>?</i></li> <li>3. <i>How does this activity fit with your routine job responsibilities?</i></li> </ol>	

Main Steps	What questions do you need to answer?	Your notes
<b>Step 2</b> <b>Identify the FEASIBILITY OF THE HRE ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. <i>Given your workload, how feasible is this activity?</i></li> <li>2. <i>How much time will this activity take from your job responsibilities?</i></li> <li>3. <i>What resources are required?</i></li> <li>4. <i>Is this activity carried out individually or as part of a team? If you are part of a team, have you identified individual roles and responsibilities?</i></li> </ol>	
<b>Step 3</b> <b>Description of your TARGET GROUP</b>	<ol style="list-style-type: none"> <li>1. <i>Who is part of your target group? What is their occupation, job responsibilities, gender, education level, knowledge of human rights, etc.?</i></li> <li>2. <i>What problems do they face?</i></li> <li>3. <i>What is the context of your target group?</i></li> </ol>	

Main Steps	What questions do you need to answer?	Your notes
<b>Step 4 Determine NEEDS</b>	<ol style="list-style-type: none"> <li>1. <i>What is/are the target group's current knowledge, skills, values and attitudes related to human rights?</i></li> <li>2. <i>What is/are knowledge, values and attitudes, and skills that the target group needs to develop or change?</i></li> <li>3. <i>What do you think the target group's expectations are of this activity?</i></li> </ol>	
<b>Step 5 Set GOAL and OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. <i>What do you expect the target group to gain from this activity?</i></li> <li>2. <i>How does this activity take into consideration a rights-based approach? In other words,</i> <ul style="list-style-type: none"> <li>▪ <i>How does the activity ensure that duty bearers fulfill their obligations towards rights holders?</i></li> <li>▪ <i>How does the activity ensure that rights holders know how to demand their rights?</i></li> <li>▪ <i>How does the activity ensure participation?</i></li> </ul> </li> </ol>	

Main Steps	What questions do you need to answer?	Your notes	
<b>Step 6</b> <b>Determine CONTENT</b>	<ol style="list-style-type: none"> <li>1. <i>What topics, themes, issues, and information will you include?</i></li> <li>2. <i>What content will come from the target group?</i></li> <li>3. <i>How will outside expertise be included? presentations? videos?</i></li> </ol>		
<b>Step 7</b> <b>Determine RESULTS</b>	<ol style="list-style-type: none"> <li>1. <i>What are the results of this activity, in the short-term, medium-term, and long-term?</i></li> <li>2. <i>What are the indicators of each result?</i></li> </ol>	Results	Indicators
		Short-term (output)	
		Medium-term (outcome)	
		Long-term (impact)	



Main Steps	What questions do you need to answer?	Your notes
<b>Step 8</b> <b>Determine TECHNIQUES</b>	<ol style="list-style-type: none"> <li>1. <i>What technique(s) will you use to conduct this activity (e.g., focus group, interview, information bulletin, etc.)?</i></li> <li>2. <i>What existing materials can be used? from your own institutions? from other sources?</i></li> <li>3. <i>What materials need to be developed?</i></li> </ol>	
<b>Step 9</b> <b>Determine TIME FRAME</b>	<i>Over what period of time does this activity last (e.g., a short meeting, an advocacy campaign over several months, etc.)?</i>	

Main Steps	What questions do you need to answer?	Your notes
<b>Step 10</b> <b>Design EVALUATION &amp; FOLLOW-UP TOOLS</b>  <b>Determine Strategies for TRANSFER of Learning</b>	<ol style="list-style-type: none"> <li>1. <i>What information do you want to obtain from an evaluation?</i></li> <li>2. <i>How will you evaluate this activity?</i></li> <li>3. <i>What types of follow-up activities will you plan?</i></li> <li>4. <i>What strategies will you use to increase transfer of learning? Who are the recipients of this transfer?</i></li> </ol>	

### Activity 3      Developing Individual Action Plans

#### Objective

To complete the individual action plan for yourself.

#### Time

45 min

#### Description

In the previous activity, you looked RANHAM priorities and how to plan to achieve them using human rights education. In this activity, you will identify your own individual action plans for using human right education to achieve RANHAM objectives.

This activity is divided into two parts.

In **Part A**, you will work alone to complete your action plan.

In **Part B**, you will present your action plan to the other participants.

**20 min**

#### **Part A    Individual Work**

Each participant takes the time to complete the “Individual action plan” in **Worksheet 9**.

**25 min**

#### **Part B    Presentations**

1. Each participant presents their action plan and shares some of their ideas with other participants.
2. The facilitator concludes by eliciting from participants concrete recommendations for next steps.

**End of Activity ■**

### Worksheet 9: Individual Action Plan

**Name:**

**Department/Institution:**

**How I plan to share the results of this workshop with my colleagues:**

**What I will do to continue to interact and exchange with other participants:**

**What changes will I make in my work as a result of the information from this workshop?**

## Module 5 Workshop Evaluation and Closing Ceremony

<i>Activity</i>		<i>Time</i>
<b>Activity 1</b>	Workshop General Evaluation	30 min
<b>Activity 2</b>	Closing Ceremony	30 min



## Activity 1 Workshop General Evaluation

### Objectives

To evaluate the workshop.

### Time

30 min

### Description

Participants complete the final evaluation questionnaire.

End of Activity ■

## Activity 2 Closing Ceremony

### Time

30 min

### Description

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

End of Activity ■





## Appendices

<i>Appendix</i>	
<b>Appendix 1</b>	Effective HRE Training Techniques
<b>Appendix 2</b>	Good Practices in Human Rights Education and Training: Guidelines, Indicators and Evaluation
<b>Appendix 3</b>	CESCR General Comment No. 16 (2005) – The Equal Right of Men and Women to the Enjoyment of All Economic, Social and Cultural Rights

## **Appendix 1: Effective HRE training Techniques**

Types of techniques can fall under several categories:

1. Group Building Dynamics:
  - “Dinamicas”
  - Icebreakers
  - Energizers
2. Knowledge/Information Building Techniques:
  - Presentations
  - Reading texts and performing tasks
  - Brainstorming
3. Values/Attitudes Techniques:
  - Role plays
  - Debates
4. Skills Practice/ Application:
  - Case studies
  - Simulations
5. Critical Analysis/Reflection:
  - Techniques that are a combination of the types listed above

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



## Appendix 2: Good Practices in Human Rights Education and Training: Guidelines, Indicators and Evaluation

**Source:** Arab Institute for Human Rights and the Documentation, Information and Training Centre for Human Rights of Morocco. (2000). Workshop on HRE issues in Human Rights NGOs. Marrakech, Morocco.

### 1. National Planning

National strategies/plans for human rights education should be :

- comprehensive (in terms of outreach – children, youth as well as adults),
- participatory (in terms of involvement of all relevant actors – ministries, national institutions, non-governmental organizations; human rights centres, etc.) and
- effective (in terms of educational methodologies).

Priority should be given to sustainable approaches (i.e. training of trainers, integration of human rights into all relevant training and educational curricula, organization of networks, etc.). Also, the strategies/plans should be developed, implemented and evaluated through partnerships and coalitions within and among governmental and non-governmental actors.

**Guidelines** for national planning in human rights education have been developed by human rights education practitioners and experts gathered at the United Nations in 1997 (UN Doc A/52/469/Add.1 and Corr.1). The guidelines propose:

- general principles to govern the plan (such as that HRE should promote the interdependence, indivisibility and universality of human rights ; its importance for democracy, sustainable development, the rule of law, the environment and peace ; and its role in encouraging analysis of chronic and emerging human rights problems, which would lead to solutions consistent with human rights standards), as well as
- organizational and operational principles (e.g., pluralistic representation of society, transparency of operation, public accountability and democratic participation) and
- principles for educational activities (e.g., respect for and appreciation of diversity of opinions, and participatory teaching and learning).

The Guidelines also propose a series of concrete steps to develop and implement the plans, as well as a series of indicators for evaluating them, such as statistical and qualitative data collections.

## 2. Target Sectors

### HRE in the Formal School Education System

#### Guidelines

- HRE is an integral component of the right to education.
- HRE should be based on democratic principles.
- HRE should be fully integrated into the framework and standards of the formal education system.
- HRE is much more effective when fully integrated into the curriculum rather than isolated as occasional lessons or separate subject matter.
- An all-school approach involving the whole school community (e.g., school administrators, staff, parents, etc.) is the most effective learning environment for HRE.
- The formal education sector should encourage inclusion of family, community institutions and civil society in HRE.
- The school community should reflect the human rights principles taught in the curriculum.
- Ministries of education officers, school officials, administrators and staff should receive HRE.
- Extracurricular activities offer important opportunities for HRE.
- Whenever possible, young people should be included in making policy decisions that directly affect them.
- The human rights framework should form the common basis for all “specialized” education, i.e., peace education, development education, citizenship education, tolerance education, anti-racism education.
- HRE should encourage critical thinking.
- HRE is a significant tool to combat racism and discrimination.
- Teacher training should include human rights content and participatory methodology and should be supported by effective teaching materials. It should draw upon the resources of NGOs, IGOs, research and training centres and academic institutions.

#### Indicators

- Development of National Plan of Action for the Decade for HRE.
- Adoption of HRE into national curriculum standards at all levels.
- Establishment of a permanent position for HRE in the Ministry of Education.
- Human rights training requirement for professional certification or advancement.
- Inclusion of HRE in educational conferences, workshops and publications.
- Improved quantity and quality of HRE textbooks and materials.
- Building the curriculum on the foundation of HRE.
- Setting up a student committee to receive complaints.
- Including youth in the decision making.

### **Evaluation**

- Pre- and post- test results of students' attitudes and behaviours.
- Evaluation based on cross-reference of evaluation among student, teachers and trainers.
- Assessment of youth participation.

## **Training of Law Enforcement Officials**

### **Guidelines**

- Teach participants not only to respect the human rights of others, but also to recognize their own human rights.
- Seek training partnerships, especially those that include participation of several sectors (e.g., NGOs, academics, governmental officials).
- Include a professional-to-professional approach.
- Stress the potential contribution of the profession to human rights.
- Create a spirit of collaboration and partnership, not confrontation and blaming.
- Draw upon the participants' professional experience.
- HRE should be a component for pre-service and in-service training and be systematic and on-going throughout the career path (e.g., ratification of international documents may cause reinterpretation of existing laws).
- Stress how practicing human rights can improve professional performance.
- Seek the twinning of professionals in the same field from different countries and regions.
- Introduce case studies and scenarios relevant to professional experience before introducing legal or theoretical frameworks.
- To overcome resistance to training, create informal environments (e.g., civilian dress; residential settings).
- To overcome participant identification with professional identity, use techniques that personalize subject matter (e.g., role-playing).
- Emphasize the personal and psycho-social dimension of training as well as the content.
- Provide relevant, accessible and user-friendly materials (e.g., pocket guides for the police).

### **Indicators**

- Institutionalization of HRE in professional training.
- Human rights training requirement for professional certification or advancement.
- Change of laws and policies in relevant areas.
- Requests for further trainings.
- Increased use of human rights language in professional work.
- Appearance of human rights articles in professionals publications and journals.
- Networking among professionals trained in human rights.

- Decline of violations by professionals, including decline of complaints against officials.

### **Evaluation**

- Include human rights in professional evaluations.
- Do follow-up evaluation with participants at designated intervals.
- Plan for and collect evaluation data throughout the course of any project.

## **Training of NGOs**

### **Guidelines**

- Set training objectives cooperatively with those being trained.
- Objectives should be measurable and feasible.
- Analyze the political, social and cultural context of the participant NGO(s).
- Analyze the internal structures and functions of the NGO(s), including capacities and weaknesses.
- Know who the training participants are and identify their specific needs.
- Include advocacy techniques (e.g., awareness campaigns; strategies to develop or change local and national legislation).
- Include how to use regional and international mechanisms to affect change.
- Include techniques for raising public awareness at all levels.
- Adapt methodology to the objectives and the NGO(s) being trained.
- Draw on participants' professional and personal experience.
- Use new information and communications technologies when possible.
- Use a variety of materials (e.g., images, theater, cartoons, etc.) and methodologies.
- Maintain a balance between theory and practice, knowledge and skills.
- Be sure that participants can apply learning to daily life (e.g., advocacy, preparation of reports, campaigns, trainings).
- Improve institutional capacities through individual capacities.
- Training of individuals in NGOs should be directly linked with actual work that they undertake.

### **Indicators**

- Qualitative improvement in the NGO work.
- Requests for advanced trainings.
- Relation with participants and their organisation(s) are regularly maintained (e.g., database, listserv).
- Database of training materials is established and maintained.
- Participants become effective trainers.
- Participants are successfully in fund-raising.
- Participants are actively engaged in the training sessions.
- Dissemination, adaptation and development of materials.
- Creation of networks with other NGOs at all levels.
- Impact of the campaigns on media.

- Relief of violated persons.
- Viewing the state's obligations upon human rights implementation.

### **Evaluation**

- Self-evaluation by the participant.
- On-site evaluation.
- Written and practical strategies to evaluate knowledge and skills.
- Effective follow-up mechanisms (e.g., meetings, exchanges, publications, internet).
- Comparison of NGO activity reports.

## **Public Awareness Campaigns**

### **Guidelines**

- Set specific clear, achievable objectives.
- Match campaign style to the target group, making sure that actions are compatible with the audience.
- Keep organization clear and simple.
- Establish credibility by using accurate facts and evidence.
- Use stories that attract interest and inspire action.
- Use slogans and symbols that attract attention and can be remembered; use simple, concrete language.
- Use media strategically and understand how they work.
- Use competitions (e.g., drama and art).
- Use posters with easy-to-understand images.
- When possible, make a survey of public awareness and attitudes. Use the result as a tool for advocacy (e.g., to show the need for HRE).
- Provide attractive, accessible forms of human rights documents such as UDHR to make international standards available in daily life (e.g. UDHR passports).
- Provide easy public access to information and materials (e.g., web sites, resource centres).
- Build human rights communities, bringing together many civic stakeholders (e.g., government, religious institutions, school system, and business).
- Seek innovative methods / techniques to create surprise and attract attention (e.g., dance, theatre, songs, poetry, art, competitions).
- Select spaces appropriate to target groups (e.g. schools, open spaces, mobile spaces such as caravans).
- Analyze national laws so as to be able to use them effectively when planning a campaign and to promote gaps between national and international laws if appropriate.
- Promote the adaptation of national laws to international standards.
- Be aware that in some cases people taking part in the campaign may be in danger of reprisals. They must be able to consciously decide whether to take a risk.



- In the planning phase, carry out research to identify any adverse economic impact on people who may be directly affected and prepare alternatives so as not to alienate them (e.g., parents who may suffer loss of income if their children attend school).
- Strengthen solidarity between appropriate NGOs to consolidate campaign actions.
- Ensure actions and behaviours of individuals in the NGO are consistent with the principles of human rights through careful preparation and instructions.
- Maintain control throughout the campaign and have a contingency plan to avoid the campaign being used against the NGO(s).
- Use international human rights days (e.g., 10 December, 8 March) to launch a longer term campaign.
- Use possible repressive responses to the campaign to draw attention to the issue and provide material for further campaigning.
- In the planning phase analyze any effects of the status of the NGO (any allegiances with government or other organisations) on the outcome of the campaign.

#### **Indicators**

- The campaign has an identified time frame that is selected for maximum impact.
- Long term campaigns have clearly defined short term projects within the span of the campaign.
- Campaign materials are relevant and effective and resources are not wasted in developing materials that are not fully utilized.
- The campaign has an element of surprise and has the potential to create a new 'language' for the general public or target group.
- The campaign clearly states the outcome that is desired and the action that the target group is asked to take.
- The strategy anticipates and has the flexibility to deal with adverse effects.

#### **Evaluation**

- Long term evaluation is difficult because of the sometime broad nature of the focus of a campaign.
- Quantitative evaluation can measure the size of response and potential interest.
- Response to the campaign can give clues for future actions.
- The actions taken by government or other target groups within a set period of time can provide important information.
- Surveys of target groups following a campaign.

### 3. Selected Issues

#### Training of Trainers

##### Guidelines

- TOT requires a long-term commitment from both the institutions and individuals conducting the training and those trained.
- Provide every participant with practical materials for immediate use.
- Diversity of participants enriches the programme.
- Emphasize building friendship, trust and commitment among participants.
- Establish a climate of respect and equality between trainers and trainees.
- Trainees should be selected on the basis of interpersonal skills, cultural sensitivity and commitment to human rights values.
- Better information about the participants allows for better planning for their needs, and better results.
- Planning must anticipate emotional responses to human rights learning.
- Becoming a trainer is a life-long process: one session is not enough.
- Seek a gender balance among participants.
- Skills must include conflict resolution.
- Include a professional psychologist on the training team when possible.
- Don't suppress participants' emotional responses but deal with them directly.
- Acknowledge that challenging assumptions can create emotional responses. Emphasize that doubt and confusion can indicate learning.
- Trainers should avoid argumentation with participants and show respect to all opinions.
- Train young people to deliver peer education (e.g., university/law students teaching high school students).
- Provide regular, on-going training and evaluation.
- Maintain networks of participants. Keep them informed of each other's HRE work.
- Include development of individual action plans as part of training to ensure application of learning.
- Improve institutional capacities through individual capacities.
- Create networks of trainers.
- Include skills in adapting materials and methods to different situations and needs.
- Training methodologies should model those to be used by trainees.
- Trainers need to learn to develop own materials and activities to specifically meet the needs of their participants.

##### Indicators

- Participants make a plan of action and implement it effectively following the training.
- Use of former trainees in future trainings.

- Training impacts the organization of the trainee.
- Requests for additional and more specialized trainings.

#### **Evaluation**

- Develop culturally appropriate evaluation tools (oral and written).
- Evaluate the training process as well as its outcomes.

### **Training on Women's Human Rights**

#### **Guidelines**

- Stress universality of women's human rights.
- Emphasize CEDAW as a standard for measuring Government commitments.
- Trainings should not be limited to CEDAW but should cover all human rights conventions.
- Teach research approaches to establish data for advocacy.
- Approach women's human rights as an issue of non-discrimination, as well as of the law.
- Training conducted as part of long-term strategic plans will have far greater impact.
- Involve men in planning and trainings as well as participants.
- Seek to influence and train young people on women's human rights.
- Use mass media to reach women audiences; especially regarding sexual harassment, violence against women and other sensitive issues.
- Choose titles of training programmes carefully to avoid popular misconceptions.
- Encourage schools and universities to include women's human rights in curricula and research and strengthen their links with women's NGOs.
- Build networks of women's NGOs among regions, especially for sharing training materials and experiences.
- Build networks between NGOs working in training on women's rights.
- Emphasize economic rights.
- Use ordinary language for training.
- Women without education or background in human rights can introduce valuable perspectives and concerns.
- Seek to include marginalized women, especially from poor and rural areas.

#### **Indicators**

- HRE for women can result in advocacy that brings change in laws, policies and institutions.
- Successful advocacy with government and policy makers in one country can have positive effects on other countries.
- Increased partnership between women's NGOs and governments to improve women's human rights.
- Cooperation between HRE NGOs, governmental institutions and the influent institutions (Media, Education...)

### **Evaluation**

- Evaluation techniques that ensure confidentiality and which ensure that there will not be any repercussions.
- Techniques that overcome cultural resistance to criticism.
- Private interviews.
- External evaluations.
- Women in post-conflict situations need special treatment.

### **Use of Modern Information Technology (ICTs)**

#### **Guidelines**

- Use ICTs to spread/distribute education and training materials (this is the case in many regions and languages).
- Use ICTs as a tool for documentation by using databases, electronic archives, documentation of legal texts.
- Use ICTs for monitoring and following up on human rights violations (urgent alerts) through documentation of cases, reports, and statistics.
- Use ICTs for communication: (i) (moderated) listservs and on-line discussion groups unite groups interested in a particular issue and allow for direct information exchange; (ii) support real networks with the opportunity to meet and work via e-groups or Intranets or web sites; (iii) on-line campaigns promote or fight for an issue or case and can create political pressure.
- Use ICTs for on-line learning or distance learning, which is particularly useful for the continuing education for professional groups. Distance learning also has a lot of further potential for use in continuing education for professional groups and in preparation of or as a follow-up to human rights courses offered by universities or human rights organisations. Some universities have used on-line tutorials as preparation of participants of summer courses and have them acquire the same level of knowledge before a course starts.
- Use technologies like the Internet for specific pedagogical approaches, like case studies, simulations or quizzes.
- Use ICTs to reach many target groups (primary and secondary students, teachers, universities, professional groups, human rights advocates).
- Produce CD-ROMs to allow for easier access to large amounts of data such as case law, collections of human rights treaties, etc.
- Use ICTs to create virtual communities of activists, educators and other professional groups, who can share information and lessons learned and consequently improve the quality of their work.
- Use ICTs to reach out to learners that have not been reached before, both geographically and in terms of target groups (for example, general public, larger number of secondary school students in different languages, and some professional groups). However, be aware of all those who currently do not have access to modern information technologies.

### **Indicators**

- A large amount of quantitative data is available like web site statistics, data on use of documents, subscriber rates to listservs, etc.
- Applications for existing distance learning courses via Internet are high.
- Virtual working communities of activists, educators and other professional groups are spreading rapidly.
- The use of databases is on the rise and many organisations nowadays have organisational web sites.

### **Evaluation**

- The methods of evaluation – although not a common practice, as in other areas of HRE – are similar, although the nature of the technologies allows for collection of more quantitative data.
- ICTs allow for periodic or instant feedback. Many new information technologies are flexible in their application for HRE and human rights work in different context and for different learners.
- ICTs are usually flexible. They can be easily revised, adapted and translated.

## **GENERAL GUIDELINES**

### **PLANNING**

- Consult research in all HRE areas, especially on impact.
- Planning is essential: needs assessment, setting of priorities and goals, implementation strategies, and evaluation tools, follow-up.
- Take advantage of social and political climate favourable to human rights.
- Pilot projects before implementing them.
- Encourage regional planning in HRE.

### **MATERIALS**

- Make available in indigenous languages.
- Adapt materials from other cultures to local culture and circumstances.
- Pilot-test for effectiveness and relevance.
- As material proliferate, important to investigate existing resources.

### **CONTENT**

- Victims of human rights abuse need to learn to use mechanisms to address their experiences – participant's emotional condition requires special sensitivity.
- Link local, national and international context.

## METHODOLOGIES

- Use multiple methods to affect both cognitive and effective learning (e.g., drama, story-telling, art, role play, simulation).
- Establish training collaborations with psychologists and anthropologists to address psycho-social aspect.
- Trainers must reflect human rights values in their behaviour and training methods.
- Use experiential learning methodologies that start from participants' needs and concerns.
- Insist that diversity of opinions be respected.

## FOLLOW-UP

- Seek to sustain motivation of both facilitators and learners by systematic follow-up and encouragement.
- Regional and international networking and coalition-building is essential to develop HRE.
- Training must be sustainable.

## EVALUATION

- Based on observation of individual behaviour and attitude, and testing knowledge and skills.
- Plan and collect data from the start of the programme; especially impact analysis.



## Appendix 3: CESCR General Comment No. 16 (2005) – The Equal Right of Men and Women to the Enjoyment of All Economic, Social and Cultural Rights

Source:

[http://www.unhchr.ch/tbs/doc.nsf/\(Symbol\)/7c6dc1dee6268e32c125708f0050dbf6?Opendocument](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/7c6dc1dee6268e32c125708f0050dbf6?Opendocument)

### Introduction

1. The equal right of men and women to the enjoyment of all human rights is one of the fundamental principles recognized under international law and enshrined in the main international human rights instruments. The International Covenant on Economic, Social and Cultural Rights (ICESCR) protects human rights that are fundamental to the dignity of every person. In particular, article 3 of this Covenant provides for the equal right of men and women to the enjoyment of the rights it articulates. This provision is founded on Article 1, paragraph 3, of the United Nations Charter and article 2 of the Universal Declaration of Human Rights. Except for the reference to ICESCR, it is identical to article 3 of the International Covenant on Civil and Political Rights (ICCPR), which was drafted at the same time.

2. The *travaux préparatoires* state that article 3 was included in the Covenant, as well as in ICCPR, to indicate that beyond a prohibition of discrimination, “the same rights should be expressly recognized for men and women on an equal footing and suitable measures should be taken to ensure that women had the opportunity to exercise their rights .... Moreover, even if article 3 overlapped with article 2, paragraph 2, it was still necessary to reaffirm the equality rights between men and women. That fundamental principle, which was enshrined in the Charter of the United Nations, must be constantly emphasized, especially as there were still many prejudices preventing its full application”.<sup>1</sup> Unlike article 26 of ICCPR, articles 3 and 2, paragraph 2, of ICESCR are not stand-alone provisions, but should be read in conjunction with each specific right guaranteed under part III of the Covenant.

3. Article 2, paragraph 2, of ICESCR provides for a guarantee of non-discrimination on the basis of sex among other grounds. This provision, and the guarantee of equal enjoyment of rights by men and women in article 3, are integrally related and mutually reinforcing. Moreover, the elimination of discrimination is fundamental to the enjoyment of economic, social and cultural rights on a basis of equality.

4. The Committee on Economic, Social and Cultural Rights (CESCR) has taken particular note of factors negatively affecting the equal right of men and women to the enjoyment of economic, social and cultural rights in many of its general comments, including those on the right to adequate housing,<sup>2</sup> the right to adequate food,<sup>3</sup> the right to education,<sup>4</sup> the right to the highest attainable standard of health,<sup>5</sup> and the right to water.<sup>6</sup> The Committee also routinely requests information on the equal enjoyment by men and women of the rights guaranteed under the Covenant in



its list of issues in relation to States parties' reports and during its dialogue with States parties.

5. Women are often denied equal enjoyment of their human rights, in particular by virtue of the lesser status ascribed to them by tradition and custom, or as a result of overt or covert discrimination. Many women experience distinct forms of discrimination due to the intersection of sex with such factors as race, colour, language, religion, political and other opinion, national or social origin, property, birth, or other status, such as age, ethnicity, disability, marital, refugee or migrant status, resulting in compounded disadvantage.<sup>7</sup>

## I. CONCEPTUAL FRAMEWORK

### A. Equality

6. The essence of article 3 of ICESCR is that the rights set forth in the Covenant are to be enjoyed by men and women on a basis of equality, a concept that carries substantive meaning. While expressions of formal equality may be found in constitutional provisions, legislation and policies of Governments, article 3 also mandates the equal enjoyment of the rights in the Covenant for men and women in practice.

7. The enjoyment of human rights on the basis of equality between men and women must be understood comprehensively. Guarantees of non-discrimination and equality in international human rights treaties mandate both *de facto* and *de jure* equality. *De jure* (or formal) equality and *de facto* (or substantive) equality are different but interconnected concepts. Formal equality assumes that equality is achieved if a law or policy treats men and women in a neutral manner. Substantive equality is concerned, in addition, with the effects of laws, policies and practices and with ensuring that they do not maintain, but rather alleviate, the inherent disadvantage that particular groups experience.

8. Substantive equality for men and women will not be achieved simply through the enactment of laws or the adoption of policies that are, *prima facie*, gender-neutral. In implementing article 3, States parties should take into account that such laws, policies and practice can fail to address or even perpetuate inequality between men and women because they do not take account of existing economic, social and cultural inequalities, particularly those experienced by women.

9. According to article 3, States parties must respect the principle of equality in and before the law. The principle of equality in the law must be respected by the legislature when adopting laws, by ensuring that those laws further equal enjoyment of economic, social and cultural rights by men and women. The principle of equality before the law must be respected by administrative agencies, and courts and tribunals, and implies that those authorities must apply the law equally to men and women.



## **B. Non-discrimination**

10. The principle of non-discrimination is the corollary of the principle of equality. Subject to what is stated in paragraph 15 below on temporary special measures, it prohibits differential treatment of a person or group of persons based on his/her or their particular status or situation, such as race, colour, sex, language, religion, political and other opinion, national or social origin, property, birth, or other status, such as age, ethnicity, disability, marital, refugee or migrant status.

11. Discrimination against women is “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field”.<sup>8</sup>

Discrimination on the basis of sex may be based on the differential treatment of women because of their biology, such as refusal to hire women because they could become pregnant; or stereotypical assumptions, such as tracking women into low-level jobs on the assumption that they are unwilling to commit as much time to their work as men.

12. Direct discrimination occurs when a difference in treatment relies directly and explicitly on distinctions based exclusively on sex and characteristics of men or of women, which cannot be justified objectively.

13. Indirect discrimination occurs when a law, policy or programme does not appear to be discriminatory, but has a discriminatory effect when implemented. This can occur, for example, when women are disadvantaged compared to men with respect to the enjoyment of a particular opportunity or benefit due to pre-existing inequalities. Applying a gender-neutral law may leave the existing inequality in place, or exacerbate it.

14. Gender affects the equal right of men and women to the enjoyment of their rights. Gender refers to cultural expectations and assumptions about the behaviour, attitudes, personality traits, and physical and intellectual capacities of men and women, based solely on their identity as men or women. Gender-based assumptions and expectations generally place women at a disadvantage with respect to substantive enjoyment of rights, such as freedom to act and to be recognized as autonomous, fully capable adults, to participate fully in economic, social and political development, and to make decisions concerning their circumstances and conditions. Gender-based assumptions about economic, social and cultural roles preclude the sharing of responsibility between men and women in all spheres that is necessary to equality.

## **C. Temporary special measures**

15. The principles of equality and non-discrimination, by themselves, are not always sufficient to guarantee true equality. Temporary special measures may sometimes be needed in order to bring disadvantaged or marginalized persons or

groups of persons to the same substantive level as others. Temporary special measures aim at realizing not only de jure or formal equality, but also de facto or substantive equality for men and women. However, the application of the principle of equality will sometimes require that States parties take measures in favour of women in order to attenuate or suppress conditions that perpetuate discrimination. As long as these measures are necessary to redress de facto discrimination and are terminated when de facto equality is achieved, such differentiation is legitimate.<sup>9</sup>

## II. STATES PARTIES' OBLIGATIONS

### A. General legal obligations

16. The equal right of men and women to the enjoyment of economic, social and cultural rights is a mandatory and immediate obligation of States parties.<sup>10</sup>

17. The equal right of men and women to the enjoyment of economic, social and cultural rights, like all human rights, imposes three levels of obligations on States parties - the obligation to respect, to protect and to fulfil. The obligation to fulfil further contains duties to provide, promote and facilitate.<sup>11</sup> Article 3 sets a non-derogable standard for compliance with the obligations of States parties as set out in articles 6 through 15 of ICESCR.

### B. Specific legal obligations

#### 1. Obligation to respect

18. The obligation to respect requires States parties to refrain from discriminatory actions that directly or indirectly result in the denial of the equal right of men and women to their enjoyment of economic, social and cultural rights. Respecting the right obliges States parties not to adopt, and to repeal laws and rescind, policies, administrative measures and programmes that do not conform with the right protected by article 3. In particular, it is incumbent upon States parties to take into account the effect of apparently gender-neutral laws, policies and programmes and to consider whether they could result in a negative impact on the ability of men and women to enjoy their human rights on a basis of equality.

#### 2. Obligation to protect

19. The obligation to protect requires States parties to take steps aimed directly at the elimination of prejudices, customary and all other practices that perpetuate the notion of inferiority or superiority of either of the sexes, and stereotyped roles for men and women. States parties' obligation to protect under article 3 of ICESCR includes, inter alia, the respect and adoption of constitutional and legislative provisions on the equal right of men and women to enjoy all human rights and the prohibition of discrimination of any kind; the adoption of legislation to eliminate discrimination and to prevent third parties from interfering directly or indirectly with the enjoyment of this right; the adoption of administrative measures and programmes, as well as the establishment of public institutions, agencies and programmes to protect women against discrimination.

20. States parties have an obligation to monitor and regulate the conduct of non-State actors to ensure that they do not violate the equal right of men and women to enjoy economic, social and cultural rights. This obligation applies, for example, in cases where public services have been partially or fully privatized.

### **3. Obligation to fulfil**

21. The obligation to fulfil requires States parties to take steps to ensure that in practice, men and women enjoy their economic, social and cultural rights on a basis of equality. Such steps should include:

- To make available and accessible appropriate remedies, such as compensation, reparation, restitution, rehabilitation, guarantees of non-repetition, declarations, public apologies, educational programmes and prevention programmes;
- To establish appropriate venues for redress such as courts and tribunals or administrative mechanisms that are accessible to all on the basis of equality, including the poorest and most disadvantaged and marginalized men and women;
- To develop monitoring mechanisms to ensure that the implementation of laws and policies aimed at promoting the equal enjoyment of economic, social and cultural rights by men and women do not have unintended adverse effects on disadvantaged or marginalized individuals or groups, particularly women and girls;
- To design and implement policies and programmes to give long-term effect to the economic, social and cultural rights of both men and women on the basis of equality. These may include the adoption of temporary special measures to accelerate women's equal enjoyment of their rights, gender audits, and gender-specific allocation of resources;
- To conduct human rights education and training programmes for judges and public officials;
- To conduct awareness-raising and training programmes on equality for workers involved in the realization of economic, social and cultural rights at the grass-roots level;
- To integrate, in formal and non-formal education, the principle of the equal right of men and women to the enjoyment of economic, social and cultural rights, and to promote equal participation of men and women, boys and girls, in schools and other education programmes;
- To promote equal representation of men and women in public office and decision-making bodies;
- To promote equal participation of men and women in development planning, decision-making and in the benefits of development and all

programmes related to the realization of economic, social and cultural rights.

### **C. Specific examples of States parties' obligations**

22. Article 3 is a cross-cutting obligation and applies to all the rights contained in articles 6 to 15 of the Covenant. It requires addressing gender-based social and cultural prejudices, providing for equality in the allocation of resources, and promoting the sharing of responsibilities in the family, community and public life. The examples provided in the following paragraphs may be taken as guidance on the ways in which article 3 applies to other rights in the Covenant, but are not intended to be exhaustive.

23. Article 6, paragraph 1, of the Covenant requires States parties to safeguard the right of everyone to the opportunity to gain a living by work which is freely chosen or accepted and to take the necessary steps to achieve the full realization of this right. Implementing article 3, in relation to article 6, requires *inter alia*, that in law and in practice, men and women have equal access to jobs at all levels and all occupations and that vocational training and guidance programmes, in both the public and private sectors, provide men and women with the skills, information and knowledge necessary for them to benefit equally from the right to work.

24. Article 7 (a) of the Covenant requires States parties to recognize the right of everyone to enjoy just and favourable conditions of work and to ensure, among other things, fair wages and equal pay for work of equal value. Article 3, in relation to article 7 requires, *inter alia*, that the State party identify and eliminate the underlying causes of pay differentials, such as gender-biased job evaluation or the perception that productivity differences between men and women exist. Furthermore, the State party should monitor compliance by the private sector with national legislation on working conditions through an effectively functioning labour inspectorate. The State party should adopt legislation that prescribes equal consideration in promotion, non-wage compensation and equal opportunity and support for vocational or professional development in the workplace. Finally, the State party should reduce the constraints faced by men and women in reconciling professional and family responsibilities by promoting adequate policies for childcare and care of dependent family members.

25. Article 8, paragraph 1 (a), of the Covenant requires States parties to ensure the right of everyone to form and join trade unions of his or her choice. Article 3, in relation to article 8, requires allowing men and women to organize and join workers' associations that address their specific concerns. In this regard, particular attention should be given to domestic workers, rural women, women working in female-dominated industries and women working at home, who are often deprived of this right.

26. Article 9 of the Covenant requires that States parties recognize the right of everyone to social security, including social insurance, and to equal access to social services. Implementing article 3, in relation to article 9, requires, *inter alia*,

equalizing the compulsory retirement age for both men and women; ensuring that women receive the equal benefit of public and private pension schemes; and guaranteeing adequate maternity leave for women, paternity leave for men, and parental leave for both men and women.

27. Article 10, paragraph 1, of the Covenant requires that States parties recognize that the widest possible protection and assistance should be accorded to the family, and that marriage must be entered into with the free consent of the intending spouses. Implementing article 3, in relation to article 10, requires States parties, *inter alia*, to provide victims of domestic violence, who are primarily female, with access to safe housing, remedies and redress for physical, mental and emotional damage; to ensure that men and women have an equal right to choose if, whom and when to marry - in particular, the legal age of marriage for men and women should be the same, and boys and girls should be protected equally from practices that promote child marriage, marriage by proxy, or coercion; and to ensure that women have equal rights to marital property and inheritance upon their husband's death. Gender-based violence is a form of discrimination that inhibits the ability to enjoy rights and freedoms, including economic, social and cultural rights, on a basis of equality. States parties must take appropriate measures to eliminate violence against men and women and act with due diligence to prevent, investigate, mediate, punish and redress acts of violence against them by private actors.

28. Article 11 of the Covenant requires States parties to recognize the right of everyone to an adequate standard of living for him/herself and his/her family, including adequate housing (para. 1) and adequate food (para. 2). Implementing article 3, in relation to article 11, paragraph 1, requires that women have a right to own, use or otherwise control housing, land and property on an equal basis with men, and to access necessary resources to do so. Implementing article 3, in relation to article 11, paragraph 2, also requires States parties, *inter alia*, to ensure that women have access to or control over means of food production, and actively to address customary practices under which women are not allowed to eat until the men are fully fed, or are only allowed less nutritious food.<sup>12</sup>

29. Article 12 of the Covenant requires States parties to undertake steps towards the full realization of the right of everyone to the enjoyment of the highest attainable standard of physical and mental health. The implementation of article 3, in relation to article 12, requires at a minimum the removal of legal and other obstacles that prevent men and women from accessing and benefiting from health care on a basis of equality. This includes, *inter alia*, addressing the ways in which gender roles affect access to determinants of health, such as water and food; the removal of legal restrictions on reproductive health provisions; the prohibition of female genital mutilation; and the provision of adequate training for health-care workers to deal with women's health issues.<sup>13</sup>

30. Article 13, paragraph 1, of the Covenant requires States parties to recognize the right of everyone to education and in paragraph 2 (a) stipulates that primary

education shall be compulsory and available free to all. Implementing article 3, in relation to article 13, requires, inter alia, the adoption of legislation and policies to ensure the same admission criteria for boys and girls at all levels of education. States parties should ensure, in particular through information and awareness-raising campaigns, that families desist from giving preferential treatment to boys when sending their children to school, and that curricula promote equality and non-discrimination. States parties must create favourable conditions to ensure the safety of children, in particular girls, on their way to and from school.

31. Article 15, paragraph 1 (a) and (b), of the Covenant require States parties to recognize the right of everyone to take part in cultural life and to enjoy the benefits of scientific progress. Implementing article 3, in relation to article 15, paragraph 1 (a) and (b), requires, inter alia, overcoming institutional barriers and other obstacles, such as those based on cultural and religious traditions, which prevent women from fully participating in cultural life, science education and scientific research, and directing resources to scientific research relating to the health and economic needs of women on an equal basis with those of men.

### III. IMPLEMENTATION AT THE NATIONAL LEVEL

#### A. Policies and strategies

32. The most appropriate ways and means of implementing the right under article 3 of the Covenant will vary from one State party to another. Every State party has a margin of discretion in adopting appropriate measures in complying with its primary and immediate obligation to ensure the equal right of men and women to the enjoyment of all their economic, social and cultural rights. Among other things, States parties must, integrate into national plans of action for human rights appropriate strategies to ensure the equal right of men and women to the enjoyment of economic, social and cultural rights.

33. These strategies should be based on the systematic identification of policies, programmes and activities relevant to the situation and context within the State, as derived from the normative content of article 3 of the Covenant and spelled out in relation to the levels and nature of States parties' obligations referred to in paragraphs 16 to 21 above. The strategies should give particular attention to the elimination of discrimination in the enjoyment of economic, social and cultural rights.

34. States parties should periodically review existing legislation, policies, strategies and programmes in relation to economic, social and cultural rights, and adopt any necessary changes to ensure that they are consonant with their obligations under article 3 of the Covenant.

35. The adoption of temporary special measures may be necessary to accelerate the equal enjoyment by women of all economic, social and cultural rights and to improve the de facto position of women.<sup>14</sup> Temporary special measures should be



distinguished from permanent policies and strategies undertaken to achieve equality of men and women.

36. States parties are encouraged to adopt temporary special measures to accelerate the achievement of equality between men and women in the enjoyment of the rights under the Covenant. Such measures are not to be considered discriminatory in themselves as they are grounded in the State's obligation to eliminate disadvantage caused by past and current discriminatory laws, traditions and practices. The nature, duration and application of such measures should be designed with reference to the specific issue and context, and should be adjusted as circumstances require. The results of such measures should be monitored with a view to being discontinued when the objectives for which they are undertaken have been achieved.

37. The right of individuals and groups of individuals to participate in decision-making processes that may affect their development must be an integral component of any policy, programme or activity developed to discharge governmental obligations under article 3 of the Covenant.

#### **B. Remedies and accountability**

38. National policies and strategies should provide for the establishment of effective mechanisms and institutions where they do not exist, including administrative authorities, ombudsmen and other national human rights institutions, courts and tribunals. These institutions should investigate and address alleged violations relating to article 3 and provide remedies for such violations. States parties, for their part, should ensure that such remedies are effectively implemented.

#### **C. Indicators and benchmarks**

39. National policies and strategies should identify appropriate indicators and benchmarks on the right to equal enjoyment by men and women of economic, social and cultural rights in order to effectively monitor the implementation by the State party of its obligations under the Covenant in this regard. Disaggregated statistics, provided within specific time frames, are necessary to measure the progressive realization of economic, social and cultural rights by men and women, where appropriate.

### **IV. VIOLATIONS**

40. States parties must fulfil their immediate and primary obligation to ensure the equal right of men and women to the enjoyment of economic, social and cultural rights.

41. The principle of equality between men and women is fundamental to the enjoyment of each of the specific rights enumerated in the Covenant. Failure to ensure formal and substantive equality in the enjoyment of any of these rights constitutes a violation of that right. Elimination of de jure as well as de facto

discrimination is required for the equal enjoyment of economic, social and cultural rights. Failure to adopt, implement and monitor effects of laws, policies and programmes to eliminate de jure and de facto discrimination with respect to each of the rights enumerated in articles 6 to 15 of the Covenant constitutes a violation of those rights.

42. Violations of the rights contained in the Covenant can occur through the direct action of, failure to act or omission by States parties, or through their institutions or agencies at the national and local levels. The adoption and undertaking of any retrogressive measures that affect the equal right of men and women to the enjoyment of the all the rights set forth in the Covenant constitutes a violation of article 3.

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<sup>1</sup> Draft International Covenants on Human Rights Report of the Third Committee. A/53/65 (17 December 1962), para. 85.

<sup>2</sup> Committee on Economic, Social and Cultural Rights (hereinafter CESCR), general comment No. 4 (1991): The right to adequate housing (article 11, paragraph 1 of the Covenant) para. 6; general comment No. 7 (1997): The right to adequate housing (article 11, paragraph 1 of the Covenant): Forced evictions, para. 10.

<sup>3</sup> CESCR, general comment No. 12 (1999): The right to adequate food (article 11 of the Covenant), para. 26.

<sup>4</sup> CESCR, general comment No. 11 (1999): Plans for primary education (article 14 of the Covenant), para. 3; general comment No. 13 (1999): The right to education (article 13 of the Covenant), paras. 6 (b), 31 and 32.

<sup>5</sup> CESCR, general comment No. 14 (2000): The right to the highest attainable standard of health (article 12 of the Covenant), paras. 18-22.

<sup>6</sup> CESCR, general comment No. 15 (2000): The right to water (articles 11 and 12 of the Covenant), paras. 13 and 14.

<sup>7</sup> Cf. Committee on the Elimination of Racial Discrimination, general comment XXV (2000): Gender-related dimensions of racial discrimination.

<sup>8</sup> As defined in article 1 of the Convention on the Elimination of All Forms of Discrimination against Women.

<sup>9</sup> However, there is one exception to this general principle: reasons specific to an individual male candidate may tilt the balance in his favour, which is to be assessed objectively, taking into account all criteria pertaining to the individual candidates. This is a requirement of the principle of proportionality.

<sup>10</sup> CESCR, general comment No. 3 (1990): The nature of States parties obligations (art. 2, para. 2).

<sup>11</sup> According to CESCR general comment Nos. 12 and 13, the obligation to fulfil incorporates an obligation to facilitate and an obligation to provide. In the present general comment, the obligation to fulfil also incorporates an obligation to promote the elimination of all forms of discrimination against women.

<sup>12</sup> Other examples of obligations and possible violations of article 3 in relation to article 11 (1) and (2) are further discussed in CESCR general comment No. 12, para. 26.

<sup>13</sup> CESCR general comment No. 14, paras. 18-21.

<sup>14</sup> Reference is made in this regard to general recommendation No. 25 on article 4, paragraph 1, of the Convention on the Elimination of All Forms of Discrimination against Women adopted by the Committee on the Elimination of Discrimination against Women (CEDAW), CESCR general comment No. 13 and the Limburg Principles on the Implementation of the International Covenant on Economic, Social and Cultural Rights.

