Human Rights Education and Promotion Training of Trainers II

Workshop Manual

Building the Capacity of the National Human Rights Commission, Nepal

Kathmandu, Nepal
17-21 May 2006

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Introduction

Background

This Training of Trainers II Workshop is part of a three-year capacity building project jointly implemented by Equitas – International Centre for Human Rights Education and the National Human Rights Commission of Nepal (NHRC), and funded by The Ford Foundation. This workshop builds upon the project activities developed and implemented with the NHRC to date, in particular, a workshop held in March 2005 which focused on increasing the capacity of senior NHRC staff to conduct effective human rights education activities. This workshop has also been developed in the context of the NHRC's human rights education priorities as set out in its strategic plan and detailed programming objectives.

As the NHRC strategic plan includes a number of HRE activities (including workshops and trainings), it is important the NHRC staff have the capacity to undertake such activities effectively. These skills are not only necessary for staff of the Commission's Promotions Division and NHRC Training Officer, but also for key persons in other divisions of the NHRC who will be involved in workshop development where the topic of the workshop relates to his/her area of work, or in other activities which have a human rights education component.

Goal and Objectives

The goal of the workshop is to increase the capacity of the National Human Rights Commission of Nepal and its stakeholders to conduct human rights education and promotion activities.

The workshop activities will place emphasis on designing and implementing practical human rights education programs within the context of the NHRC's mandate, strategic plan, and divisional workplans.

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

- **Identify** the components of effective human rights education programs and activities and how to incorporate them in their work
- **Plan and design** effective human rights education activities for specific target groups
- **Facilitate human rights education programs** more effectively by drawing on methods, techniques, skills and attitudes developed and practiced during the workshop

- **Apply effective techniques** for reflecting on their practice as human rights educators
- **Review existing** curricula for specific target groups using a human rights perspective
- **Use a variety of** methods for evaluating human rights education programs

An outcome of the workshop is the creation of an inter-divisional core group of Commission staff with the capacity to plan, design and conduct human rights education activities.

Participants

There are approximately 30 participants for the 5-day workshop. The participants are senior staff of the NHRC from the head office in Kathmandu as well as its regional and district contact offices.

Methodology

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

The workshop is designed as a practicum for human rights education (HRE) development. Throughout the workshop, participants will have opportunities to discuss how they can strengthen and incorporate HRE in their work by giving and receiving feedback from other participants, facilitators and resource persons. The development of a model for incorporating HRE in their work aims to increase institutional capacity by providing participants with a concrete way to put their learning into practice.

About the Manual

Content

Many senior NHRC staff who are participants of this training have attended the March 2005 Training of Trainers Workshop on human rights education and have an understanding of the steps for designing effective HRE. Therefore, some of the activities will serve as a "refresher" for some participants while still offering something new for everyone. Participants from the March 2005 workshop will be actively engaged in different aspects of the delivery of the workshop, thereby reinforcing their skills as human rights educators.

Module 1, **Getting Started**, begins with an icebreaker to have participants introduce themselves. Participants then share their expectations of the workshop, which are compared with the workshop goal and objectives. The facilitator then presents an overview of the workshop.

The final activity in the Module is an examination of the current context of the NHRC's work. This involves having participants critically examine the human rights context of the country and the role of the NHRC within this context, the human rights education and promotion work undertaken by the different divisions since the March 2005 workshop, and possible areas of collaboration between NHRC divisions.

In Module 2, **Effective Human Rights Education – A Tool for Social Change,** participants reflect on key human rights principles, namely human dignity, universality, inalienability, indivisibility, interdependence, equality, non-discrimination, participation and inclusion, and accountability and rule of law. In particular, they examine how these principles form the basis of international human rights instruments, how they are reflected in their work, and how these principles might be interpreted by the persons they train.

Participants explore the transformative potential of their HRE work by establishing a common understanding around the "what" and the "why" of human rights education (i.e., what is it and why do it?) before focusing on the "how" of effective human rights education. Following this, participants take a closer look at the "how" of HRE, namely through participatory methodology, with a closer look at some theoretical and historical underpinnings of the methodology and how the methodology can be used in their work. In this Module, participants also begin to reflect on appropriate means for measuring the impact of their work.

In Module 3, **Designing Effective Human Rights Education**, participants focus on the importance of approaching HRE in a systematic way in order to achieve results. In particular, they examine the following elements that human rights educators must consider when planning HRE activities, namely:

- the institution's work (in this case, the NHRC)
- other actors involved in human rights at the local and national levels
- the socio-political context of the country and the impact of the conflict on the institution's work
- the context of the potential participants of the training sessions
- the global human rights environment

Following this, participants examine the steps for developing a training session, some of which will be a review for the March 2005 participants. The activity enables participants to further explore effective ways of carrying out these steps given the NHRC's constraints (for example, insufficient time to prepare training workshops, heavy workload, unexpected constraints due to the conflict or political situation, etc). Participants then review some of the basic steps for designing effective HRE in more detail. These include examining goals and objectives, program content, and techniques and materials. Participants end the Module with a closer examination of the particular needs of specific target groups they will be working with, which will help them prepare for the next Module.

In Module 4, **Practicum – Developing a Model for a Training Session**, participants put their learning into practice by developing models for different training sessions depending on their target groups. Participants will be given a number of sample training sessions to choose from and then develop the content of those sessions based on an assumption of the needs of their target group. After developing their plans, participants will practice the activities they designed with the other participants. Finally, participants will have the opportunity to give and receive feedback on the models developed.

In Module 5, **Strengthening Facilitation Skills**, participants further improve their facilitation skills. They will explore some of the facilitation challenges they face in their work and share strategies for addressing these challenges. The final activity enables participants to examine how to handle conflict in their HRE work.

Well-planned evaluation and follow-up activities are essential to ensure the sustainability of HRE programming. In Module 6, **Program Evaluation and Transfer of Learning,** participants determine effective methods for evaluating results. Participants

plan how they will transfer their learning to other NHRC staff members and create strategic opportunities for conducting HRE in the final activities.

In Module 7, **Evaluation and Closing**, participants complete a general evaluation questionnaire regarding the workshop.

Format

This manual outlines the format of the workshop with modules and activities. There are Worksheets and Reference Sheets for many of the activities. Also included in the manual are shaded "More About…" boxes, which provide the reader with additional information on certain participatory methods used throughout the manual.

The manual describes activities in detail in order to illustrate the design process for participants wishing to adapt the activities for their own training purposes. For each activity, there is an objective (or objectives), a suggested time frame, an explanation that connects the activity with previous ones, a brief description of the activity, and the steps necessary for completing the activity. The steps are labelled as "Parts" and are described in terms of the content examined and the technique used. For example, "Part A: Setting Ground Rules (Large Group Discussion)" indicates that the facilitator will lead a large group discussion on establishing "ground rules" for working effectively as a group. The list of techniques used throughout the manual are listed below:

1. Icebreaker
2. Individual Work
3. Small Group Work
4. Brainstorming
5. Large Group Discussion
6. Large Group Activity
7. Group Presentations
8. Presentation by Facilitator
9. Presentation by Resource Person
10. Response by Resource Person

Terminology

The manual contains terminology related to human rights in general and to human rights education, or HRE, in particular. Many terms used throughout the manual are explained in the Reference Sheets.

The manual is specifically designed for the senior staff of the NHRC, many of whom take on a wide range of responsibilities as part of their work. Although not everyone

attending the workshop focuses exclusively on human rights education, the term used to describe a human rights worker within the context of the manual is a "**human rights educator**."

Human rights education in the NHRC's strategic plan is also referred to as "human rights education and promotion." For the purposes of this manual, "human rights education" and "human rights education and promotion" are used interchangeably.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education and the National Human Rights Commission of Nepal.

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

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

Since then, Equitas has become a global leader in human rights education. Equitas' capacity-building programs in Canada and abroad have assisted civil society organizations and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfillment. Equitas' international human rights education programs currently focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas' current plans call for the expansion of our programming in Canada, the Middle East and the Americas while continuing to work in Asia, Central and Eastern Europe, and Africa.

National Human Rights Commission, Nepal

The **National Human Rights Commission, Nepal (NHRC)** was established in May 2000, with a mandate to protect and promote human rights, as per the Human Rights Commission Act, 1997.

The Commission has four Divisions, namely, Protection and Monitoring Division, Promotion Division, Legislative Assistance Division and the Operations Division. It also has a Planning, Internal Monitoring and Evaluation Unit. In 2002, the NHRC established the Office of National Rapporteur on Trafficking in Women and Children. At present the Commission has regional offices in Nepalgunj, Biratnagar, Pokhara and Dhangadi, and has five contact offices in the districts of Khotang, Jumla, Rolpa, Butwal and Janakpur.

Human rights protection activities of the NHRC include accepting and investigating complaints of human rights violations, as well as conducting observation tours to prisons, with the aim of developing recommendations on prison reform.

The NHRC has also undertaken several activities aimed at the promotion of human rights, including: publicizing IEC materials, training sessions for government officials and the general public about human rights protection, stressing the obligations of the government under international standards; and awareness raising about rights of children, rights of women, caste-discrimination and other human rights issues.

The Commission is supported by a consortium of donors through the UNDP in the form of a Capacity Development Project which was established in 2002. Similarly the European Union has supported the Commission through an outreach program.

The NHRC joined the Asia Pacific Forum of National Human Rights Institutions (APF) as a member in 2000. It is also a member of the International Coordinating Committee of National Human Rights Institutions (ICC), as one of the four Commissions representing the Asia-Pacific region.

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Workshop Schedule

Day 1

Wednesday 17 May 2006		
Time	***Module/Activity***	***Title***
9:00-9:30		Opening Ceremony
	Module 1	**Getting Started**
9:30-10:30	Activity 1	Getting to Know the Participants and Their Expectations
10:30-10:45	Break	
10:45-11:15	Activity 2	Workshop Overview, Objectives and Methodology
11:15-12:45	Activity 3	The NHRC's Human Rights Education and Promotion Work
12:45-2:00	Lunch	
2:00-2:30	Activity 3	Continued
	Module 2	**Effective Human Rights Education – A Tool for Social Change**
2:30-4:00	Activity 1	Human Rights Principles – From Theory to Practice
4:00-4:15	Break	
4:15-5:15	Activity 2	Defining Human Rights Education
5:15-5:45		Evaluation and Synthesis

Day 2

Thursday 18 May 2006		
Time	***Module/Activity***	***Title***
8:30-8:45	Recap	Review of previous day
8:45-10:45	Activity 3	Participatory Methodology and Human Rights Education
10:45-11:00	Break	
11:00-12:15	Activity 4	Transformative Learning and Social Transformation
12:15-12:45	Activity 5	Measuring Impact
12:45-2:00	Lunch	
	Module 3	**Designing Effective Human Rights Education**
2:00-3:30	Activity 1	Developing HRE Programs for Results
3:30-3:45	Break	
3:45-5:15	Activity 2	Developing a Training Session – Advanced Concepts
5:15-5:30		Evaluation and Synthesis

Day 3

Friday 19 May 2006		
Time	***Module/Activity***	***Title***
8:30 – 8:45	Recap	Review of previous day
8:45-10:45	Activity 3	Assessing the Learning Needs of Target Groups
10:45-11:00	Break	
11:00-11:30	Activity 3	Continued
11:30-12:45	Activity 4	Determining Program Goal and Objectives
12:45-2:00	Lunch	
	Module 4	**Practicum – Developing a Model for a Training Session**
2:00-2:15	Activity 1	Preparing for the Practicum – Guidelines
2:15-3:30	Activity 2	Practicum on Developing a Model for a Training Session
3:30-3:45	Break	
3:45-5:45	Activity 2	Continued
5:45-6:00		Evaluation and Synthesis
Evening	Evening Presentation	Review existing curricula for specific target groups using a human rights perspective

Day 4

Saturday 20 May 2006		
Time	***Module/Activity***	***Title***
8:30 – 8:45	Recap	Review of previous day
8:45-9:45	Activity 3	Feedback on the Practicum
	Module 5	**Strengthening Facilitation Skills**
9:45-10:45	Activity 1	The Art of Facilitation
10:45-11:00	Break	
11:00-12:30	Activity 2	Facilitation Dilemmas
12:30-2:00	Lunch	
2:00-2:45	Activity 2	Continued
2:45-3:30	Activity 3	Handling Conflict in our HRE Work
3:30-3:45	Break	
	Module 6	**Program Evaluation and Transfer of Learning**
3:45-4:15	Activity 1	Continuous Improvement Cycle Revisited
4:15-5:15	Activity 2	Evaluation Techniques
5:15-5:45		Evaluation and Synthesis

Day 5

Sunday 21 May 2006		
Time	***Module/Activity***	***Title***
8:30 – 8:45	Recap	Review of previous day
8:45-9:45	Activity 3	Transfer of Learning
9:45-10:45	Activity 4	Creating Strategic Opportunities for HRE and Promotion Activities
10:45-11:00	Break	
11:00-12:00	Activity 4	Continued
12:00-1:30	Lunch	
	Module 7	**Evaluation and Closing**
1:30-2:00	Activity 1	Workshop Evaluation
2:00-3:00	Activity 2	Closing Ceremony

Module 1
Getting Started

Activity		Time
	Opening Ceremony	30 min
Activity 1	Getting to Know the Participants and Their Expectations	1 hr
Activity 2	Workshop Overview, Objectives and Methodology	30 min
Activity 3	Focus Group – The NHRC's Human Rights Education Work	2 hrs

Overview

Module 1: Getting Started, begins with an icebreaker to have participants introduce themselves. Participants then share their expectations of the workshop, which are compared with the workshop goal and objectives. The facilitator then presents an overview of the workshop.

The final activity in the Module is an examination of the current context of the NHRC's work. This involves having participants critically examine the human rights context of the country and the role of the NHRC within this context, the human rights education and promotion work undertaken by the different divisions since the March 2005 workshop, and possible areas of collaboration between NHRC divisions.

Opening Ceremony

Objective

To formally open the workshop.

Time

30 min

Description

The workshop organizers formally open the workshop.

End of Activity ■

Activity 1 Getting to Know the Participants and Their Expectations

Objectives

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

To discuss participants' expectations and resources in relation to the workshop.

Time

1 hr

Description

This activity is divided into two parts.

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

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

20 min

Part A Introductions

Icebreaker

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
- Love

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

Introduce yourself (name, job title, division and main responsibilities) to the other participants gathered around the same value.

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

Continued ▸ ▸ ▸

Activity 1 cont'd

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

40 min

Part B Expectations and Resources

Large Group Discussion

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

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

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

End of Activity ■

Worksheet 1: Expectations and Resources

	Expectations	Resources
Skills/ Experience		
Information/ Knowledge		

Activity 2 Workshop Overview, Objectives and Methodology

Objectives

To set ground rules for working effectively as a group and to present an overview of the workshop.

Time

30 min

Description

This activity is divided into three parts.

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

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

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

5 min

Part A Working As a Group

Large Group Discussion

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

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

15 min

Part B Setting Ground Rules

Large Group Discussion

Based on the ideas presented in **Part A**, together with your facilitator, develop a number of ground rules for working effectively as a group. You may also want to refer to the Universal Declaration of Human Rights (**Reference Sheet 1**) and reflect on how it can inform the rules you determine for your group.

Continued ▸ ▸ ▸

Activity 2 cont'd

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

Examples of helpful ground rules include:

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

More About…Setting Ground Rules

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

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

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

***Source**: Briskin, Linda. (1998, May 31-June 1). Using groundrules to negotiate power in the classroom. Centering on the margins: The evaded curriculum. (pp. 1-8, 48, 80). Canadian Association for the Study of Women and Education (CASWE). International Institute Proceedings, University of Ottawa.*

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

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

- Which term would you be comfortable using in your training?
- Is the setting of ground rules appropriate for every type of human rights education event?
- Are there rules that should be common to every group?
- Is it appropriate for the facilitator to suggest some of the ground rules or should this be left entirely to the participants?

Continued ▸ ▸ ▸

Activity 2 cont'd

15 min

Part C Workshop Overview

Presentation by Facilitator

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

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

Refer to **Reference Sheet 2** for the workshop framework.

End of Activity ■

Reference Sheet 1: Summary of Articles of the UDHR

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

Reference Sheet 2: Workshop Framework

Activity 3 The NHRC's Human Rights Education and Promotion Work

Objective

To identify and review the NHRC's human rights education (HRE) and promotion activities.

Time

2 hrs

Description

Although HRE and promotion activities may not necessarily be the main responsibility of some NHRC staff members, everyone should try to take advantage of the opportunities to educate about human rights that present themselves in their work. This activity aims to identify training activities currently being carried out by the NHRC as well as informal training opportunities.

This activity is divided into four parts.

In **Part A**, the facilitator will lead a brief discussion on the human rights context in the country.

In **Part B**, you will work in small groups to identify the HRE and promotion work of the NHRC.

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

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

20 min

Part A The Human Rights Context in the Country

Large Group Discussion

The facilitator leads a brief discussion on the current human rights context in the country and how it affects the work of the NHRC. The discussion is meant to provide an overview of the current situation; main points from this discussion will be discussed throughout the workshop.

Continued ▸ ▸ ▸

Activity 3 cont'd

40 min **Part B Identifying HRE and Promotion Work in Each Division**

Small Group Work

The facilitator divides participants into groups according to NHRC Divisions.

1. Promotions Division
2. Protection and Monitoring Division
3. Legislative Assistance Division
4. Planning, Evaluation and Internal Monitoring Unit

Each group answers the questions in **Worksheet 2** about their work. Each group then identifies the HRE and promotion components within their work and prepares to present the main points of their discussion in **Part C**.

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

Group Presentations

The large group reconvenes. Each group reports on the results of their discussion (5 to 10 min each).

30 min **Part D Debrief and Synthesis**

Large Group Discussion

The facilitator synthesizes the types of HRE and promotion activities conducted by the different NHRC divisions and asks the following questions:

- How can your division's HRE and promotion work be improved?
- How can the NHRC's HRE and promotion work be improved?

End of Activity ■

Worksheet 2: Identifying HRE and Promotion Work

Division: _____

HRE and Promotion Activities of Your Work: What are some strategic opportunities to do HRE and promotion activities in the context of your routine work?	**Effectiveness of HRE and Promotion Activities** How effective are these HRE and promotion activities?
For example: 1. Routine work: Interviewing security personnel while investigating a case. Strategic opportunity: Educating security personnel on their human rights obligations. 2. Training journalists: Human rights workshop for journalists	1. Increased transfer of learning of human rights obligations from higher to lower-ranking officers 2. Journalists increasing media coverage on human rights, asking for accountability of actions and renouncing impunity

HRE and Promotion Activities of Your Work: What are some strategic opportunities to do HRE and promotion activities in the context of your routine work?	**Effectiveness of HRE and Promotion Activities** How effective are these HRE and promotion activities?

Module 2
Effective Human Rights Education – A Tool for Social Change

Activity		Time
Activity 1	Human Rights Principles – From Theory to Practice	1 hr 30 min
Activity 2	Defining Human Rights Education	1 hr 30 min
Activity 3	Participatory Methodology and Human Rights Education	2 hrs
Activity 4	Transformative Learning and Social Change	1 hr 15 min
Activity 5	Measuring Impact	30 min

Overview

In **Module 2: Effective Human Rights Education – A Tool for Social Change,** participants reflect on key human rights principles, namely human dignity, universality, inalienability, indivisibility, interdependence, equality, non-discrimination, participation and inclusion, and accountability and rule of law. In particular, they examine how these principles form the basis of international human rights instruments, how they are reflected in their work, and how these principles might be interpreted by the persons they train.

Participants explore the transformative potential of their HRE work by establishing a common understanding around the "what" and the "why" of human rights education (i.e., what is it and why do it?) before focusing on the "how" of effective human rights education. Following this, participants take a closer look at the "how" of HRE, namely through participatory methodology, with a closer look at some theoretical and historical underpinnings of the methodology and how the methodology can be used in their work. In this Module, participants also begin to reflect on appropriate means for measuring the impact of their work.

Activity 1 Human Rights Principles – From Theory to Practice

Objective

To explain fundamental human rights principles and their applicability to different groups in society.

Time

1 hr 30 min

Description

The previous activity provided an overview of the NHRC's HRE and promotion work. In this activity, you will examine underlying principles of human rights and how you and the target groups you work with perceive these principles. This should lead to a clearer understanding of what HRE is.

This activity is divided into three parts.

In **Part A**, the facilitator will lead a brief discussion on human rights principles.

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

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

10 min

Part A Human Rights Principles in Theory

Large Group Discussion

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

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

1. Group 1: Universality and Inalienability
2. Group 2: Indivisibility
3. Group 3: Interdependence
4. Group 4: Equality and Non-discrimination

Continued ▸ ▸ ▸

Activity 1 cont'd

5. Group 5: Participation and Inclusion
6. Group 6: Accountability and Rule of Law

30 min **Part B Application of Human Rights Principles**

Small Group Work

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

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

Group Presentations

The large group reconvenes. Each group reports on the results of its discussion (5 min each). The facilitator synthesizes common elements and the resource person responds to the presentations.

End of Activity ■

Reference Sheet 3: Human Rights Principles

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

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

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

Basic human rights principles:

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

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

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

4. **Interdependency**. Human rights are interdependent. This refers to the complementary framework of human rights law. The fulfillment of one right often

Reference Sheet continued

depends, wholly or in part, upon the fulfillment of others. For instance, fulfillment of the right to health may depend on fulfillment of the right to development, to education or to information. Similarly, the loss of one right detracts from other rights.

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

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

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

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

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

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

Reference Sheet continued

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

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

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

Worksheet 3: Application of Human Rights Principles

Human Rights Principle(s): _____

Answer the following questions in relation to the principle(s) assigned to your group.

Question	Notes
Do you agree with the definitions of these principles? Is there anything you would change or add to them?	
How do you apply these principles in the work you do?	
How do you think the target groups you work with understand and apply these principles?	
What could you do as a staff member of the NHRC to reinforce these principles with the target groups you work with?	

Activity 2 Defining Human Rights Education

Objective

To develop a common understanding of human rights education (HRE).

Time

1 hr

Description

As human rights educators, we are all, at some point, engaged in HRE. It is important for us to be able to articulate clearly to others the nature of the work we do and why it is important. In order to do this effectively we must reflect on and clarify our own understanding of HRE and its goal. The underlying human rights principles discussed in the previous activity should help inform this understanding.

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 Personal Understanding of HRE

Individual Work

Work individually to answer the questions below concerning your understanding of HRE. (10 min)

The facilitator will then ask you to share your ideas with the group and will record them on flipchart. (5 min)

1. What is your understanding of HRE? What does it involve? What is its main goal?

_____

_____

_____

Continued ►►►

Activity 1 cont'd

2. Why do you/should you incorporate HRE in your day-to-day work? Why do you think HRE is important?

_____

_____

_____

_____

15 min

Part B HRE for Different Target Groups

Small Group Work

The facilitator divides participants into six groups (the same as in the previous Activity) and has each group review the definitions of HRE provided in **Reference Sheet 4.**

Based on your understanding of the goal of HRE, why is HRE important for the target groups you train or work with (for example, security personnel, NGOs, journalists, government representatives, school officials, community members, etc.)?

Write these reasons in **Worksheet 4** and prepare to present the main points of your discussion to the entire group in **Part C**.

30 min

Part C Report on Group Work

Group Presentations

The large group reconvenes. Each group reports on the results of their discussion (5 min each). The facilitator synthesizes common elements and the resource person responds to the presentations.

End of Activity ■

Reference Sheet 4: On Human Rights Education

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

Introduction

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

Context and definition of human rights education

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

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

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

a. The strengthening of respect for human rights and fundamental freedoms;

b. The full development of the human personality and the sense of its dignity;

c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

Reference Sheet continued

d. The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;

e. The building and maintenance of peace; and

f. The promotion of people-centred sustainable development and social justice.

Source: United Nations General Assembly. (2004). Draft Plan of Action for the First Phase (2005-2007) of the Proposed World Programme for Human Rights Education. Available online: http://www.unescobkk.org/fileadmin/user_upload/appeal/human_rights/plan_of_action.pdf.

2. Equitas' Understanding of HRE

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

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

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

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

Worksheet 4: Human Rights Education for Different Target Groups

Who needs human rights education? The NHRC conducts HRE and promotion activities for a number of different target groups. Why is HRE critical for these groups?

In the table below, choose a target group the NHRC has worked with or plans to work with and write reasons why you think HRE is important for them. An example is provided.

Target group	Reasons why HRE is important for them
For example: HRE for Journalists	• To pressure governments to be accountable for violations of women's rights • To accurately report human rights violations • To inform the public on current human rights issues

Activity 3 Participatory Methodology and Human Rights Education

Objectives

To review the underlying principles of a participatory approach and its appropriateness for HRE.

Time

2 hrs

Description

The previous activity enabled us to define what HRE means for us and the different target groups the NHRC works with. This activity examines how a participatory methodology is an effective way to conduct HRE.

This activity is divided into three parts.

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

In **Part B**, participants from the March 2005 workshop will share their understanding of what a "participatory methodology" means.

In **Part C**, the resource person and facilitator will respond to the information presented in **Part B**.

15 min

Part A Keys to Successful Learning

Individual Work

Based on your own experience and the experiences shared by the other participants, what are some keys to successful learning for adults?

_____

_____

_____

Continued ▸ ▸ ▸

Activity 3 cont'd

45 min

Part B NHRC's Understanding of "Participatory Methodology"

Group Discussion

Participants from the March 2005 Workshop demonstrate to the entire group their understanding of "participatory methodology."

Do all participants have a common understanding of what "participatory methodology" means?

_____

_____

_____

_____

1 hr

Part C Participatory Approach for HRE

Response by Resource Person/Facilitator

The resource person and facilitator respond to the participants' understanding of what "participatory methodology" means and how it applies to HRE.

Questions for discussion:

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

The resource person and/or facilitator also discusses:

- The difference between "interactive" and "participatory" methods of teaching
- Theoretical underpinnings of adult experiential education, non-formal education, and adult education for social transformation

Continued ▸ ▸ ▸

Activity 3 cont'd

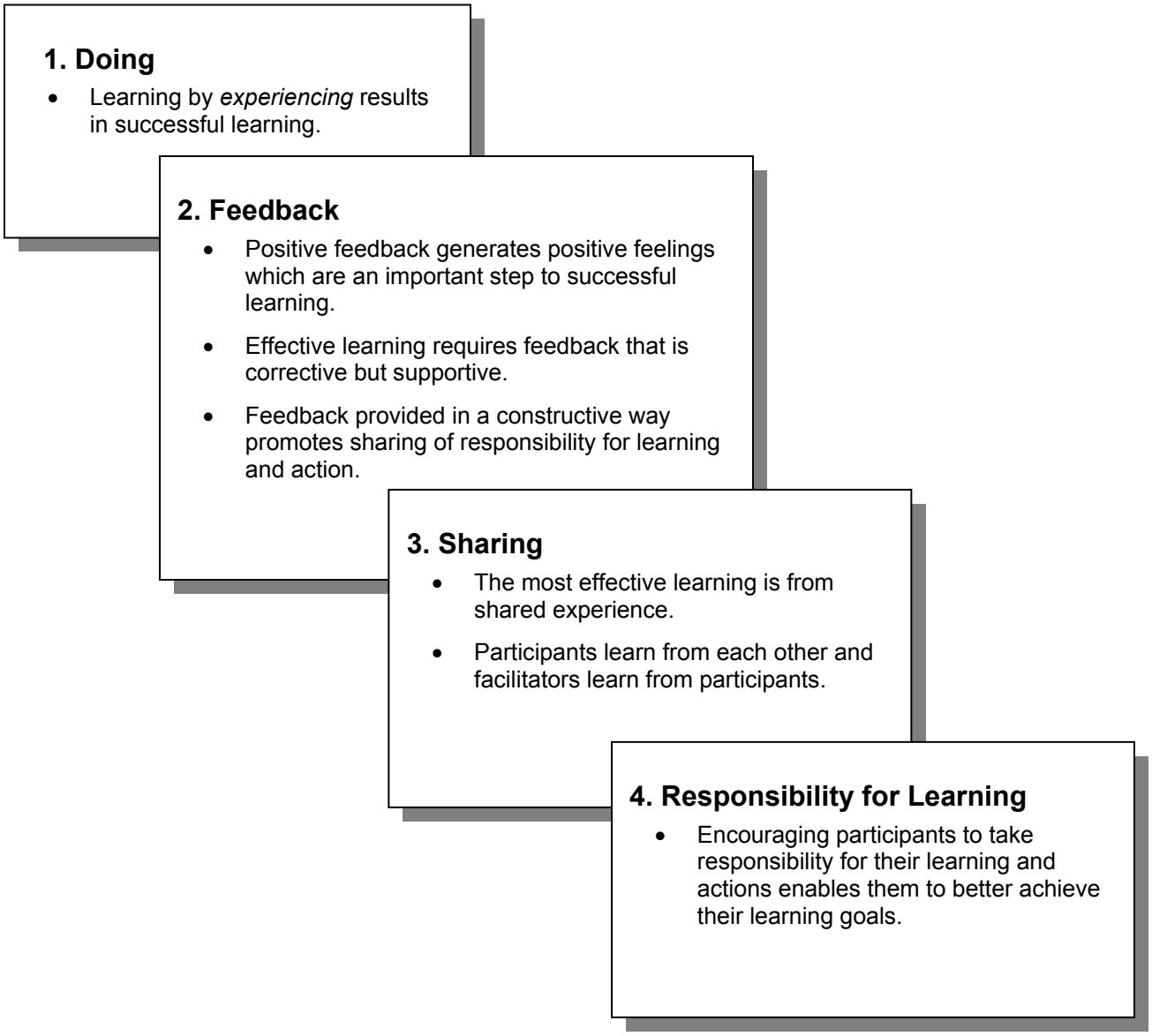
- Examples of participatory methodologies used in different geographical contexts and with different target groups
- Relationship between key elements of a participatory methodology and human rights principles

For more information on participatory methodology and human rights education, refer to the following **Reference Sheets**:

- **Reference Sheet 5: Keys to Successful Learning**
- **Reference Sheet 6: Participatory Approach**

End of Activity ■

Reference Sheet 5: Keys to Successful Learning



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

Reference Sheet 6: Participatory Approach

Underlying Beliefs

People learn more effectively when:

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

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

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

Some Assumptions about Ourselves as Educators

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

The Curriculum Design Model

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

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

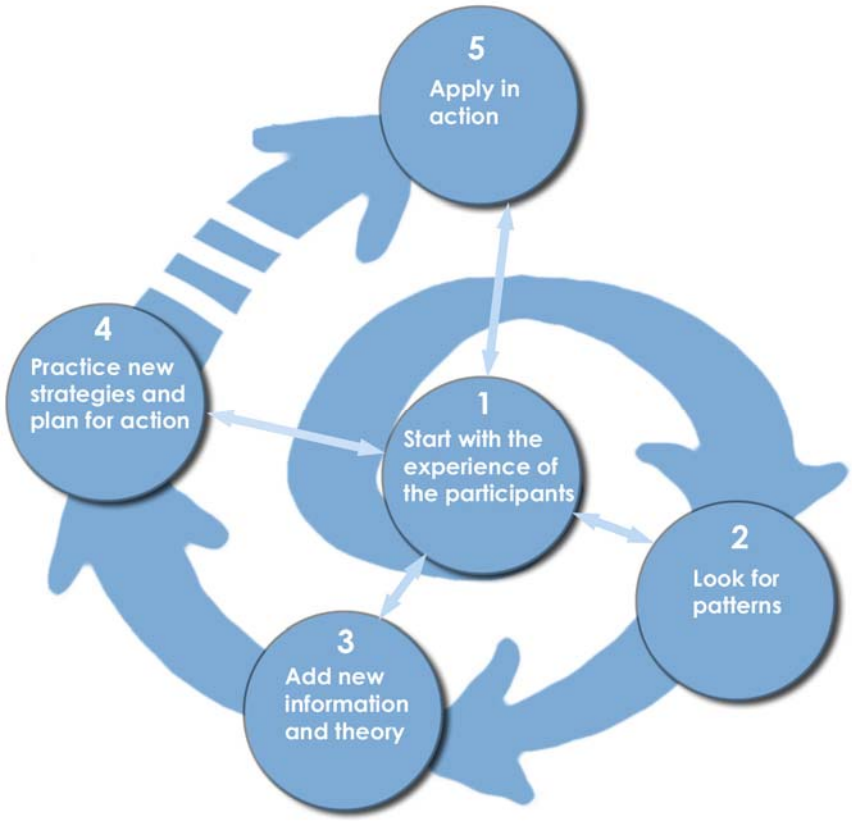
Reference Sheet continued

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

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

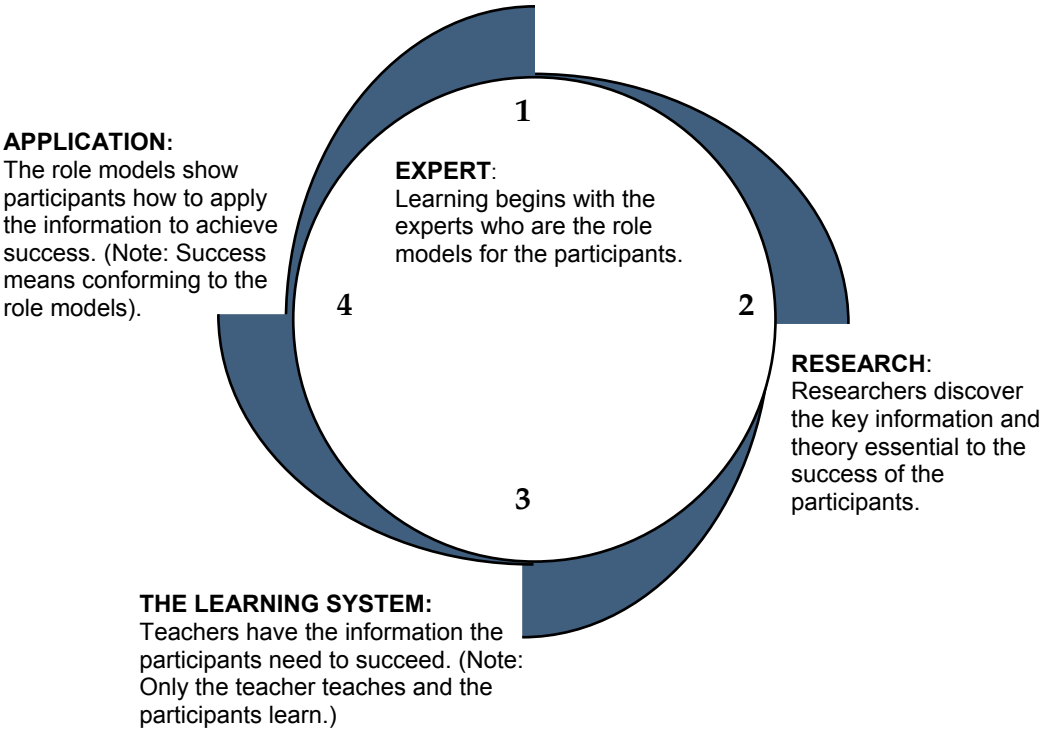
The Spiral Model differs from the "Expert Model" (Diagram 2, next page) in that it values the knowledge and experiences of the participants rather than relying mainly on the knowledge of the teacher or expert to transmit information to participants as in the Expert Model. The Spiral Model also focuses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

The Spiral Model – Diagram 1



Reference Sheet continued

The Expert Model – Diagram 2



Reference Sheet continued

Why a Participatory Method for Human Rights Education?

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

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

1) Human rights are part of our experience

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

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

2) Human rights are based in conflicting values

Another reason for applying a participatory approach to HRE is because human rights involve norms and values. These values are evolving, are rarely clearly defined, and often conflict (e.g., right to a clean environment v. right to employment, right to religious expression v. right to an identity, right to free expression v. right to freedom from persecution). These are the kinds of dilemmas that spark our reflection. John Dewey[1] in *How We Think* described learning as a process of reflecting on experiences

[1] John Dewey (1859-1952) was the most influential thinker on education in the twentieth century, Dewey's contribution lies along several fronts. His attention to experience and reflection, democracy and community, and to environments for learning have been seminal. He was a pragmatic philosopher, psychologist, and educator commonly regarded as the founder of the progressive education movement.

Reference Sheet continued

that puzzle us and asking questions about these experiences. There is no one right answer to these questions. Therefore, we need to be active participants in figuring out the answers.

We need to discuss and reflect on conflicts, especially if persons living together in a society are to agree on resolution. The world is not a static, given reality. Rather, it is a problem to be worked on and solved. Human rights are a value system, a map for creating the kind of society we want to live in. Everyone is capable of looking critically at the world, especially when in dialogue with others.

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

3) HRE is about social transformation

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

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

Paulo Freire[2] said, "Our reason for being is to be a subject, not an object, to act upon and transform the world." Learning to act upon the world implies a different relation between students and teachers: "Individuals gain back the right to say his or her own word."

When men and women learn to read, they become creators of culture. We cannot copy this pedagogy exactly because the context is different, but we can learn from the parallels. People in our societies, too, are often objects, lacking in critical perspectives. Unversed in the literacy of human rights, they see little connection between themselves and an abstract concept like human rights.

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[2] Paulo Freire was a Brazilian educator from the 1950s through to his death in 1997. During the 1950s and 1960s he developed a method to teach illiterate adults to read that was extremely effective. In the early 1970s he became a celebrated author with the publication of a radical treatise on education called *Pedagogy of the Oppressed*.

Reference Sheet continued

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

4) HRE should spark reflection

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

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

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

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

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

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

Sources:

Part of this reference sheet is based on notes prepared by human rights educator Dave Donahue for a presentation during a training of trainers workshop delivered by Equitas. Mr. Donahue is an Associate Professor of Education at Mills College in the United States. He is the recipient of the Sarlo Award for his interest in human rights education and reflective learning practices.

Arnold, R., et al. (1991). Educating for a Change. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.

Activity 4 Transformative Learning and Social Change

Objectives

- To identify the main elements of transformative learning theory.
- To reflect on the transformative potential of HRE work.

Time

1 hr 15 min

Description

In Activity 2 of this Module, we presented Equitas' view of human rights education as:

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

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

This activity is divided into three parts.

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

In **Part B**, you will work in small groups in order to identify changes you envision as a result of your HRE work.

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

Continued ►►►

Activity 4 cont'd

15 min **Part A Transformation Learning Theory**

Presentation by Facilitator

The facilitator:

- Provides an overview of how "social transformation" is defined
- Provides an explanation of what transformative learning involves
- Describes the ideal conditions for transformative learning

Following the presentation, you will have an opportunity to ask questions. Refer to **Reference Sheet 7** for more information on transformative learning.

30 min **Part B Transformative Potential**

Small Group Work

The facilitator divides participants into small groups according to the different target groups the NHRC works with.

In your small group, reflect on what changes you envisage at the level of the individual, the organization and society as a result of your HRE work with this particular target group.

Prepare a flipchart version of **Worksheet 5** to record the results of your discussion.

Continued ►►►

Activity 4 cont'd

30 min

Part C Report on Group Work

Group Presentations

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 a participatory methodology for HRE.

More About… Training for Social Transformation

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

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

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

What are some strategies we can use to address this challenge of working with individuals while trying to have an impact at the societal level?

Source: *Sprenger, D. (2005). The Training Process: Achieving Social Impact by Training Individuals? Berghof Research Center for Constructive Conflict Management.*

End of Activity ■

Reference Sheet 7: 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[3] 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 refection.

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".

---

[3] 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

- The necessity to act on new ideas.

7) Facilitator characteristics

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

Source: Nazzari, V., 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.

Worksheet 5: Transformative Potential of Your HRE Work

Your Target Group: _____

CHANGES
Individual Level

CHANGES
Organizational Level

CHANGES
Societal Level

Activity 5 Measuring Impact

Objective

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

Time

30 min

Description

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

Source: HREA listserv contribution by Mike Dottridge, International Council on Human Rights Policy, UK. Available online: www.hrea.org.

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

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

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

Continued ▸ ▸ ▸

Activity 5 cont'd

Large Group Discussion

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

The facilitator then presents the general approach to assessing the impact of HRE work illustrated in **Reference Sheet 8**.

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

Questions to guide your discussion:

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

End of Activity ■

Reference Sheet 8: Assessing Impact of HRE – A Closer Look at Results

IMPACT – Long-term results
An impact is the longer-term result that is the consequence of the achievement of outcomes.

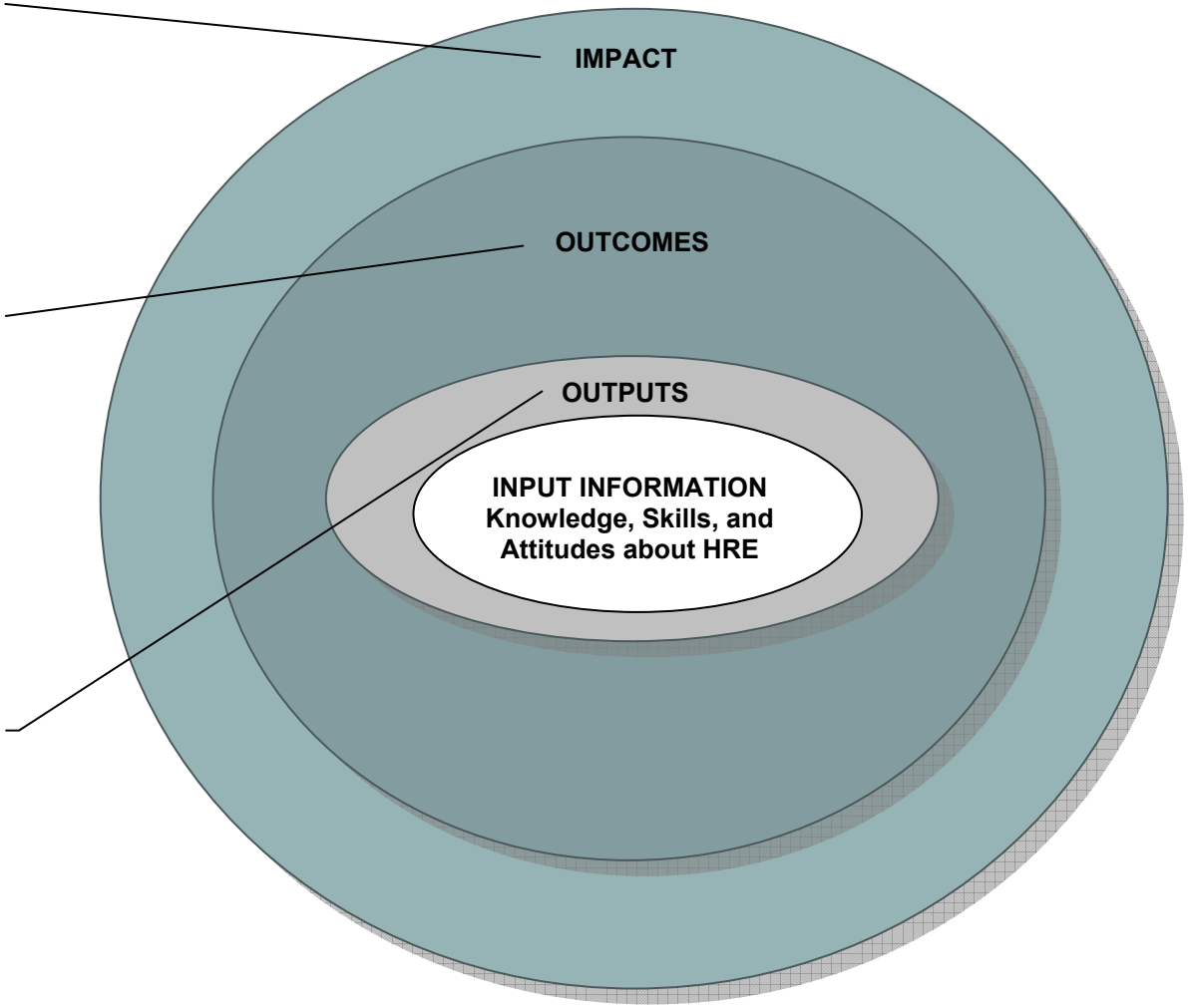
From the overall training, what changes would you like to see happening at the societal level?

OUTCOMES – Medium-term results
Outcomes are logical consequences of outputs achieved. This is generally the level where the end users take ownership of HRE work.

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

OUTPUTS – Short-term results
Outputs refer to immediate, visible, concrete and tangible consequences of HRE work. Capacity building begins at the level of the individual.

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



Module 3
Designing Effective Human Rights Education

Activity		Time
Activity 1	Developing HRE Programs for Results	1 hr 30 min
Activity 2	Developing a Training Session – Advanced Concepts	1 hr 30 min
Activity 3	Assessing the Learning Needs of Target Groups	2 hrs 30 min
Activity 4	Determining Program Goal and Objectives	1 hr 30 min

Overview

In **Module 3: Designing Effective Human Rights Education**, participants focus on the importance of approaching HRE in a systematic way in order to achieve results. In particular, they examine the following elements that human rights educators must consider when planning HRE activities, namely:

- the institution's work (in this case, the NHRC)
- other actors involved in human rights at the local and national levels
- the socio-political context of the country and the impact of the conflict on the institution's work
- the context of the potential participants of the training sessions
- the global human rights environment

Following this, participants examine the steps for developing a training session, some of which will be a review for the March 2005 participants. The activity enables participants to further explore effective ways of carrying out these steps given the NHRC's constraints (for example, insufficient time to prepare training workshops, heavy workload, unexpected constraints due to the conflict or political situation, etc). Participants then review some of the basic steps for designing effective HRE in more detail. These include examining goals and objectives, program content, and techniques and materials. Participants end the Module with a closer examination of the particular needs of specific target groups they will be working with, which will help them prepare for the next Module.

Activity 1 Developing HRE Programs for Results

Objective

To explore the benefits and challenges of a systematic approach to the development, design and implementation HRE programs.

Time

1 hr 30 min

Description

In the previous Module, you examined the importance of developing effective HRE and how its impact can be measured. A "systems approach" to designing effective HRE can greatly facilitate the design process. A systems approach involves setting goals and objectives, analyzing resources, devising a plan of action and continuous evaluation/ modification of an HRE program.

This activity is divided into three parts.

In **Part A**, you will work in small groups to examine the NHRC's approach to HRE programming.

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

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

30 min **Part A NHRC's Approach to HRE Programming**

Small Group Work

The facilitator divides participants into small groups. Each group examines the NHRC's approach to HRE programming by answering the questions in **Worksheet 6**.

20 min **Part B Report on Group Work**

Group Presentations

The large group reconvenes. Each group reports on the results of their discussion (5 min each). The facilitator synthesizes and comments on the information presented by the different groups, highlighting the advantages and challenges of systematic planning.

Continued ▸ ▸ ▸

Activity 1 cont'd

40 min

Part C A Systems Approach to HRE Programming

Presentation by Facilitator

The facilitator begins by presenting a model of a systems approach to HRE programming. Refer to **Reference Sheet 9.**

The facilitator highlights the following points:

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

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

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

End of Activity ■

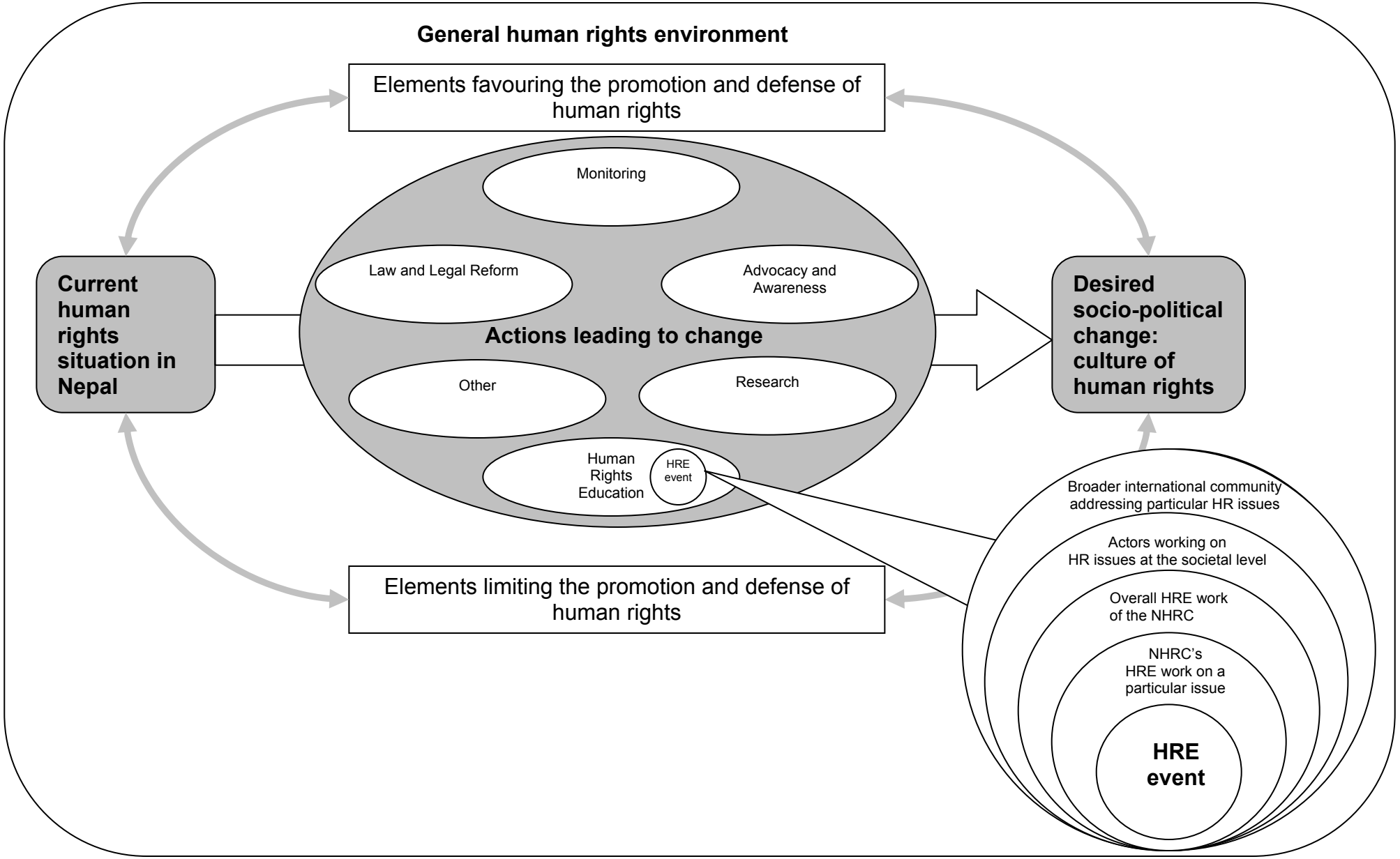
Worksheet 6: Systems Approach to HRE Program Development

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

Worksheet continued

Questions	Your Approach
3. How are decisions made in the NHRC about what HRE and promotion activities to undertake? a) Who is involved in the decision-making? b) Does the NHRC follow a pre-defined plan of activities? c) What **internal** factors do you consider? • Does the activity fit with the mission of the NHRC? • Is the activity in line with the principles and values of the NHRC? • Is the activity within the scope of the NHRC's capacity both in terms of knowledge and skills, as well as human and/or financial resources? d) What **external** factors do you consider? • Is similar HRE work with the same target groups being carried out by other organizations? What is the existing local/national/regional (South Asia) capacity? • What are the potential effects of the current local/national/regional (South Asia) human rights context for achieving the planned results? • What is the potential impact of events on the broader global scale? • Is evaluation and follow-up an integral part of planning for every HRE activity the NHRC undertakes?	
4. What are some challenges that prevent the NHRC from effectively conducting its HRE and promotion activities? a) Shifting priorities due to the conflict and democratization process b) Internal challenges c) Other external challenges	

Reference Sheet 9: HRE Through a Systems Approach



Activity 2 Developing a Training Session – Advanced Concepts

Objective

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

Time

1 hr 30 min

Description

In the previous activity, you examined what a systems approach means for designing effective HRE. This activity focuses on a particular HRE training session, or, as illustrated in the "Systems Approach" diagram of **Reference Sheet 9**, an "HRE event." You will reflect on the NHRC's approach to developing a training session and examine the educational program development cycle used by Equitas.

This activity is divided into four parts.

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

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

In **Part C**, the facilitator will present the educational program development cycle used by Equitas.

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

5 min

Part A Steps in a Training Session

Small Group Work

Together with the members of your group, complete the exercise on **Worksheet 7**.

15 min

Part B Report on Group Work

Large Group Discussion

The facilitator leads a discussion that compares the steps for developing a training session completed by the different groups.

In particular, the discussion focuses on the following:

- Examples of the steps for developing training sessions used by the different NHRC Divisions and with different target groups.

Continued ▸ ▸ ▸

Activity 2 cont'd

- Sharing of these approaches between NHRC Divisions.
- Limitations using the approaches and solutions to improve them.

40 min **Part C Educational Program Development Cycle**

Presentation by Facilitator

The facilitator presents an overview of the educational program development cycle followed at Equitas. Refer to **Reference Sheet 10**.

30 min **Part D Question and Answer Period**

Large Group Discussion

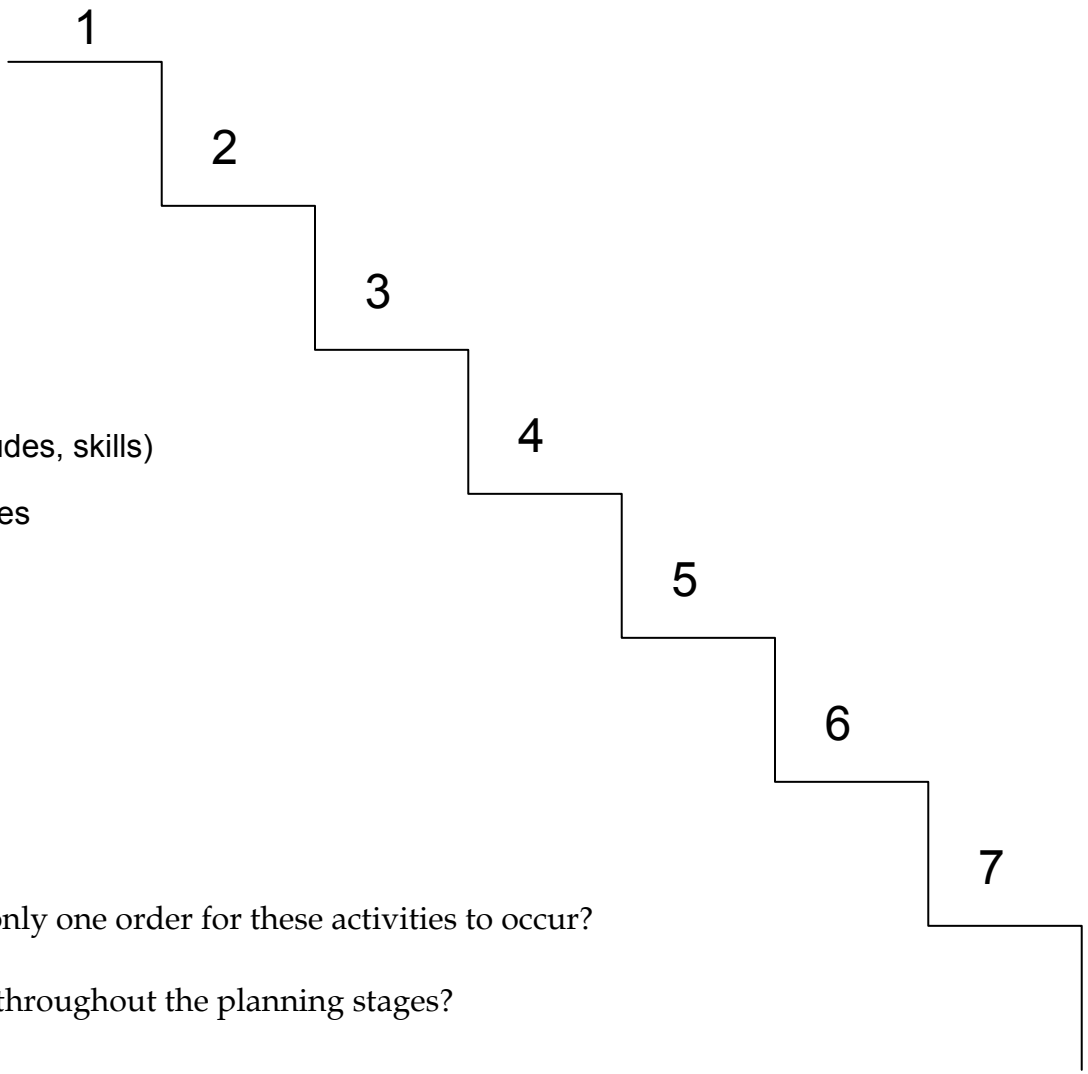
The facilitator answers questions from participants on the educational program development cycle presented in **Part C**.

End of Activity ■

Worksheet 7: Steps for Developing a Training Session

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

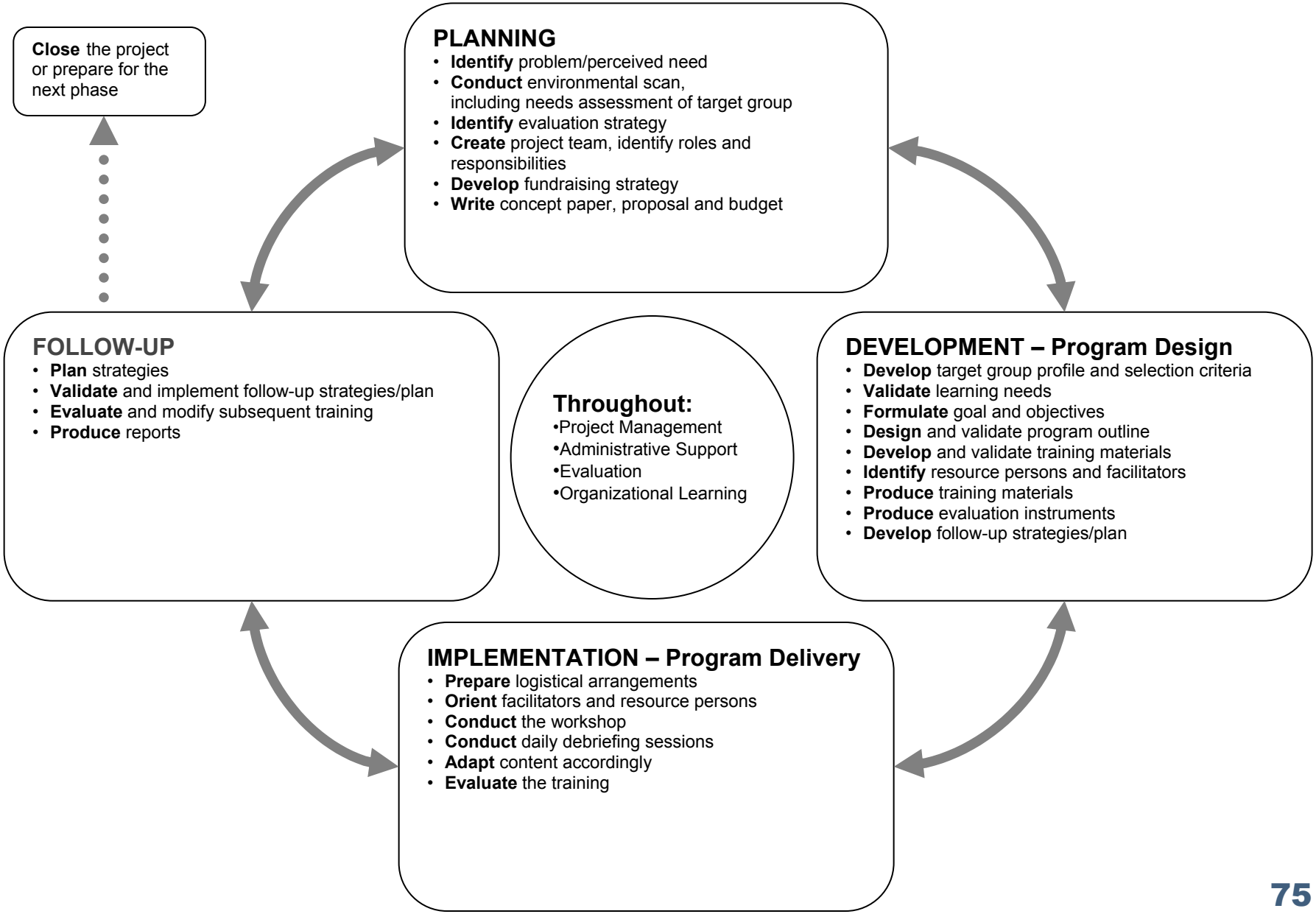
- ☐ Identify learners
- ☐ Determine content
- ☐ Determine an appropriate timeframe
- ☐ Set program goal and objectives
- ☐ Determine learners' needs (knowledge, attitudes, skills)
- ☐ Design evaluation and follow-up tools/activities
- ☐ Prepare training materials



Questions to consider:

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

Reference Sheet 10: Educational Program Development Cycle



Activity 3 Assessing the Learning Needs of Target Groups

Objective

To assess the HRE learning needs of different target groups trained by the NHRC.

Time

2 hrs 30 min

Description

In the previous activity, you identified the basic steps for developing a training session and examined the different components of instructional design models. A key component when designing effective HRE is a solid understanding of the learning needs of the target group. This activity enables you to assess these learning needs for specific target groups.

This activity is divided into five parts.

In **Part A**, you will work in small groups to discuss target groups.

In **Part B**, you will present your ideas to the larger group and discuss ways to validate learning needs.

In **Part C**, the facilitator will present different areas of human rights content to consider when assessing the learning needs of a specific target group.

In **Part D**, you will identify the learning needs for a specific target group.

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

Continued ▸ ▸ ▸

Activity 3 cont'd

30 min

Part A Understanding Target Groups

Small Group Work

The facilitator divides participants into small groups and assigns each group a different target group (such as security personnel, journalists, etc.). The facilitator assigns to each group one of the questions below. Discuss the question in your small group.

- What are some key characteristics of the target group you consider before you conduct a training session (for example, participants' gender, experience, etc.)?
- What methods/techniques do you use to identify the learning needs of the target group of a training session?
- What could help make the task of identifying learning needs of a target group easier?
- Are there some needs of the training group that you identified that cannot be met by training? Give some examples.

More About… Needs Assessment and Learning Needs Assessment

Needs Assessment

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

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

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

Learning Needs Assessment

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

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

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

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

Continued ▸ ▸ ▸

Activity 3 cont'd

20 min

Part B Report on Group Work

Group Presentations

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

Question for discussion:

- How will you check that your understanding of the actual context of your target group is correct?
- Are there any constraints in your work that make it difficult to assess the learning needs of your target group?
- Is there any sharing of information about the target groups between NHRC Divisions? If so, how is the information shared?

As an example, the facilitator also presents the steps taken to assess the learning needs of the participants at this workshop.

30 min

Part C Identifying What Target Groups Need – Human Rights Content (Knowledge, Skills, Values and Attitudes)

Presentation by Facilitator

The facilitator leads a discussion on the learning needs of target groups. In particular, the facilitator examines the core content of human rights education that includes elements related to:

1. **Knowledge**: What people need to know about human rights
2. **Values and Attitudes**: How people behave, the way people act (based on what they know about human rights)
3. **Skills**: What people need to be able to do with what they have learned

Refer to **Reference Sheets 11 and 12** for more information on human rights content.

Continued ▸ ▸ ▸

Activity 3 cont'd

50 min

Part D Human Rights Content for Specific Target Groups

Small Group Work

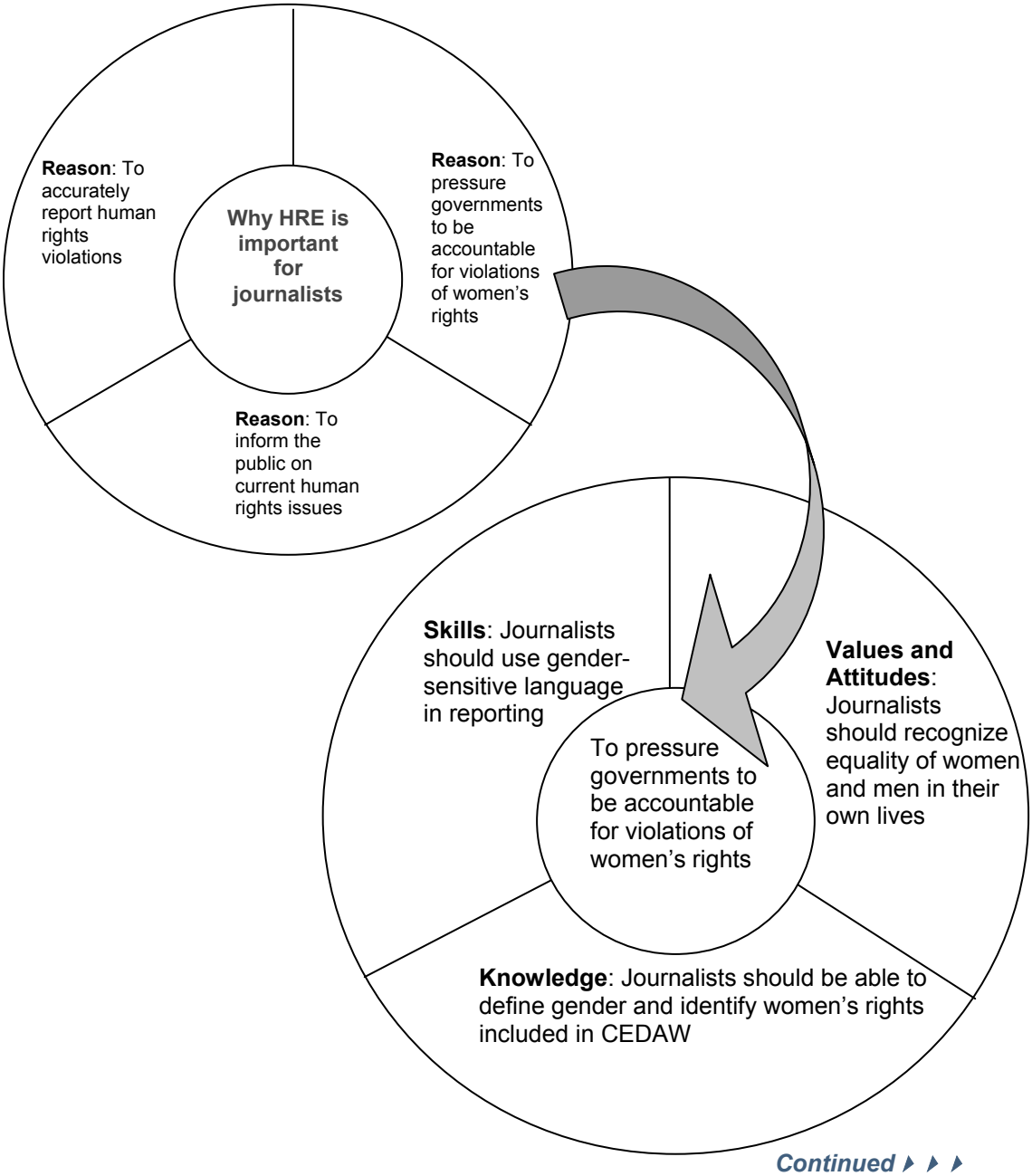
Participants assess the learning needs for a specific target group.

1. Participants remain in the same small groups as in **Part A**.
2. Each group continues to analyze the same target group it examined in **Part A**.
3. Each group writes its assigned target group in the middle of the inner circle of **Worksheet 8**.
4. In each of the three sections of the outer circle, write **one reason** why HRE is important for that target group. Refer back to **Worksheet 4** where you identified these reasons for different target groups. An example is given below for journalists.

Continued ▸ ▸ ▸

Activity 3 cont'd

5. Transcribe each of the three reasons to the inner circle of three other circles in **Worksheet 9**. Then, for each of the reasons written in the three inner circles, write three types of human rights content (knowledge, skills, and values and attitudes) in each section of the outer circle that would be appropriate for that target group to learn more about.
6. Copy the circles from **Worksheet 9** to a flipchart and prepare to present to the larger group.



Continued ▸ ▸ ▸

Activity 3 cont'd

30 min

Part E Report on Group Work

Group Presentations

The large group reconvenes. Each group reports on the results of their discussion (5 min each). The answers in the circles provide a "baseline" of the learning needs of the target group.

Questions for discussion:

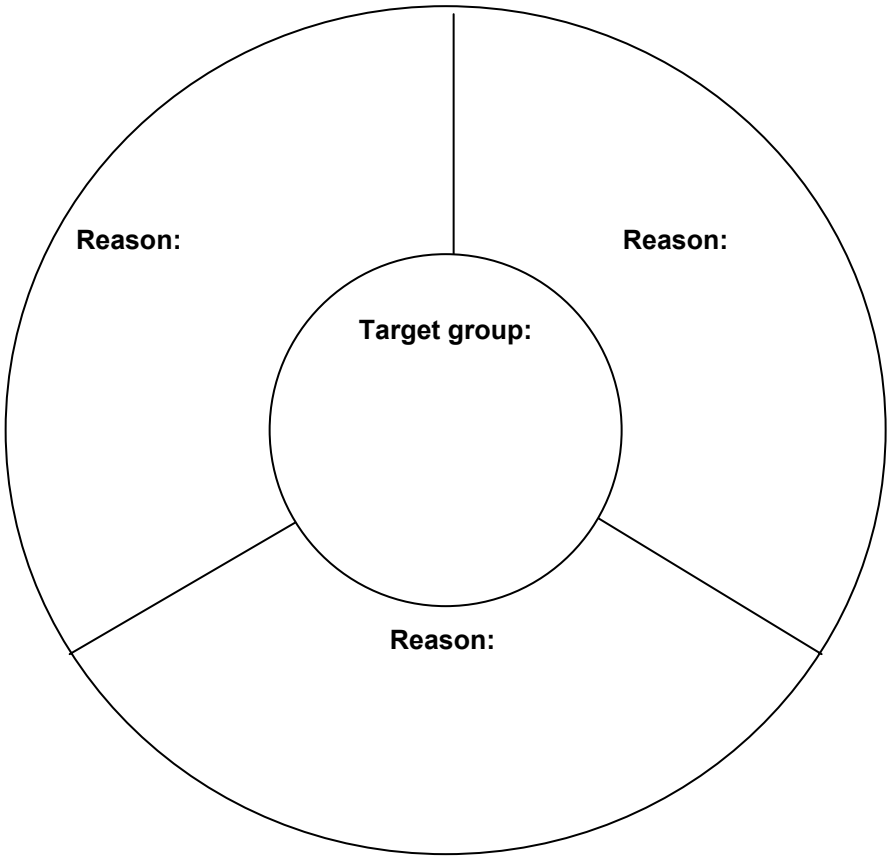
- A needs assessment has been defined as a gap between "what is" and "what should be."
    - **What is** the current level of human rights knowledge, skills, and values and attitudes for the target group you analyzed?
    - **What should be** the level of human rights knowledge, skills, and values and attitudes for the target group after the HRE training?

End of Activity ■

Worksheet 8: Reasons Why HRE Is Important for a Target Group

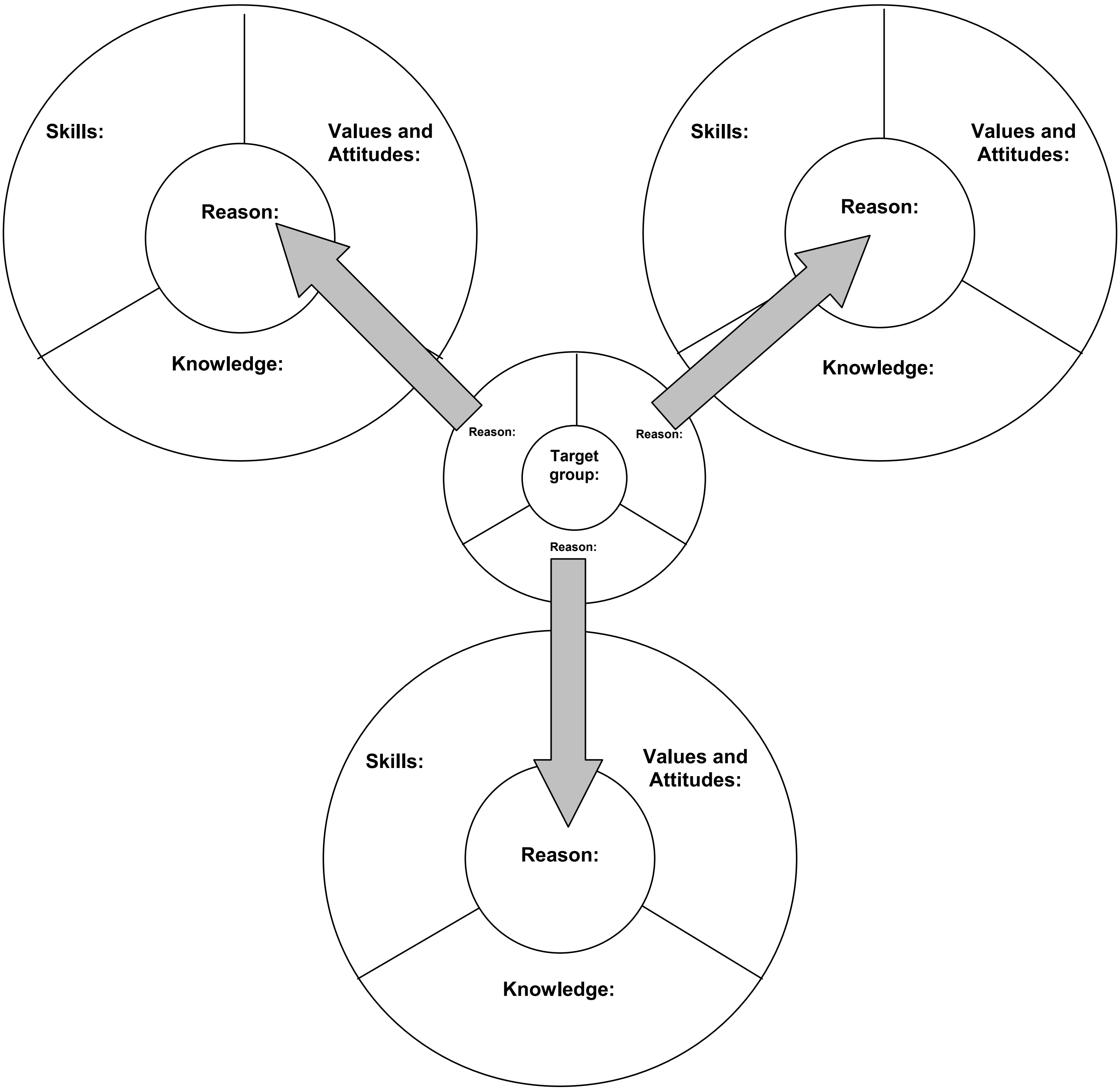
Write your assigned target group in the middle of the inner circle.

Then, in each of the three sections of the outer circle, write **one reason** why HRE is important for that target group. Refer back to **Worksheet 4** where you identified these reasons for your target group.



Worksheet 9: Human Rights Content for a Target Group

Transcribe each of the three reasons from **Worksheet 8** to the inner circle of three other circles in this Worksheet. For each of the reasons written in the three inner circles, write three types of human rights content (knowledge, skills, and values and attitudes) in each section of the outer circle that would be appropriate for that target group to learn more about.



Reference Sheet 11: Core Elements of Human Rights Education Content and Methodology

Dear Listserv members,

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

Assumption

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

Core Content

The Cognitive [Knowledge]

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

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

The Attitudinal [Values and Attitudes]

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

Reference Sheet continued

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

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

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

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

The Skills

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

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

Teaching Methodologies

Content must be reinforced by teaching methods and the atmosphere in the classroom. Thus mutual respect and a concern for fairness and justice must be explicit in relationships between teacher and students as well as among the students themselves, that is, again in the words of the UDHR, "acting towards one another in a spirit of brotherhood."

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

Reference Sheet continued

as well as lecture methodologies are needed to maximize the learning in human rights education.

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

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

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

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

Source: Martin, J.P. (2003). Human Rights Education: Content and Methodologies in a Nutshell. HREA listserv discussion. Available online: www.hrea.org.

Reference Sheet 12: Human Rights Content Checklist

Human Rights Information (Knowledge)	Human Rights Values and Attitudes	Human Rights Skills for Taking Action
• Human rights concepts and principles • Historical developments • Human rights documents • Human rights violations • Human rights law and its enforcement • People and agencies responsible for promoting and protecting human rights • Human rights terminology • International Humanitarian Law • Human rights and conflict • Human rights and good governance • Human rights in states of emergency	• Developing a sense of empowerment • Appreciating the rights of others • Developing an acceptance of others • Showing empathy for those who are denied rights • Understanding the relationship between rights and responsibilities • Recognizing our own biases • Examining how our actions impact on the rights of others • Taking responsibility for defending the rights of others	• Developing critical thinking skills • Developing strategic action plans • Analyzing situations at a macro and micro level to determine cause and effect factors • Adopting methods of peaceful conflict resolution • Analyzing factors that cause human rights violations • Practising participatory decision-making • Applying international human rights standards • Using human rights mechanisms

Activity 4 Determining Program Goal and Objectives

Objective

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

Time

1 hr 30 min

Description

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

This activity is divided into four parts.

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

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

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

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

15 min

Part A Goals and Objectives

Large Group Discussion

The facilitator leads a large group discussion on the goal and objectives of an HRE program by addressing the questions below.

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

_____

_____

2. How do goals and objectives help us in developing our training programs?

_____

_____

Continued ▸ ▸ ▸

Activity 4 cont'd

3. Why are goals and objectives important for our participants?

_____

_____

4. How do goals and objectives help us in evaluating our training programs?

_____

_____

The facilitator briefly reviews goals and objectives and the S.M.A.R.T. approach to setting objectives (see the box below).

More About… Goals and Objectives

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

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

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

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

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

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

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

Think S.M.A.R.T.
When thinking about objectives, keep in mind the following concepts. An objective should be "SMART":

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

Continued ▸ ▸ ▸

Activity 4 cont'd

15 min

Part B Rewriting Objectives

Small Group Work

The facilitator divides participants into the same groups as the previous activity. Together with the members of your group, rewrite the following objectives using action words and making them as clear as possible. Make your own assumptions and add information when necessary.

Focus on what you (as a trainer) will do and what you reasonably can expect to happen as a result of the training. Use the guidelines on **Reference Sheet 13** to help you.

1. To know the concept of gender.

_____

_____

_____

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

_____

_____

_____

3. For journalists to be aware of international human rights standards.

_____

_____

_____

Continued ▸ ▸ ▸

Activity 4 cont'd

30 min

Part C Writing Objectives for a Target Group

Small Group Work

In your small groups, determine an overall training goal and two main objectives for a training session you would develop for the target group you analyzed in the previous activity. Write the goal and objectives on **Worksheet 10**.

In constructing your objectives, consider the following questions:

- Are the objectives realistic for the time you have?
- Is there a clear verb that suggests an activity?
- Are the objectives appropriate to the group? i.e., could you express these objectives to the group and get support for it?
- Is there a logical flow from one objective to another?
- Do the objectives address what you want the target group to know? (knowledge)
- Do the objectives address what you want the target group to be able to do? (skills)
- Do the objectives address what you want the target group to feel or believe? (attitudes)
- Are the objectives SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime bound)?

15 min

Part D Synthesis and Reflection

The facilitator leads a discussion on the groups' results.

End of Activity ■

Reference Sheet 13: Guidelines for Writing Objectives

1. **Identify what type of learning you expect to occur (knowledge, skills, attitudes)**

2. **For objectives related to learning new <u>KNOWLEDGE</u>, information, facts, use verbs like:**
   - List
   - Describe
   - Tell
   - Name
   - Explain
   - Identify

3. **For objectives related to learning new <u>SKILLS</u>, use verbs like:**
   - Apply
   - Decide
   - Create
   - Select
   - Develop
   - Plan
   - Compare
   - Construct
   - Solve
   - Examine
   - Demonstrate
   - Implement

4. **Objectives related to changing <u>ATTITUDES</u> are difficult to teach and evaluate, so learning is often measured by observing behaviour. Use phrases that combine attitudes with actions, for example:**
   - Demonstrate respect for people in your group by learning their names and seeking their opinions.

5. **Avoid using words that are vague or abstract such as:**
   - Know
   - Understand
   - Be aware of
   - Be familiar with
   - Think about

Reference Sheet continued

6. Examples of performance verbs include:

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

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

Worksheet 10: Goal and Objectives for a Training Session

Target Group:	
Training Goal:	
Objectives:	**Results: What results do you expect from attaining these objectives?**
Objective 1:	
Objective 2:	

Module 4
Practicum – Developing a Model for a Training Session

Activity		Time
Activity 1	Preparing for the Practicum – Guidelines	15 min
Activity 2	Practicum on Developing a Model for a Training Session	3 hrs 15 min
Activity 3	Feedback on the Practicum	1 hr

Overview

In **Module 4: Practicum – Developing a Model for a Training Session**, participants put their learning into practice by developing models for different training sessions depending on their target groups. Participants will be given a number of sample training sessions to choose from and then develop the content of those sessions based on a needs assessment of their target group (done in Activity 3 of Module 3). After developing their sessions, participants will practice their activities with the other participants. Finally, participants will have the opportunity to give and receive feedback on the models developed.

Activity 1 Preparing for the Practicum – Guidelines

Objective

To describe the guidelines for the practicum activity.

Time

15 min

Description

Presentation by Facilitator
The facilitator describes the goal of and guidelines for the practicum.

The previous Module enabled you to examine the "systems approach" to effective HRE, in which an "HRE event," such as a training session, plays a role in the overall process of social change. Effective HRE requires an approach that involves numerous steps, one of which is an assessment of the learning needs of a target group. On the basis of this assessment, the goal and objectives for a particular HRE event, such as a training session, can be formulated.

In the March 2005 Training of Trainers Workshop, participants went through the steps of assessing the learning needs of different target groups and determining goals and objectives for training sessions they would develop.

For this workshop, rather than have you develop an entire training session from the beginning, three sample training sessions for different target groups (security personnel, journalists, and government officials) are provided for you in this practicum. Each sample training session includes a list or a description of activities.

The **goal of the practicum is for you to develop one activity listed in one of the sample training sessions**. For example, there is an activity in the sample training session for security personnel on "Ethics and Legal Police Conduct." As a human rights educator responsible for training police officers on this topic, how would you develop this activity? Remember the steps in delivering a training session:

Continued ▸ ▸ ▸

Activity 1 cont'd

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

For the purposes of the practicum, certain assumptions must be made. For example, the security personnel (the "learners" in this case) may be male junior level officers who have recently been involved in ensuring that curfews (*hartal*) are maintained or that peaceful protesters are kept from demonstrating in certain areas.

An assessment of their needs might reveal that they have a very basic understanding of human rights and they have received no training (skills) on how to treat civilians who violate curfews or protesters who cross police lines.

Bearing these assumptions in mind, what would you do as a human rights educator to teach these security personnel "Ethics and Legal Police Conduct"? The practicum is designed so that you develop the **content** and identify the **training materials** needed to develop this activity. You will also identify ways to **evaluate** the activity you develop.

Once the activity has been developed, each group will present its activity to the rest of the participants, who will provide feedback and suggestions for improving the activity.

End of Activity ■

Activity 2 Practicum on Developing a Model for a Training Session

Objective

To select appropriate human rights content and techniques for an HRE training session.

Time

3 hrs 15 min

Description

This activity is divided into two parts.

In **Part A**, you will work in a group to determine appropriate human rights content and training techniques for an HRE training session.

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

2 hrs 15 min

Part A Determining Content and Techniques

Small Group Work

The facilitator divides participants into three groups and assigns each group a different sample training session:

- Group 1 (Security Personnel):
  Worksheet 11: Sample Training Session 1
- Group 2 (Journalists):
  Worksheet 12: Sample Training Session 2
- Group 3 (Government Officials):
  Worksheet 13: Sample Training Session 3

Read over the sample training session assigned to your group. Each sample training session contains the following headings:

1. Target Group: Description of the target group.
2. Needs Assessment: List of techniques used for the needs assessment.
3. Results of the Needs Assessment: Summary of the results of the needs assessment.
4. Program Goal: Description of the program goal.

Continued ▸ ▸ ▸

Activity 2 cont'd

5. Objectives: **This part is to be completed by your group.** Write possible objectives for this training session.
6. Outline of the Training Session: A brief outline with the headings of the training activities and suggested time frame.
7. Activity Selected: **This part is to be completed by your group.**
8. Content of Activity (Knowledge, Skills, and Values and Attitudes): **This part is to be completed by your group.** Identify some human rights **content** that should be included in one of the activities listed in the training session. Refer back to **Worksheet 9** for ideas on content.
9. Training Technique: **This part is to be completed by your group.** Identify some appropriate **techniques** to present this content. Refer to **Reference Sheet 14** for a list of effective HRE techniques.

Write your group's ideas on flipchart paper and prepare to present them to the larger group in **Part B**.

1 hr

Part B Report on Group Work

Group Presentations

The large group reconvenes. Each group reports on the results of their discussion (20 min each). The format used for the reporting can be done in any number of creative ways (for example, a presentation, role play, or an actual demonstration of the activity).

End of Activity ■

Reference Sheet 14: Effective Training Techniques

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

Worksheet 11: Sample Training Session 1

PROGRAM:
Training Security Personnel in Basic Human Rights Concepts and International Humanitarian Law

1. Target Group:

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

2. Needs Assessment:

Needs were identified through:

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

3. Results of the Needs Assessment:

Information gathered from the various sources outlined above indicate that:

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

4. Program Goal:

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

5. Objectives:

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

6. Outline of the Training Session:

Day 1

Activity 1: Source, Systems and Standards for Human Rights in Law Enforcement
This first activity has participants examine basic sources such as international human rights instruments and international humanitarian law. Participants examine internationally recognized principles and codes of conduct contained in the Geneva Convention and Additional Protocols. Other international humanitarian law treaties and customary laws are also examined. Participants discuss challenges to IHL in situations of conflict.
Time: 3 hrs

Activity 2: Ethics and Legal Conduct
This activity has participants examine general aspects of ethical and legal conduct of security personnel, including: ethics and the use of force, individual responsibility, duty to report violations. Participants also go through a practical exercise to illustrate ethical and legal conduct of security personnel.
Time: 2 hrs

Activity 3: Security Personnel and Public Perceptions
This activity has participants examine public perceptions of security personnel – does the public see security personnel as a "service" or a "force"? Whose interests are the security personnel trying to satisfy? What is the public's perception of security personnel in view of the conflict, and in particular in response to mass demonstrations calling for democracy?
Time: 2 hrs

Day 2

Activity 1: Security Personnel and Non-Discrimination
This activity has participants examine general aspects of non-discrimination, as well as specific provisions of non-discrimination, such as the right to recognition as a person before the law, the right to equality before the law, the right to a fair trial, and the right of equal access to public service. Participants also examine issues of non-discrimination as related to women, minorities, religion, and children.
Time: 3 hrs

Activity 2: Security Personnel Duties and Functions
This activity has participants examine the following security personnel duties and functions in order to identify means to improve officers' respect for human rights within the context of IHL: investigation and arrest, detention, use of force and firearms, civil disorder and states of emergency.
Time: 3 hrs

7. Activity Selected:
8. Content of Activity (Knowledge, Skills, Values and Attitudes):
9. Training Techniques:

Worksheet 12: Sample Training Session 2

PROGRAM:
Training Journalists on Human Rights

1. Target Group:

Journalists from various newspapers based in Kathmandu.
Thirty participants (20 men, 10 women); ages 22 to 50.

2. Needs Assessment:

Needs were identified through:

- critically analyzing the content of newspaper articles to determine the number of human rights issues raised and how such issues are addressed in print media
- focus group discussions with select journalists
- pre-training questionnaires to all participants on their familiarity with human rights issues, concepts, and instruments

3. Results of the Needs Assessment:

Information gathered from the various sources outlined above indicate that:

- certain newspapers cite unverifiable sources that show bias to either side of the conflict
- most journalists have a basic understanding of human rights issues
- most journalists are unaware of the potential for social change through their articles

4. Program Goal:

To develop journalists' skills in developing media strategies to protect and promote human rights.

5. Objectives:

By the end of the training, the journalists should be able to:

6. Outline of the Training Session:

Module 1: What Are Human Rights?
Activity 1: Welcome, Introductions and Expectations (1 hr)
Activity 2: What Are Human Rights? (1 hr)
Activity 3: International and National Sources of Human Rights (2 hrs)

Module 2: The Role of the Media in Protecting and Promoting Human Rights
Activity 1: Media Roles (2 hrs)
Activity 2: Challenges Faced by the Media (1 hr 30 min)
Activity 3: Case Study 1 – Illegal Detention of Journalists (2 hrs)

Module 3: Media Relations
Activity 1: Getting a Message Across (1 hr 30 min)
Activity 2: Choosing the Right Media Strategy (1 hr)
Activity 3: Guidelines for Media Interaction (1 hr)
Activity 4: Case Study 2 – Media and Demonstrations for Democratization (2 hrs)

Module 4: Media Tools
Activity 1: Ensuring a Human Rights Perspective to Media Reporting (2 hrs)
Activity 2: Case Study 3 – Press Conferences (2 hrs)
Activity 3: Case Study 4 – Radio, Television and Print (2 hrs)

Module 5: Journalism for Social Change
Activity 1: Developing a Shared Vision of Social Change (2 hrs)
Activity 2: Monitoring and Evaluating Social Change (1 hr 30 min)
Activity 3: Workshop Evaluation and Conclusion (1 hr)

Total time: 4 days

7. Activity Selected:
8. Content of Activity (Knowledge, Skills, Values and Attitudes):
9. Training Techniques:

Worksheet 13: Sample Training Session 3

PROGRAM:
Training of District Administrative Officials in Human Rights

1. Target Group:

District Administrative Officials from the Eastern regions.
Thirty-five participants (27 men and 8 women); ages 35 to 50.

2. Needs Assessment:

Needs were identified through:

- pre-training questionnaires to all participants on their familiarity with human rights issues, concepts, and instruments
- analysis of regular reports submitted by administrative officials
- interviews with select group of administrative officials
- interviews with members of organizations working with administrative officials (for example: NGOs)

3. Results of the Needs Assessment:

Information gathered from the various sources outlined above indicate that:

- most administrative officials have received no training on basic human rights
- most administrative officials do not include a human rights perspective into their planned activities
- budgetary constraints prevent most administrative officials from carrying out their work effectively

4. Program Goal:

To strengthen the capacity of district administrative officials to make human rights an integral part of their planning process.

5. Objectives:

By the end of the training, the district administrative officials officers should be able to:

6. Outline of the Training Session:

Day 1: An Introduction to Human Rights
Activity 1: Opening Ceremony and Introductions (1 hr)
Activity 2: Introductions and Expectations Check (1 hr)
Activity 3: Understanding Human Rights – International Sources of Human Rights (3 hrs)
Activity 4: Human Rights Issues in Nepali Society – Community, District, Regional and National Issues (2 hrs)

Day 2: Human Rights in the Work of District Administrative Officials
Activity 1: Human Rights Issues in the Work of District Administrative Officials (1 hr 30 min)
Activity 2: Bridging the Gap – Identifying What the Human Rights Situation Should Be (1 hr)
Activity 3: SWOT Analysis – Strengths, Weaknesses, Opportunities, and Threats (1 hr 30 min)

Day 3: Protecting Human Rights Through the Work of District Administrative Officials
Activity 1: Ensuring Human Rights-Friendly Legislation to Protect Citizens (2 hrs)
Activity 2: Ensuring the Protection of Marginalized and Disadvantaged Groups (2 hrs)
Activity 3: Basic Gender Concepts (2 hrs)

Day 4: Developing Action Plans
Activity 1: Developing a Human Rights Action Plan – How to Plan (2 hrs)
Activity 2: Goals, Objectives, Activities and Results (2 hrs)
Activity 3: Presenting the Action Plans (1 hr 30 min)
Activity 4: Conclusion (1 hr)

Total time: 4 days

7. Activity Selected:
8. Content of Activity (Knowledge, Skills, Values and Attitudes):
9. Training Techniques:

Activity 3 Feedback on the Practicum

Objective

To improve the activities developed in the practicum based on feedback.

Time

1 hr

Description

The previous activity enabled you to develop a specific activity as part of an HRE training session for a particular target group. You were asked to formulate objectives for the training and to develop the content and techniques for one of the training session's activities.

Appropriate and timely feedback during a workshop is an essential element of a participatory learning process. Feedback on ideas, performance and behaviour, when delivered and received through constructive dialogue, will enhance the learning experience of everyone involved.

This activity enables you to receive feedback from the group on your practicum work in order to identify areas of improvement.

This activity is divided into two parts.

In **Part A**, the facilitator will explain some basic guidelines for giving and receiving feedback.

In **Part B**, you will provide feedback to other participants on the work they developed in their practicum and you will receive feedback on your group's work.

15 min

Part A Giving and Receiving Feedback

Large Group Discussion

The facilitator leads a large group discussion on guidelines for giving and receiving feedback. Refer to **Reference Sheet 15** for more information. The facilitator asks participants to suggest examples for giving and receiving feedback.

Continued ▸ ▸ ▸

Activity 3 cont'd

45 min

Part B Feedback on the Practicum

Large Group Discussion

The facilitator leads a large group discussion on feedback from the practicum session. In particular, each group gives and receives feedback on three components:

1. The objectives developed for the training session.
2. The content to be addressed in the selected activity.
3. The techniques used to demonstrate the selected activity.

The facilitator then leads a discussion on methods to evaluate the practicum activities. Question for discussion:

- What changes would you make to your activity, based on the feedback you received?
- What methods would you use to evaluate the activity you developed?
- How could the activity you developed be used with different target groups?

End of Activity ■

Reference Sheet 15: Guidelines for Giving and Receiving Feedback

For Giving Feedback	Appropriate	Inappropriate
Give feedback when requested. Or ask for permission to give feedback.	*E.g. Would you like some feedback?*	*E.g., I think I need to give you some feedback.*
Challenge ideas not people.	*E.g., I do not share your ideas on the issue.*	*E.g., I do not agree with you.*
Provide examples of observable behaviour. Do not pronounce judgments.	-	-
Be specific. Overloading someone with information becomes overwhelming and confusing.	-	-
Be aware of your non-verbal language: quite often, non-verbal actions speak louder than words.	-	-
For Giving Feedback	**Appropriate**	**Inappropriate**
Listen attentively: try to hear the words and see the gestures.	*E.g., What I understand is…*	*E.g., Sorry, you are wrong. I do not agree with you.*
Make sure you understand: ask questions to clarify a point or ask for an example.	-	-
Providing an answer does not have to happen immediately: hear what the person is saying.	-	-
Be firm but not defensive: clearly and calmly identify when you have understood the point.	-	-

Evening Presentation: Review Training Curricula for Specific Target Groups Using a Human Rights Perspective

Objective

To review training curricula for a specific target group by using a human rights perspective.

Time

1 hr 30 min

Description

As part of the NHRC's human rights education and promotion mandate, and as set out in its strategic and operational plans, the NHRC intends to work with external stakeholders to develop training curricula with a human rights perspective for specific target groups. This means that the NHRC will review existing training curricula used by such groups, with the aim of identifying areas where a human rights perspective should be strengthened, and incorporating such a perspective into the training program.

This activity aims to provide participants with the necessary tools in order to effectively review existing training curricula for specific target groups by using a human rights perspective.

This activity is divided into two parts.

In **Part A**, the resource person will give a presentation on reviewing training curricula.

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

45 min

Part A Reviewing Training Curricula

Presentation by Resource Person

The resource person discusses how to review training curricula for a specific target group using a human rights perspective. In particular, she focuses on security personnel as a sample target group.

Continued ▸ ▸ ▸

Evening Presentation cont'd

The resource person presents useful guidelines to keep in mind. For example, when reviewing training curricula, it is important to consider some of the following points:

- **Goals and objectives**: review goals and objectives of the training and ensure that human rights are highlighted.
- **Inclusion of human rights in the curricula**: review the curricula for specific inclusion of human rights in all the modules. The training curricula may also place human rights as a separate topic or module.
- **Methodology**: identify the methodology used in the curricula. For example, do the manual and training reflect basic notions of a participatory methodology? Are the curricula structured in such a way so that the persons trained have the opportunity to share their personal experiences and knowledge about human rights?

Reference Sheet 16 contains one set of guidelines for reviewing human rights in training curricula for security personnel.

45 min **Part B Open Forum**

Large Group Discussion

The facilitator moderates an open forum on the presentation.

End of Activity ■

Reference Sheet 16: Guidelines for Reviewing Human Rights in Training Curricula for Security Personnel

Source: Austrian Ministry of the Interior. (2000). Policing in a Democratic Society – Is You Police Service a Human Rights Champion? Vienna: Council of Europe.

Training component	Questions to ask	Indicators
1. Training consists of basic training and continuous in-service training.	a) What kind of basic training do security personnel receive before they are in positions of individual responsibility?	a) • Number of training days • Proportion of trained officers
	b) How is continuous in-service training provided?	b) • Average days per year per officer spent in in-service training
2. Training integrates theory and practice.	a) What importance is given to human rights during training?	a) • Number of hours spent on national law and human rights • Delivery of specific human rights modules and the general inclusion of human rights throughout the curriculum.
	b) What kind of human rights law is included in the curriculum?	b) • International human rights instruments • National legislation • International humanitarian law
	c) How are officers perceived by the public and other agencies, such as the media?	c) • Joint training between security personnel and other stakeholders (e.g., police officers) • Attitude of security personnel towards other agencies such as media

Training component	Questions to ask	Indicators
	d) How does the training reflect and encourage best practices within the security personnel environment? e) How does the training encourage openness and receptivity to external expertise?	d) • Amount of training time which encourages security personnel to share their understanding of human rights and the issues they face in their work • Amount of training time to present other models of best practices of security personnel respecting human rights e) • Frequency of courses supported by outside experts
3. Training enables security personnel to be an efficient, effective and ethical service.	a) What tools are given to security personnel to cope with specific problems arising from dilemmas and potential conflicts between their work and human rights? For example, in the case of crowd control, how can they deal with peaceful and non-peaceful protesters, enforcing a curfew when necessary, using force, interrogation, etc.) b) How are security personnel improving relations between themselves and other members of society, especially in relation to persons or groups with: - political affiliations - minority groups, such as *dalits* - other vulnerable or marginalized groups, such as women and children	a) • Number of hours spent on communication skills • Number of hours spent on planning and evaluating intervention strategies • Number of case studies that reflect conflict situations and how they can be resolved • Sharing of personal experiences b) • Number of hours spent on conflict management, problem-solving and decision-making • Inclusion of various awareness programs in the training (e.g., gender)
4. Training must be continuously reviewed.	a) What monitoring system exists to evaluate the expected results of the training?	a) • Regular reports or reviews of training outcomes • Regular exchanges between security personnel and trainers • Regular review of training curricula

Module 5
Strengthening Facilitation Skills

Activity		Time
Activity 1	The Art of Facilitation	1 hr
Activity 2	Facilitation Dilemmas	1 hr 30 min
Activity 3	Reflecting on the Roles of a Human Rights Educator	1 hr 30 min

Overview

In **Module 5: Strengthening Facilitation Skills**, participants further improve their facilitation skills. They will explore some of the facilitation challenges they face in their work and share strategies for addressing these challenges. The final activity enables participants to examine how to handle conflict in their HRE work.

Activity 1 The Art of Facilitation

Objectives

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

Time

1 hr

Description

The previous Module enabled you to develop specific content for a sample human rights training session. An essential practice to the success of a training session depends in part on a facilitator's ability to deliver the content, to effectively manage the group, and to build a sense of trust among all participants. This activity examines some elements of facilitation that are essential for effective training.

This activity is divided into two parts.

In **Part A,** you will do a "Continuum" exercise on values and beliefs of human rights educators/facilitators.

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

20 min

Part A Reflecting on Our Core Values and Beliefs – Continuum

Large Group Activity

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

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

Continued ▸ ▸ ▸

Activity 1 cont'd

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

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

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

List of Statements Regarding Facilitators' Values and Beliefs

- Everyone can be a good facilitator.
- Training should be enjoyable.
- Methods and skills represent the most important part of training.
- A facilitator's personality is central to the success of training.
- A facilitator's skills are central to the success of the training.
- A facilitator should leave his/her personal values at home.
- A facilitator has a lot of power in the group.
- A facilitator should like all participants otherwise the results will be jeopardized.
- A facilitator must be prepared to always respond to participants' needs.
- A facilitator should help participants reach the conclusion that he/she wants them to reach.
- In a training session, participants need to receive "recipes" or "formulas."
- The purpose of every training is personal development.
- A good facilitator develops friendly relationships with all the participants.
- A facilitator must never acknowledge his/or her lack of knowledge or experience in a certain area because this will severely undermine his/her credibility with the group.
- A facilitator should be completely neutral in his/her dealings with participants.

Questions to consider:

- Are there other values and beliefs that you consider essential for a human rights educator/facilitator which are not mentioned?
- How do these values and beliefs relate to the underlying principles of a participatory approach?

Continued ▸ ▸ ▸

Activity 1 cont'd

40 min

Part B Creating a Climate Conducive to Learning

Brainstorm

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

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

Some ideas for climate setting are provided in **Reference Sheet 17.** Provide examples from your own facilitation practice or other training sessions you have participated in.

End of Activity ■

Reference Sheet 17: The Facilitator's Style – An Important Element in Setting the Climate

Things to do:

1. **Establish your role in your own mind.**

2. **Establish participants' expectations and needs and your expectations as the facilitator. Ensure these are known and understood by everyone in the group.**

3. **Create a supportive atmosphere where people feel free to take risks.**

   - Be sensitive to the communication process, including participant body language, as well as your own.
   - Listen with empathy; do not interrupt
   - Acknowledge an idea you may not agree with.
   - Use positive reinforcement (praise, recognition).
   - Show that you care.
   - Deal with "difficult" participants in a respectful way.

4. **Communicate frankly what you know and what you do not.**

5. **Be energetic; your energy/electricity is likely to rub off on participants.**

6. **Use icebreakers and/or openers you are comfortable with and you feel your participants will be comfortable with.**

7. **Get feedback during activities and at the end of each segment.**

8. **Make yourself accessible for questions.**

9. **Learn with the group!**

Activity 2 Facilitation Dilemmas

Objective

To practice techniques for addressing problematic situations that may arise during HRE activities.

Time

2 hrs 15 min

Description

In this activity, you will share strategies to address challenging situations you have faced as facilitators.

This activity is divided into three parts.

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

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

In **Part C**, you will share personal experiences of facilitation dilemmas with the large group and identify strategies to address them.

45 min

Part A Facilitation Dilemmas

Small Group Work

The facilitator divides participants into small groups and assigns one or two situations written on the following pages to each group.

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

Continued ▸ ▸ ▸

Activity 2 cont'd

Situation 1

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

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

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

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

Situation 2

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

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

Continued ▶▶▶

Activity 2 cont'd

Situation 3

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

The Hesitant One

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

The Monopolizer

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

The Non-listener

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

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

Situation 4

You are facilitating a meeting on human rights issues which has brought together participants from civil society and the government. As participants begin to talk about government obligations to respect human rights, you notice the government participants participating much less than the NGO participants. You sense the government participants being unfairly targeted for government inactions and that the climate during the meeting is deteriorating.

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

Continued ►►►

Activity 2 cont'd

Situation 5

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

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

Situation 6

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

The Rigid One

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

The Idea Zapper

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

The Complainer

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

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

Continued ▶▶▶

Activity 2 cont'd

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

Group Presentations

Each group presents to the larger group its situation(s) and the strategies it arrived at to solve the facilitation dilemma(s).

After each small group presentation, the large group will have the opportunity to comment and provide its own suggestions on handling the situation in question. Refer to **Reference Sheet 18** for some tips on facilitation skills.

45 min **Part C Sharing Experiences of Facilitation Dilemmas**

Large Group Discussion

The facilitator leads a large group discussion on any other facilitation dilemmas that participants have encountered in their work and identifies strategies to address them.

End of Activity ■

Reference Sheet 18: Facilitation Skills

1. Tips on Time Management

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

2. Tips on Facilitator's Participation in a Discussion

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

3. Tips on Giving Presentations

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

Reference Sheet continued

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

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

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

Activity 3 Handling Conflict in HRE Work

Objectives

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

Time

45 min

Description

This activity is divided into two parts.

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

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

10 min

Part A Hand Pushing

Large Group Activity

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

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

Continued ▸ ▸ ▸

Activity 3 cont'd

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

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

Continued ▸ ▸ ▸

Activity 3 cont'd

35 min

Part B Debrief and Reflection

Large Group Discussion

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

Questions to consider:

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

End of Activity ■

Module 6
Program Evaluation and Transfer of Learning

Activity		Time
Activity 1	The Continuous Improvement Cycle Revisited	30 min
Activity 2	Evaluation Techniques	1 hr
Activity 3	Transfer of Learning	1 hr
Activity 4	Creating Strategic Opportunities for HRE and Promotion Activities	2 hrs

Overview

Well-planned evaluation and follow-up activities are essential to ensure the sustainability of HRE programming. In **Module 6: Program Evaluation and Transfer of Learning,** participants determine effective methods for evaluating results. Participants plan how they will transfer their learning to other NHRC staff members and create strategic opportunities for conducting HRE in the final activities.

Activity 1 The Continuous Improvement Cycle Revisited

Objective

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

Time

30 min

Description

This activity enables you to identify different types of educational evaluation. The model used is the "continuous improvement cycle," which has four components: planning, development, implementation, and follow-up. These components are identical to the ones used in the "educational program development cycle" presented in **Reference Sheet 10**.

This activity is divided into three parts.

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

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

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

15 min

Part A Defining Educational Evaluation

Large Group Discussion

Discuss your experience with educational evaluation. Questions to consider:

1. What does "educational evaluation" mean to you?

Continued ▸ ▸ ▸

Activity 1 cont'd

2. Why do we evaluate?

_____

_____

_____

15 min **Part B Continuous Improvement Cycle**

Presentation by Facilitator

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

15 min **Part C NHRC's Experience in Evaluation**

Large Group Discussion

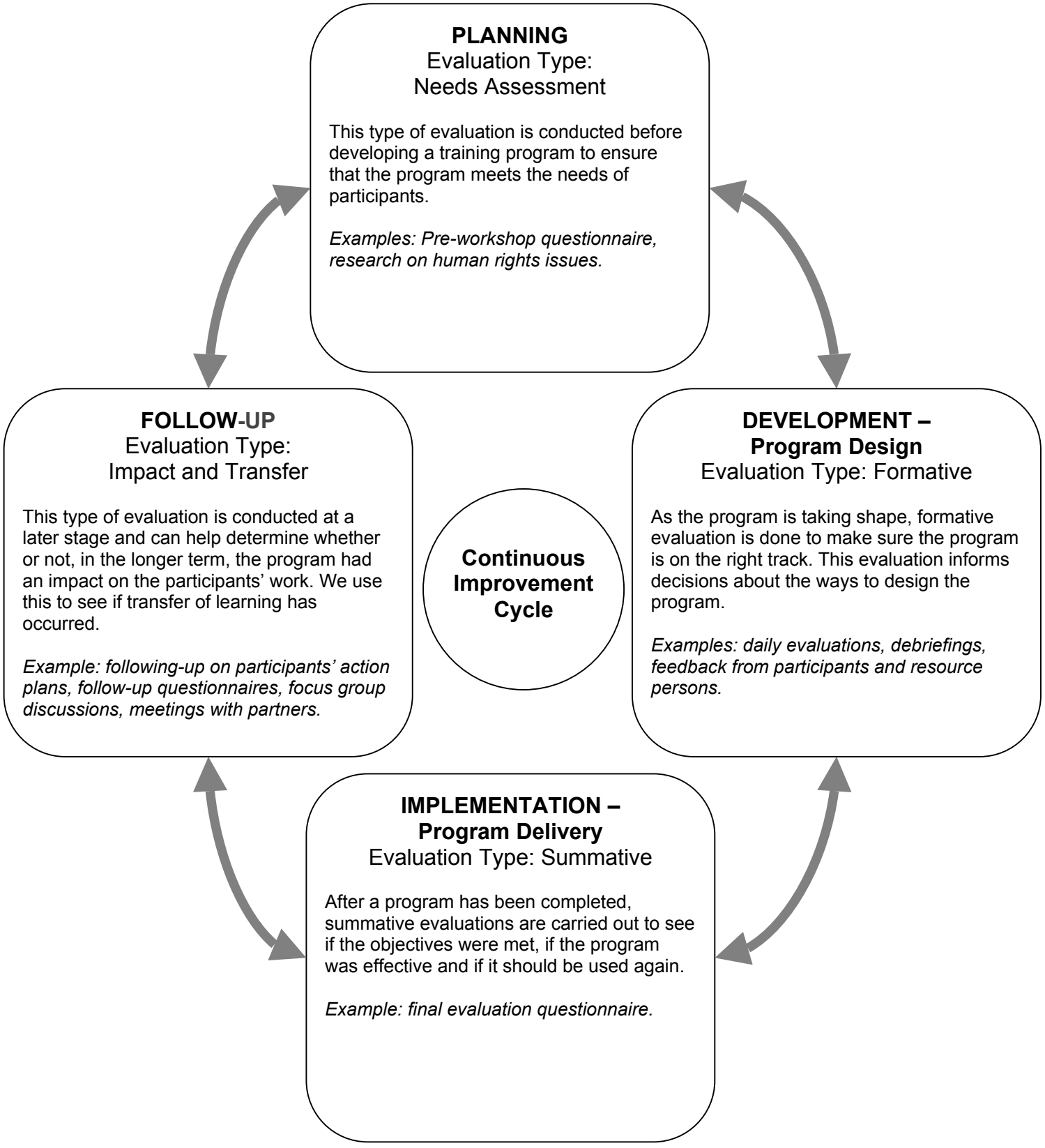
The facilitator leads a group discussion on the continuous improvement cycle in **Reference Sheet 19**.

Questions to consider:

- Have you used these types of evaluation in your own work? How? What were the results?

End of Activity ■

Reference Sheet 19: The Continuous Improvement Cycle



Activity 2 Evaluation Techniques

Objective

To develop and reinforce skills for evaluating HRE activities.

Time

1 hr

Description

The previous activity emphasized the need to continuously evaluate HRE and promotion activities. This activity outlines different evaluation techniques.

This activity is divided into two parts.

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

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

15 min

Part A Evaluation Techniques

Small Group Work

The facilitator divides participants into small groups and assigns two of the evaluation techniques listed on **Worksheet 14** to each group. Discuss the techniques by answering the questions below.

Questions to consider:

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

Note your responses on **Worksheet 14** and give examples where possible.

45 min

Part B Report on Group Work

Group Presentations

Share your ideas and examples with the large group.

End of Activity ■

Worksheet 14: Evaluation Techniques

1. Questionnaire: a series of written questions to gather information	
Use:	
Advantages:	Disadvantages:
2. Interview/Conversation: informal talk or planned series of questions with selected individuals	
Use:	
Advantages:	Disadvantages:
3. Focus Group: discussion session with a group of selected individuals around a topic	
Use:	
Advantages:	Disadvantages:

Worksheet continued

4. **Existing Records**: **Review of reliable documents available for public consultation**	
Use:	
Advantages:	Disadvantages:
5. Observation: an observer records information without interfering	
Use:	
Advantages:	Disadvantages:
6. Reflection: regular practice of noting events, behaviours and reflecting critically	
Use:	
Advantages:	Disadvantages:

Activity 3 Transfer of Learning

Objective

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

Time

1 hr

Description

In order for effective HRE to contribute to social change, the impact of HRE must extend beyond the level of individuals. For example, after an HRE training session, participants should be able to transfer what they have learned to other members of their organizations and to the target groups they work with. This activity examines how transfer can be approached once an HRE training session is completed.

This activity is divided into three parts.

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

In **Part B,** you will work in small groups to develop some strategies for promoting transfer in your HRE and promotion activities.

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

10 min

Part A Concept of Transfer

Large Group Discussion

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

Consider the following questions:

- What do we mean by 'transfer' in the context of HRE and promotion activities?
- What can be done to ensure that learning is transferable?

Continued ▸ ▸ ▸

Activity 3 cont'd

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

15 min

Part B Transfer for Different Target Groups

Small Group Work

You will work in small groups according to the different target groups the NHRC works with.

Together with the members of your group, identify ways to promote transfer of learning among your target group. Consider how you have promoted transfer in your own work.

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

Refer to **Reference Sheet 20** for more information on the concept of transfer.

35 min

Part C Report on Group Work

Large Group Discussion

The facilitator posts three flipchart sheets – one with the heading **"Planning Stage,"** the second with the heading **"Development and Implementation Stages"** and the third with the heading **"Follow-up Stage."** Note: For the purposes of this exercise, the Development and Implementation stages from the educational program development cycle (**Reference Sheet 10**) have been combined.

The facilitator goes through each phase, asking each group for their brainstorming ideas on how to promote transfer of learning at each stage.

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

End of Activity ■

Reference Sheet 20: Concept of Transfer

1. What is Transfer?

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

2. Planning Stage

a. Involve the target group(s) from the beginning to determine:
   - What their needs are
   - What their expectations are
   - How training methods and materials need to be adapted to cultural values and contexts

b. Gather information about the participants' environment to ensure the HRE activity is appropriate for this environment.

c. Gather information about the human rights situation of the participants:
   - What human rights violations affect them?
   - What human rights situations can they have an impact on?
   - What hinders or stops the target group from acting to change their situation?
   - What are the historical, cultural, religious or ideological factors which might explain their acceptance of human rights abuses/violations?

3. Development and Implementation Stages

a. Define goals and objectives so the training group understands what they will gain by participating in the HRE activity.

b. Design activities where members of the target group asked:
   - What they want to learn from the HRE activity
   - What they want to be able to do or know as a result of the HRE activity
   - What they can contribute to the HRE activity

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

d. Provide opportunities to practise new skills so that :
   - Human rights educators can judge the target group's level of success or difficulty
   - Members of the target group can ask questions, try alternatives, gain confidence

Reference Sheet continued

3. Development and Implementation Stages (cont'd)

e. Provide opportunities for reflection so members of the target group can determine how they will integrate new knowledge and skills into their own context.
f. Design an activity where members of the target group prepare an action plan of how they will apply what they have learned during the HRE activity.
g. In the case of a training program, develop pre-course materials for participants to:
   - Prepare for the training program
   - Give them insight as to what they know or do not know about the topic of the training program
h. Provide materials that members of the target group can use when they return home, e.g., a training manual, resource/reading materials.

4. Follow-up Stage

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

Activity 4 Creating Strategic Opportunities for HRE and Promotion Activities

Objective

To identify specific strategic opportunities for HRE and promotion activities in participants' work.

Time

2 hrs

Description

Back in Activity 3 of Module 1, you identified strategic opportunities for conducting HRE and promotion activities as part of your routine job responsibilities. These opportunities, whether they are training sessions or other types of interactions with target groups, should be planned using a systematic approach. In the subsequent modules, you examined sample training sessions that illustrate this approach. This approach requires a solid understanding of the learning needs of the target audience, the clear setting of goals and objectives, and the development of program content using appropriate techniques.

One of the objectives of the March 2005 TOT 1 workshop was for participants to develop their own model training session. The results were different models for training security personnel, NGOs, and appellate court judges.

For this workshop, since some participants do not necessarily conduct formal training sessions, each individual will take the time to reflect on ways which he or she can make HRE and promotion activities a part of their work. In order to do this, **two models are proposed**.

The first model is for a generic "strategic opportunity" to include HRE and promotion as part of your work. This can be a meeting with prison officials, a discussion with district government officials while in the field, or any other opportunity that you have identified in Activity 3 of Module 1.

Continued ▸ ▸ ▸

Activity 4 cont'd

The second model is for a training session for a particular target group that you know you will undertake within the next few months. Both models include a checklist of steps to follow and questions to consider. Working on these models can be an individual or group task, depending on how your work is structured within the NHRC.

This activity is divided into two parts.

In **Part A**, you will individually or in groups to develop a model for integrating HRE and promotion activities in your work.

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

1 hr **Part A Integrating HRE and Promotion Activities**

Individual Work or Small Group Work

Work either individually or in groups (interdivisional or cross-divisional) to develop a model for integrating HRE and promotion activities in your work. Formats are provided on **Worksheets 15 and 16** to guide you through the process. **Choose only one of the formats provided.**

Refer back to the worksheets from the previous days, review the information and transfer it onto **Worksheet 15 or 16,** making any necessary changes. Prepare a flipchart version of **Worksheet 15** or **16** for your presentation.

1 hr **Part B Report on Individual/Group Work**

Group Presentations

Individuals or groups present their model to the larger group.

End of Activity ■

Worksheet 15: Model for a Strategic Opportunity to Include HRE and Promotion in Your Work

Individually or together with the members of your group, develop a complete model for including HRE and promotion work 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?	
Step 1 **Identify the STRATEGIC OPPORTUNITY**	• *How does this opportunity fit with your routine job responsibilities?* • *What is the nature of the opportunity (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.)?*	
Step 2 **Identify the FEASIBILITY OF THE OPPORTUNITY**	• *Given your workload, how feasible is this strategic opportunity?* • *How much time will this strategic opportunity take from your job responsibilities?* • *What resources are required?* • *Is this strategic opportunity carried out individually or as part of a team? If you are part of a team, have you identified individual roles and responsibilities?*	

Worksheet continued

Main Steps	What questions do you need to answer?	
Step 3 **Description of your TARGET GROUP**	• *Who is part of your target group? What is their occupation, job responsibilities, gender, education level, knowledge of human rights, etc.?* • *What problems do they face?* • *What is the context of your target group?*	
Step 4 **Determine NEEDS**	• *What is/are the target group's current knowledge, skills, values and attitudes related to human rights?* • *What is/are knowledge, values and attitudes, and skills that the target group needs to develop or change?* • *What do you think the target group's expectations are of this strategic opportunity?*	
Step 5 **Set GOAL and OBJECTIVES**	• *What do you expect the target group to gain from this strategic opportunity?*	

Worksheet continued

Main Steps	What questions do you need to answer?	
Step 6 **Determine CONTENT**	• *What topics, themes, issues, and information will you include?* • *What content will come from the target group?* • *How will outside expertise be included? presentations? videos?*	
Step 7 **Determine TECHNIQUES**	• *What technique(s) will you use to conduct this strategic opportunity (e.g., focus group, interview, information bulletin, etc.)?* • *What existing materials can be used? from your own organization? from other sources?* • *What materials need to be developed?*	

Worksheet continued

Main Steps	What questions do you need to answer?	
Step 8 **Determine TIME FRAME**	• *Over what period of time does this strategic opportunity last (e.g., a short meeting, an advocacy campaign over several months, etc.)?*	
Step 9 **Design EVALUATION & FOLLOW-UP TOOLS** **Determine Strategies for TRANSFER of Learning**	• *What information do you want to obtain from an evaluation?* • *How will you evaluate this strategic opportunity?* • *What kinds of evaluation instruments will you use?* • *What types of follow-up activities will you plan?* • *What strategies will you use to increase transfer of learning? Who are the recipients of this transfer?*	

Worksheet 16: Model for a Training Session

Individually or together with the members of your group, develop a complete model for your training session by bringing together all the work you have done over the course of this workshop. Questions have been provided to guide you in this process.

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 1 **Description of your TARGET GROUP**	• *Who are the participants of your training session? What is their occupation? gender? education level?* • *What problems do they face?* • *What is the context in which the participants work?*	
Step 2 **Determine NEEDS**	• *What is/are the participants' current knowledge? attitudes? skills?* • *What is/are knowledge, values and attitudes, and skills, that the participants need to develop or change?* • *What do you think the participants' expectations are of this training session?*	

Worksheet continued

Main Steps	What questions do you need to answer?	Model for Your Training Session

Step 3
Set GOAL and OBJECTIVES
	• *Which needs will the program address?*
	  ○ *in terms of the participants?*
	  ○ *in terms of the human rights situation?*	

Step 4 **Determine CONTENT**	• *What topics, themes, issues, information will you include?* • *What content will come from the participants?* • *How will outside expertise be included? resource persons? facilitators? presentations? videos? techniques?*	
Step 5 **Develop TRAINING MATERIALS (materials to create, existing resources, readings)**	• *What existing materials can be used? from your own organization? from other sources?* • *What materials need to be developed?* • *What resource/reading materials will be included?* • *What manuals, handouts/audio-visual aids will be included?*	

Worksheet continued

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 6 **Determine TIME FRAME**	• *Number of days?* • *Hours per day?* • *Is the time frame realistic in relation to the amount of material you want to cover?*	
Step 7 **Design EVALUATION & FOLLOW-UP TOOLS** **Determine Strategies for TRANSFER of Learning**	• *What information do you want to obtain from an evaluation?* • *What kinds of evaluation instruments will you use?* • *What types of follow-up activities will you plan?* • *What strategies will you use to increase transfer of learning among participants?*	

Module 7
Workshop Evaluation and Closing

Activity		Time
Activity 1	Workshop Evaluation	30 min
Activity 2	Closing Ceremony	1 hr

Overview

The aim of this module is to evaluate and close the workshop.

Activity 1 Workshop Evaluation

Objective

To evaluate the workshop.

Time

30 min

Description

Participants complete a general evaluation questionnaire for the workshop.

End of Activity ■

Activity 2 Closing Ceremony

Objective

To close the workshop.

Time

1 hr

Description

The workshop organizers formally close the workshop.

End of Activity ■

Appendix: Pre-Workshop Assignment

If you attended the March 2005 Workshop on Human Rights Education and Promotion ("Training of Trainers I"), **please answer the questions in Parts 1 and 2 (BUT NOT Part 3)**.

If you did not attend the March 2005 Workshop on Human Rights Education and Promotion ("Training of Trainers I"), **please answer the questions in Parts 1 and 3 (BUT NOT Part 2)**.

Part 1: Participant Information **All participants must answer this part.**	
Last Name:	First Name:
Division:	Job Title:
Main duties:	
Telephone (include extension number):	Email:
Complete the lists below by writing in **two (2)** of your "expectations" (what you want get out of this workshop) and **two (2)** "offers" (what you have to offer other participants) related to the objectives of this workshop.	
Expectations	Offers
-	-
-	-
Complete the sentence: "From my participation in the workshop, I expect to gain…	

Part 2: Evaluating the March 2005 Workshop on Human Rights Education and Promotion

To be completed only by those who attended the March 2005 Workshop on Human Rights Education and Promotion ("Training of Trainers I")

In your small groups, you and your colleagues from your division developed a training plan for a specific target group. See the table below for a summary of the plans that were developed:

NHRC Division	Target Group	Training Plan Goal
Legal Assistance Division (LAD) and the Office of the National Rapporteur on Trafficking (ONRT)	Court appellate judges	To develop the capacity of judges of the appellate courts to decide cases in line with human rights standards.
Promotion Division	NGOs	To develop the capacity of human rights NGOs in human rights education.
Protection Division	Junior Command Officers	To build the capacity of Junior Command Officers to promote detention centres free of torture.

Please answer the following questions in regard to the training plan you developed.

1. **Did you implement the training activity you developed during the March 2005 Workshop within the last year?**
   Yes ☐ No ☐

   If **YES**, please describe the training:

   - Title:
   - Date(s) of implementation:
   - Goal and objectives:
   - Target group:
   - Number of participants:
   - Results:
   - Your role in the training:
   - Type of evaluation used:
   - Follow-up activities:
   - Training materials used:

Part 2: Evaluating the March 2005 Workshop on Human Rights Education and Promotion

To be completed only by those who attended the March 2005 Workshop on Human Rights Education and Promotion ("Training of Trainers I")

Question 1 continued
If you **did not implement the training plan** developed during the March 2005 Workshop, please explain why not (list any internal and external factors):

2. **Have you used your knowledge gained from the March 2005 workshop in your work? If yes, please describe how.**

3. **Have you worked with other divisions in the NHRC or the NHRC Training Officer in implementing this training or any other training in the past year? If yes, please describe how.**

Part 3: Your Understanding of Human Rights Education

To be completed only by persons who did not attend the March 2005 Workshop on Human Rights Education and Promotion ("Training of Trainers I")

1) International Human Rights Documents

Rate your familiarity with each of the documents listed below by placing an (X) in the appropriate column. Use the legend below to guide you.

Legend:

(NF) Not familiar = No experience with document

(SF) Somewhat familiar = Limited experience with document

(F) Familiar = Work with documents occasionally

(VF) Very Familiar = Work with documents regularly

	NF	SF	F	VF
a. Universal Declaration of Human Rights (UDHR)	☐	☐	☐	☐
b. International Covenant on Civil and Political Rights (ICCPR)	☐	☐	☐	☐
c. International Covenant on Economic, Social and Cultural Rights (ICESCR)	☐	☐	☐	☐
d. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	☐	☐	☐	☐
e. Convention on the Rights of the Child (CRC)	☐	☐	☐	☐
f. International Covenant on the Elimination of All Forms of Racial Discrimination (CERD)	☐	☐	☐	☐

2) Explain your understanding of "human rights education".

3) If you have conducted human rights education activities, please provide a short description of your most successful ones (describe 1 or 2 activities).

Human Rights Education Activity 1:

Title:

Target audience:

Goal:

Duration:

Your role in the activity:

Explain why it was successful:

Part 3: Your Understanding of Human Rights Education

To be completed only by persons who did not attend the March 2005 Workshop on Human Rights Education and Promotion ("Training of Trainers I")

Question 3 continued
Human Rights Education Activity 2:
Title:

Target audience:

Goal:

Duration:

Your role in the activity:

Explain why it was successful:

4) Rate your skills in developing human rights training materials (place an (X) next to the appropriate answer).

- ☐ Good
- ☐ Average
- ☐ Needs practice
- ☐ I have not developed human rights training materials

5) Rate your skills in facilitating human rights training sessions.

- ☐ Good
- ☐ Average
- ☐ Needs practice
- ☐ I do not facilitate human rights training sessions

6) Rate your skills in using a participatory methodology in your human rights education work.

- ☐ Good
- ☐ Average
- ☐ Needs practice
- ☐ I do not use a participatory methodology in my human rights education work

7) Please provide a short description of lessons learned from your human rights education activities, i.e., things that worked well and things that didn't work well. For example:

- appropriate match between program content and the target audience selected
- program was too ambitious in terms of content

Dhanyabad!

Thank you for taking the time to complete this pre-workshop assignment!