

Human Rights Education: Strategic Directions through Partnerships


Workshop Manual



Building the Capacity of the
National Human Rights Commission, Nepal

Kathmandu, Nepal
20-21 August 2006

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

 National Human Rights Commission, Nepal

Equitas – International Centre for Human Rights Education

1425, René-Lévesque Blvd. West
Suite 407
Montréal, Québec
Canada H3G 1T7

Tel.: 1-514-954-0382
Fax.: 1-514-954-0659
E-mail : info@equitas.org
Web site: www.equitas.org

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Introduction

Background

This 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, workshops held in March 2005, May 2006 and August 2006 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.

Goal and Objectives

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

This workshop, **Human Rights Education: Strategic Directions through Partnerships** is a dialogue session focusing on building strategic partnerships and networks between the NHRC and its stakeholders (namely civil society and the government) for the development and implementation of human rights education (HRE) activities and programs.

The objectives of this workshop are the following:

- **Review** the current human rights context in the country and the NHRC's role in addressing it through HRE
- **Examine** the experiences of other NHRIs relating to HRE and partnerships
- **Strengthen** partnerships between the NHRC and key stakeholders (members of civil society and government officials)
- **Explore** strategic directions, together with stakeholders, for future HRE and promotion activities conducted by the NHRC

Participants

Participants are senior staff of the NHRC, members of civil society and representatives from the government of Nepal.

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 process.

About the Organizers

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



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 has programs in Canada, the Middle East, Haiti, Asia, Central and Eastern Europe, and Africa.

The National Institutions Program at Equitas includes education and training initiatives to support the creation and strengthening of independent and effective national human

rights institutions. These initiatives are designed to strengthen the capacity of NHRIs to engage in human rights education, monitoring and advocacy activities, to protect and promote ESC rights, as well as to facilitate the strengthening of partnerships between NHRIs and both NGOs and governments. To date, regional and national level activities have been focused in Asia with initiatives in Nepal, the Philippines, Indonesia, Thailand and Malaysia.



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, as well as a Reporting 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.

Acknowledgements

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Workshop Schedule

Human Rights Education: Strategic Directions through Partnerships Day 1

20 August 2006		
Time	Activity	Title
9:00-10:20	Activity 1	Welcome and Introductions <ul style="list-style-type: none"> • Part A: Opening Ceremony (30 min) • Part B: Introductions (40 min) • Part C: Objectives and Overview (10 min)
10:20-10:35	Break	
10:35-12:20	Activity 2	Understanding the Human Rights Context in Nepal <ul style="list-style-type: none"> • Part A: Presentation on the Human Rights Context of Nepal (40 min) • Part B: Question and Answer Period (20 min) • Part C: NHRC's HRE Activities (30 min) • Part D Measuring the Impact of HRE Activities (15 min)
12:20-2:00	Lunch	
2:00-3:45	Activity 2	Continued <ul style="list-style-type: none"> • Part E: Presentation on Effective HRE Activities (1 hr 15 min) • Part F: Question and Answer Period (30 min)
3:45-4:00	Break	
4:00-5:30	Activity 3	Advantages and Challenges in Conducting Effective HRE through Partnerships <ul style="list-style-type: none"> • Part A: Identifying Advantages of Partnerships (20 min) • Part B: Group Presentations (25 min) • Part C: Presentation on Partnerships in HRE (45 min)
5:30-6:15	Activity 3	Continued <ul style="list-style-type: none"> • Part D: Working in Partnerships: Advantages and Challenges (45 min)

Day 2

21 August 2006		
<i>Time</i>	<i>Activity</i>	<i>Title</i>
8:30-9:00	Recap	Review of previous day
9:00-9:30	Activity 3	Continued <ul style="list-style-type: none"> • Part E: Group Presentations (30 min)
9:30-11:30	Activity 4	Moving Forward <ul style="list-style-type: none"> • Part A: Moving Forward (2 hrs)
11:30-11:45	Break	
11:45-12:30	Activity 4	Continued <ul style="list-style-type: none"> • Part B: Group Presentations (45 min)
12:30-2:00	Lunch	
2:00-3:30	Activity 4	Continued <ul style="list-style-type: none"> • Part B: Group Presentations (continued, 30 min) • Part C: Individual Initiative (15 min) • Part D: Conclusions and Recommendations (45 min)
3:30-3:45	Break	
3:45-4:30	Activity 5	Workshop Evaluation and Closing Ceremony <ul style="list-style-type: none"> • Part A: Workshop Evaluation (15 min) • Part B: Closing Ceremony (30 min)

Activity 1 Introductions

Objectives

- To formally open the workshop.
- To have participants and members of the Equitas team get to know each other and share their expectations in relation to the workshop.
- To present workshop objectives and provide an overview of the workshop.

Time

1 hr 20 min

Description

Part A

Opening Ceremony

30 min

The workshop organizers formally open the workshop.

Part B

Introductions

40 min

The facilitator leads participants through an icebreaker activity. Participants introduce themselves by stating: their name, organization/institution/department/division, their responsibilities, and their expectations for the workshop.

Part C

Objectives and Overview

10 min

The facilitator presents the workshop objectives and an overview of the workshop.

Cont'd ▶ ▶ ▶

Activity 2 Understanding the Human Rights Context in Nepal

Objectives

- To examine the current human rights context in Nepal.
- To examine effective human rights education (HRE) activities that can help address the current human rights context.

Time

3 hrs 30 min

Description

Part A

Presentation on the Current Human Rights Context

40 min

Resource persons discuss the current human rights context in the country. In particular, they address the following:

- current political developments and how they affect human rights in Nepal
- human rights in conflict and post-conflict environments
- initiatives to address priority areas identified by the NHRC: economic, social, and cultural rights; human rights education (HRE) with certain target groups, such as teachers and security personnel; and minority rights

Part B

Question and Answer Period

20 min

The resource persons respond to participants' questions.

Cont'd ▶ ▶ ▶

Activity 2 cont'd

Notes

Part C

The NHRC's HRE Activities

30 min

NHRC staff present a summary of the NHRC's HRE activities.

Specific points to address are the following:

- HRE activities according to the NHRC's Activity Plan
- expected and actual results of the activities

Refer to **Appendix 1** for more information on human rights education (HRE).

Part D

Measuring the Impact of HRE Activities

15 min

The facilitator describes in more detail different types of results (outputs, outcomes, and impacts) and how the NHRC's HRE activities are guided by a process of transformative learning. (Refer to **Appendices 2 and 3** for more information on *results* and *transformative learning*.)

Cont'd ▶ ▶ ▶

Activity 2 cont'd

Notes

Part E

Presentation on Effective HRE Programs

1 hr 15 min

The resource person discusses the experience of the South African Human Rights Commission (SAHRC) in institutionalizing human rights and the development of human rights education programs within various sectors of South African society.

In particular, she discusses the following:

- background information on the SAHRC (including its mandate and an overview of its approach to HRE within the human rights context in South Africa)
- the different sectors where the SAHRC has developed HRE programs
- the content of the HRE activities
- the results of the HRE activities
- challenges associated with working in HRE in conflict/post-conflict environments

Cont'd ▶ ▶ ▶

Activity 2 cont'd

Part F

Synthesis / Question and Answer Period

30 min

The facilitator synthesizes the resource person's presentation and opens the floor for questions and discussion from the participants.

Notes

End of Activity ■

Activity 3 Advantages and Challenges in Conducting Effective HRE through Partnerships

Objectives

- To share the experience of the SAHRC regarding advantages and challenges in conducting HRE activities through partnerships.
- To identify advantages and challenges for effective HRE activities through partnerships in the context of Nepal.
- To develop methods to benefit from the advantages and to address the challenges associated with working in partnerships.

Time

2 hrs 30 min

Description

Part A

Identifying Advantages of Partnerships

20 min

The facilitator divides participants into three groups: NHRC, NGOs, and Government. Each group lists the advantages of working with the other groups by answering the questions below.

1. **NHRC Group:** What are the advantages of working on HRE activities with NGOs and with Government?
2. **NGO Group:** What are the advantages of working on HRE activities with Government and the NHRC?
3. **Government Group:** What are the advantages of working on HRE activities with the NHRC and NGOs?

Use the framework in the table on the next page to guide your discussion. Prepare a flipchart version of the table to present to the large group in **Part B**.

Cont'd ▶ ▶ ▶

Activity 3 cont'd

Part B Group Presentations
25 min

Each group presents the results of their discussion to the large group and the facilitator synthesizes the salient points.

Our Group: _____	
What are the advantages of working on HRE activities with _____?	What are the advantages of working on HRE activities with _____?
1. 2. 3. 4. 5. 6. ...	1. 2. 3. 4. 5. 6. ...

Cont'd ▶ ▶ ▶

Activity 3 cont'd

Part C **Presentation on Partnerships in HRE**

45 min

The resource person discusses the SAHRC's experience in creating and maintaining partnerships in HRE programs.

In particular, she discusses the following:

- different HRE activities conducted through partnerships
- how the SAHRC has created and maintained effective partnerships
- how the SAHRC has addressed challenges in sustaining partnerships

Notes

Cont'd >>>

Activity 3 cont'd

Part D

Working in Partnerships: Advantages and Challenges

45 min

The facilitator divides participants into small groups. Each group examines a particular type of HRE activity (e.g., advocacy campaign, training at the grassroots level, workshops for media, community interaction programs, review of school curricula, etc.) and lists the advantages and challenges of partnering with other stakeholders to develop and implement that HRE activity.

For the advantages, refer to the ones you identified in **Part A**.

Use the framework in the table on the next page to guide your discussion. Prepare a flipchart version of the table to present to the large group in **Part E**.

Part E

Group Presentations

30 min

Each group presents the results of their discussion to the large group. The resource person comments on the presentations and the facilitator synthesizes the salient points.

Cont'd ▶ ▶ ▶

Activity 3 cont'd

Type of HRE Activity:	
Advantages of Working in Partnerships - - -	How Do We Capitalize on These Advantages? - - -
Challenges of Working in Partnerships - - -	How Do We Address These Challenges? - - -

End of Activity ■

Activity 4 Moving Forward

Objectives

- To identify specific areas of collaboration with stakeholders (NGOs and Government) in the planning, development and implementation of existing NHRC HRE activities.
- To develop a plan of action for specific areas of collaboration among the NHRC, NGOs and Government for these HRE activities, including next steps and a timeline.
- To identify possible new areas of collaboration in HRE between/among the NHRC and its stakeholders.

Time

4 hrs 30 min

Description

Part A

Moving Forward

2 hrs

The facilitator divides participants into small groups. Each group develops a strategic workplan for a specific area of the NHRC's Activity Plan.

Elements to identify are the following:

- NHRC Strategic Objective(s)
- activities indicated in the NHRC's Activity Plan
- potential areas of collaboration (including concrete steps promoting collaboration)
- resources
- roles and responsibilities
- expected results
- risks and assumptions
- timeline

Use the framework in the table on the next page to guide your discussion. Prepare a flipchart version of the table to present to the large group in **Part B**.

Cont'd ▶ ▶ ▶

Strategic Workplan

Strategic Objective(s)	Activities	Areas of Collaboration (identify concrete steps)	Roles and Responsibilities	Resources	Expected Results	Risks and Assumptions	Timeline

Strategic Workplan

Strategic Objective(s)	Activities	Areas of Collaboration (identify concrete steps)	Roles and Responsibilities	Resources	Expected Results	Risks and Assumptions	Timeline

Activity 4 cont'd

Part B

Group Presentations

1 hr 15 min

Each group presents the results of their discussion to the large group. The resource person comments on the presentations and the facilitator synthesizes the salient points.

Notes

Cont'd ▶ ▶ ▶

Activity 4 cont'd

Part C Individual Initiative

15 min

Each participant takes the time to complete the “Individual Initiative” below and shares some of their ideas with other participants in **Part D**.

Individual Initiative	
Name:	
Institution/Organization:	
How I plan to share the results of this workshop with my colleagues:	
What I will do to continue to interact and exchange with other participants:	

Cont'd ▶ ▶ ▶

Activity 4 cont'd

Part D

Conclusion and Recommendations

45 min

The facilitator invites some participants to share their Individual Initiatives with the large group and concludes by eliciting from participants concrete recommendations for future actions.

Notes

End of Activity ■

Activity 5 Workshop Evaluation and Closing Ceremony

Objectives

- To evaluate the workshop.
- To close the workshop.

Time

45 min

Description

Part A

Workshop Evaluation

15 min

Participants complete a general evaluation questionnaire for the workshop.

Part B

Closing Ceremony

30 min

Workshop organizers formally close the workshop.

End of Activity ■

Appendix 1: Definitions of 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 systems, 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;
- 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.

Appendix 2: Assessing Impact of Human Rights Education – 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.

*What are the changes at the **societal** level?*

OUTCOMES – Medium-term results

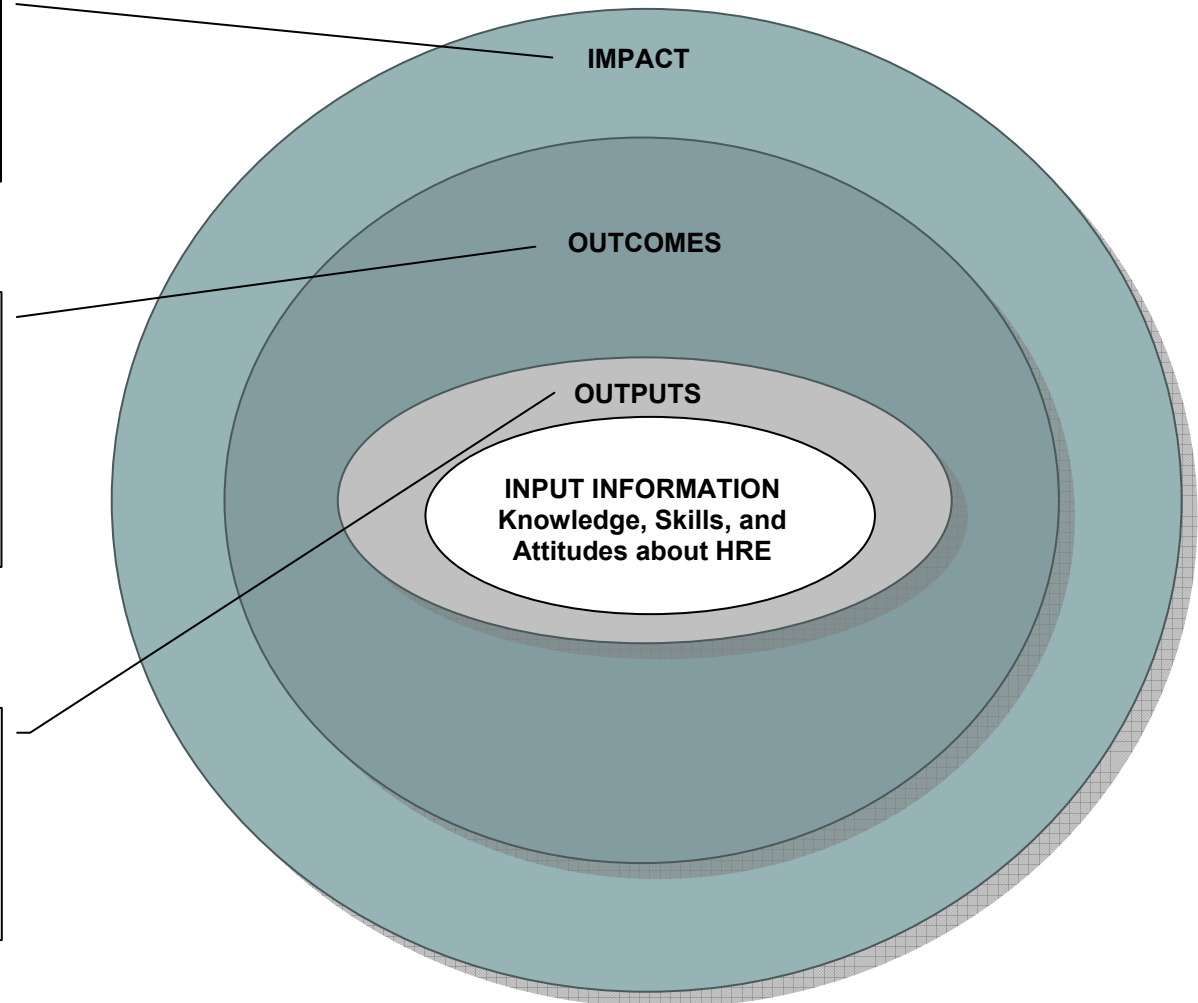
Outcomes are logical consequences of outputs achieved. This is generally the level where the end users take ownership of HRE work.

*What are the changes at the **institutional / organizational** level?*

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.

*What are the changes at the **individual** level?*



Appendix 3: Essential Practices and Ideal Conditions for Fostering Transformative Learning

Below are the essential practices and conditions for fostering transformative learning as identified by J. Mezirow¹ and subsequent researchers that supported and expanded on his findings.

1) Ideal learning conditions

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

2) Learning situations that are open and promote critical reflection

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

3) Transformative learning as experiential

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

4) Participant-centered curriculum

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

5) Feedback and self-assessment

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

6) Group setting for transformative learning

Significant conditions for transformative learning in a group context include:

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

Continued

¹ 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.

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

7) Facilitator characteristics

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

Source: Nazzari, V., 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.