LOCAL CHANGE-MAKERS

Training Manual on Human Rights Education for Teachers, Young People, and Women Activists

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However, the idea of "human rights" is the result of the philosophical thinking of modern times, based on the philosophy of rationalism and enlightenment, on liberalism and democracy, but also on socialism. Even though the modern concept of human rights mainly emanated from Europe, it must be stated that the notions of freedom and social justice, which are fundamental to human rights, are part of all cultures. The United Nations under the leadership of Eleanor Roosevelt, René Cassin and Joseph Malik developed the UDHR on which 80 people from the North and South worked to shape its ideas and language. Human rights have become a world wide concept, with strong influences from the East and the South, i.e. the concept of economic, social and cultural rights, the right to self-determination and to development, the freedom from racial discrimination and apartheid.

and life skills and deepens students' understanding of course material. Knowledge and skills to be gained from human rights education.

- Critical thinking, analyzing credibility and authenticity of cause-effect relationships, formulating analysis and asking questions;
- Viewing an issue from multiple perspectives and identifying bias in your own and other's opinions;

- Research and data collection, use of statistics, reporting and monitoring techniques, and measuring human rights violations.
- Human rights education also supports the learning of concepts of civic participation and government obligation to its citizens.
- Finally, human rights education stimulates and engages learners, helps them relate emotionally and intellectually to course material, and helps them make connections between their own lives and events happening elsewhere.

Levels	Goals	Key Concepts	Practices	Specific Human Rights Problems	Education Standards & Instruments
- Early Childhood - Preschool & lower Primary school - Ages 3 to 7	- Respect for self - Respect for parents and teachers - Respect for others	- Self - Community - Responsibility	- Fairness - Self-expression - Listening	- Racism - Sexism - Unfairness Hurting People (feeling, physically)	- Classroom rules - Family life - Community standards - Convention on the Rights of the Child
- Later Childhood - Upper primary school - Ages 8 to 11	- Social Responsibility - Citizenship - Distinguishing wants from needs from rights	- Individual rights - Group rights - Freedom - Equality - Justice - Rule of law - Government - Security - Democracy	- Valuing diversity Fairness - Distinguishing between fact and opinion - Performing school or community service - Civic participation	- Discrimination/prejudice - Poverty/Hunger - Injustice - Ethnocentrism - Passivity	- Structure of UDHR - History of human rights - Local, national legal systems - Local and national history in human rights terms - UNESCO, UNICEF
- Adolescence Lower secondary school - Ages 12 to 14	- Knowledge of specific human rights	- International law - World Peace - World Development - World Political Economy - World Ecology - Legal Rights - Moral Rights	- Understanding other points of view - Citing evidence in support of ideas - Doing research/ gathering information - Sharing information - Community service and action	- Ignorance - Apathy - Cynicism - Political repression - Colonialism/imperialism - Economic globalization - Environmental degradation	- UN Covenants - Elimination of racism Elimination of sexism - Regional human rights conventions - UNHCR - NGOs
- Older Adolescents and Adults - Upper secondary school and adult groups - Ages 15 and up	- Knowledge of human rights standards - Integration of human rights into personal awareness and behaviors	- Moral responsibility/ literacy	- Participation in civic organizations - Fulfilling civic responsibilities - Civic disobedience - Community services and action	- Genocide - Torture	- Geneva Conventions - Specialized conventions - Evolving human rights standards

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SECTION THREE

A Five-day Training Program for Teachers, Young People and Women Activists

IN THIS SECTION

-- A Five-day Training Agenda:
- Module 1: Getting Started
- Module 2: Effective Human Rights Education – A Tool for Social Change
- Module 3: Developing a Model for a Training Session
- Module 4: The Human Rights Educator and the Art of Facilitation
- Module 5: Model for Your Training Session

A FIVE-DAY TRAINING AGENDA[1]

Day 1	**Module 1: Getting Started**	
Activity 1	Group and Training Introductions	45 min
Activity 2	Guidelines for Working Effectively as a Group	30 min
Activity 3	Expectations, Resources and Workshop Content	30 min
Activity 4	Participatory Methodology and HRE	45 min
Activity 5	*Profile of a Human Rights Educator: Self-Assessment*	30 min
Day 2	**Module 2: Effective Human Rights Education – A Tool for Social Change**	
Activity 1	Our Understanding of HRE and its Goal	1 hr
Activity 2	Transformative Learning: Theory and Practice	1 hr 30 min
Activity 3	The Transformative Potential of HRE	45 min
Activity 4	Measuring Impact	30 min
Activity 4	Developing Human Rights Training for Results	2 hrs
Activity 5	Educational Development Cycle	15 min
Day 3	**Module 3: Developing a Model for a Training Session**	
Activity 1	Developing a Training Session – The Basics	30 min
Activity 2	Assessing Learning Needs of Your Target Audience	2 hrs 30 min
Activity 3	Determining Goals and Objectives	1 hr 15 min
Activity 4	Determining Training Content	2 hrs
Activity 5	Determining Training Materials and Techniques	2 hrs 30 min
Day 4	**Module 4: The Human Rights Educator and the Art of Facilitation**	
Activity 1	The HR Educator's: Core Values and Beliefs	30 min
Activity 2	Setting the Climate	45 min
Activity 3	Facilitation Dilemmas	1 hr 15 min
Activity 4	Handling Conflict in our HRE and HR Work	45 min
Day 5	**Module 5: Model for Your Training Session**	
Activity 1	Putting Together the Model for Your Training Session	2 hrs
Activity 2	Presentations of Participants' Models for Their Training Session	1 hr 30 min
Activity 3	The Continuous Improvement Cycle	45 min
Activity 4	Evaluation Techniques	45 min
Activity 5	Transfer of Learning	1 hr
Activity 6	Planning for Follow Up to Your Training Session	45 min
Activity 7	Evaluation of Workshop	30 min
Activity 8	Closing of Workshop	15 min

1 *It is worth to acknowledge that this section has based most of its content from another training manual called "Training of Trainers: Designing and Delivering Effective Human Rights Education", developed in 2007 by the Equitas - International Centre for Human Rights Education*

Module 1
Getting Started

Day 1	Module 1: Getting Started	
Activity 1	Group and training Introductions	45 min
Activity 2	Guidelines for Working Effectively as a Group	30 min
Activity 3	Expectations, Resources and Workshop Content	30 min
Activity 4	Participatory Methodology and HRE	45 min
Activity 5	Profile of a Human Rights Educator: Self-Assessment	30 min

Overview

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

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

Activity 1:	**Group Introductions**

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

Time: 45 min

Description: This activity is divided into two parts

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

In Part B, the facilitator will lead a debriefing of the content and process of the activ ity.

25 min **Part A Introductions**

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

Empathy *Respect* *Equality* *Love*

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

Introduce yourself (name, country/province/region, organization) to the other partici pants gathered around the same value/attitude.

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

The facilitator then asks each group member to introduce himself/herself and explain the reasons for his/her choice.

20 min **Part B Large Group Discussion**

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

The facilitator asks participants to reflect on the questions below.

Reaction

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

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

Activity 2:	Guidelines for Working Effectively as a Group

Objective: To develop guidelines for working effectively as a group

Time: 30 min

Description: This activity is divided into two parts.

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

In Part B, you will determine guidelines for working effectively as a group during this work shop.

5 min **Part A Brainstorming**

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

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

15 min **Part B Identifying Guidelines for Working Effectively as a Group**

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

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

Examples of helpful guidelines include the following: Listen and "hear" what is being said; avoid put-downs of yourself or others; refrain from speaking too often or too long; give everyone a chance to speak. (See the More about… box on the next page.)

10 min **Part C Large Group Discussion**

The facilitator leads a large group discussion, addressing the questions provided be low.

- Who should be responsible for monitoring compliance with agreed to guidelines?
- Who should intervene when someone does not comply?
- What should we do if someone does not comply with any of the guidelines agreed upon?

Other questions to consider:

- Is the setting of guidelines appropriate for every type of human rights education event?
- Are there guidelines that should be common to every group?
- Are there conditions that influence the kinds of guidelines that are developed? For example, if there are more men than women in the group? More participants who are senior than junior from the same organization? How can a facilitator ensure equal participation in cases like these?
- What are some successful practices for setting group guidelines?
- Is it appropriate for the facilitator to suggest some of the guidelines or should this be left entirely to the participants?
- Is your approach to these group guidelines different when you are a participant and when you are the facilitator in a workshop?
- What are some successful practices for setting group guidelines?

Working Effectively As a Group

Human rights educators use different formulations to refer to behaviours and attitudes conducive to effective group work. Some use the term ground rules while others 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 group activity while a mutual agreement facilitates the functioning of a group. In his book, Using Ground Rules to Negotiate Power in the Classroom, L. Briskin describes ground rules as 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 coming to a consensus about guidelines to be adopted, Briskin contends that participants 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 being heard.

Briskin goes on to say, "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."

Reference Sheet 1: Summary of the articles of the UDHR

1. Right to equality ("All human beings are born free and equal in dignity and rights.")
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

Activity 3 Expectations, Resources and Workshop Content

Objective To review participants' expectations and resources in relation to the workshop goal, objectives and content

Time 30 min

Description This activity is divided into two parts.

In Part A, you will examine your expectations and resources for the workshop.
In Part B, the facilitator will review the workshop goal, objectives and content in relation with expectations and resources expressed.

15 min Part A Expectations and Resources

In the pre-training assignments (PTAs) completed by the participants a few weeks prior to the workshop, they provided information on their expectations and resources with respect to knowledge, skills, and experience in planning, designing and delivering human rights training. (See Appendix 2 for a blank copy of the PTA.)

Using the information gathered from the PTAs, the facilitator prepares beforehand a flipchart version of the Expectations and Resources chart. (See sample below.)

The facilitator then gives participants the opportunity to review the information and make sure that their expectations and resources are listed. Participants are invited to add any other expectations and resources they feel should be included.

	Expectations	**Resources**
Experience /Skills	- - -	- - -
Information/ Knowledge	- - -	- - -

The facilitator comments on the expectations and resources, highlighting commonalities and differences.

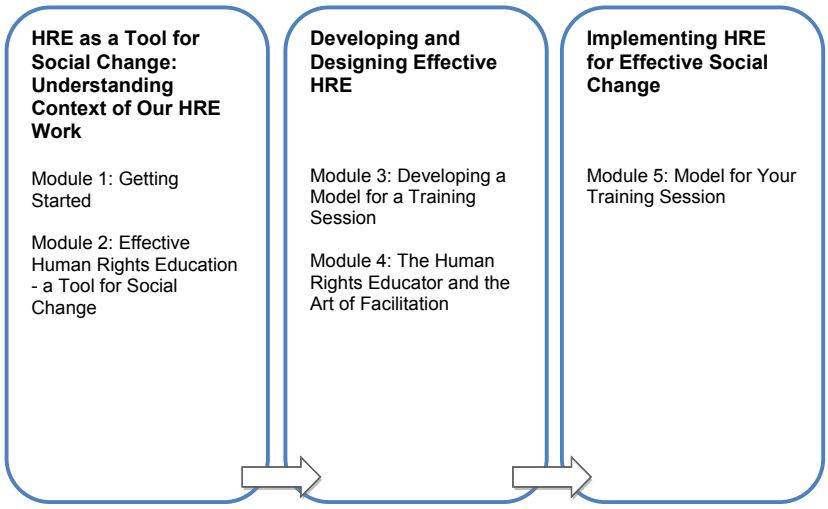
The facilitator also explains the idea of a parking lot, where participants can list issues, topics and questions not necessarily addressed during the training, but which are nonetheless of interest to participants. The parking lot issues can be listed on a flipchart posted in the room and discussed informally during breaks.

15 min Part B Presentation: Goal, Objectives and Content

The facilitator then reviews the goal, objectives and content of the workshop referring to the participants' expectations and resources. See Reference Sheet 2: Workshop Framework.

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

Reference Sheet 2: Workshop Framework



Activity 4 Participatory Methodology and HRE

Objective To review the underlying principles of a participatory approach and its appropriate ness for HRE

Time **45 min**

Description This activity is divided into three parts.

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

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

In Part C, the facilitator will lead a discussion on a participatory approach for HRE.

5 min **Part A Personal Learning Experience**

Answer Questions 1 and 2 below individually and then share your answers with the group.

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

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

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

10 min Part B Keys to Successful Learning – Large Group Discussion

Discuss the following questions as a group.

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

- How do they relate to your understanding of a participatory approach in education?
- The facilitator calls the participants' attention to Reference Sheet 3: Keys to Successful Learning.

30 min Part C Presentation: A Participatory Approach for HRE

The facilitator begins by doing a short presentation highlighting the main ideas presented on Reference Sheet 4: Participatory Approach. He/She then leads a discussion on the ideas pre ented.

Questions to consider:

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

Reference Sheet 3: Keys to Successful Learning

The key factors to successful learning outlined below are also central features of a Participatory Approach.

1. ***Doing***
   - Learning by experiencing results in successful learning

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

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

4. ***Responsibility for Learning***
   - Encouraging participants to take responsibility for their learning and actions en-ables them to better achieve their learning goals

Reference Sheet 4: Participatory Approach

Underlying Beliefs

People learn more effectively when:

- Their own capacity and knowledge are 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 Training Event

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

Some Assumptions about Ourselves as Educators

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

The Curriculum Design Model

The "Spiral Model", which is the design model used by Equitas in planning its human rights training, incorporates principles of effective adult education. This model suggests that:

1. Learning begins with the experience and knowledge of the participants. The educational approach is learner-centred and aims at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.

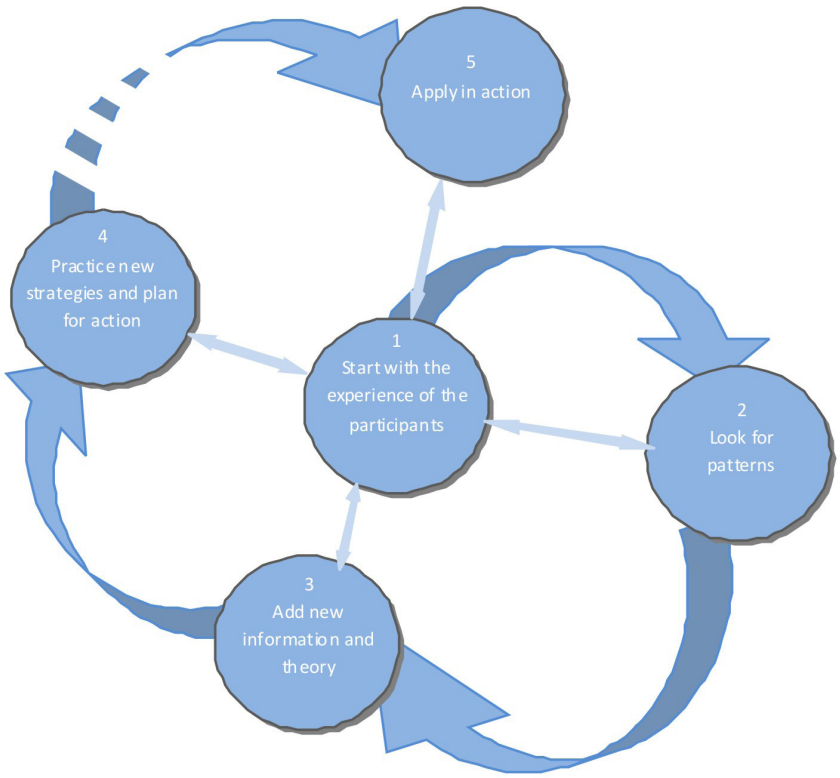
2. After the participants have shared their experience, they analyze that experience and look for patterns (i.e., what are the commonalties? what are the patterns?)

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 training design and are systematically carried out throughout. They are not just done at the end.

The Spiral Model



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

Why a Participatory Approach for Human Rights Education

A participatory approach to human rights training is appropriate because

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

1. Human rights are part of our experience

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

We need to be active participants in human rights, not recipients of rights granted by others. Think about questions like: "Where do human rights come from? Documents? Tradition? Governments? God?" Human rights are not only for "experts." All of us have theories about human rights. Accordingly, a participatory approach to 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 on conflicting values

Another reason for a participatory approach to HRE is because human rights involve norms and values. These values are evolving, are rarely unambiguous, and often conflict (e.g., right to a clean environment vs. right to employment, right to religious expression vs. right to an identity, right to free expression vs. right to freedom from persecution). These are the kinds of dilemmas that spark our reflection. John Dewey† in "How We Think" described learning as a process of reflecting on experiences that puzzle us. There is no right answer to these questions. Therefore, we need to be active participants in figuring out the answers.

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

All of us can benefit from analyzing human rights. We come from different societies where different kinds of rights are accorded different priorities: collective rights (development, environment) v. individual rights (develop own property); political and civil rights (vote, speech, assembly); social and economic rights (employment, health care, education). We need to question and analyze the assumptions underlying 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 involved in human right work is an agent of social change and justice. We need to create more agents.

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

Paulo Freire said, "Our reason for being is to be a subject, not an object, to act upon and transform the world." Learning to act upon the world implies a different relation between students and teachers: "Individuals gain back the right to say his or her own word, to name the world." "I now realize I am a person, an educated person." "We were blind; now our eyes have been opened." "Before this, words meant nothing to me; now they speak to me, and I can make them speak." (Freire)

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

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

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

4. HRE should spark reflection

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

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

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

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

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

we face are rarely straightforward.

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

Social Transformation

Defining Social Transformation

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

On Achieving Social Transformation

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

Briskin goes on to say, "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."

Activity 5	Profile of a Human Rights Educator: Self-Assessment

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

Time — **45 min**

Description — **This activity is divided into two parts.**

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

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

25 min Part A Presentation: Self-Assessment and Areas of Improvement

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

- Are there any areas that you can identify where the group has considerable expertise? What are they?
- What are the areas that the group seems to have challenges with?
- What are the common facilitation dilemmas identified?
- What are the personal characteristics identified that are key to being an effective facilitator?
- What are your personal strengths and challenges compared with the rest of the group?

The facilitator then has participants compare the results of the self-assessment to the expectations and resources discussed in Activity 3 of this Module.

20 min Part B Actions for Improvement – Large Group Discussion

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

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

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

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

Analyzing Data from PTAs
Some questions to consider when analyzing data from a pre-training assignment for a training-of-trainers workshop

• The results of the self-assessment part contained in the PTA provide "baseline data" on participants' level of experience as human rights educators. How can these characteristics be measured once the training is completed?

• When applicants to a training workshop fill out a questionnaire such as this one, how candid do you think they are? For example, do you think some applicants might say they are less experienced than they are in the hopes of being selected?

Baseline Data on Participants' Knowledge and Skills Level

Baseline data are often gathered through intake interviews, pre-training assignments and observations and are used later for comparing measures that determine changes in a program.

Before you can actually measure performance, you must first have a reference point for each indicator; baseline data and/or benchmarks can serve that purpose. If reliable historical data on your performance indicators exists, then it should be used; otherwise, you will have to collect a set of baseline data at the first opportunity.

What are baseline data?
Baseline data are quantitative and qualitative data collected to establish a profile at the time that a program commences. This will be used as a benchmark for assessing program-induced outcomes. Baseline data are collected at one point in time and is used as a point of reference for measuring results.

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

Day 2	Module 2: Effective Human Rights Education – A Tool for Social Change	
Activity 1	Our Understanding of HRE and its Goal	1 hr
Activity 2	Transformative Learning: Theory and Practice	1 hr 30 min
Activity 3	The Transformative Potential of HRE	45 min
Activity 4	Measuring Impact	30 min
Activity 4	Developing Human Rights Training for Results	2 hrs
Activity 5	Educational Development Cycle	15 min

Overview

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

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

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

Activity 1	Our Understanding of HRE and Its Goal

Objective: To develop a common understanding of HRE and its goal

Time: 1 hr

Description

Introduction

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

Instructions

This activity is divided into three parts.

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

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

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

15 min Part A My Understanding of HRE

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

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

---

2. Why do you do HRE work? Why do you think it is important?

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25 min Part B Review of Definitions of HRE – Small Group Work

The facilitator divides participants into three groups and has each group review the definitions of HRE provided in Reference Sheet 6: On Human Rights Education.

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

20 min Part C Towards a Common Understanding of HRE

The facilitator reviews the ideas presented in Part A and the outcome of your small group discussions from Part B with the whole group. Drawing on this information, as a group, agree on and formulate a common understanding or definition of HRE and its main goal.

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

Reference Sheet 1: On Human Rights Education

1. Definition of HRE from the Draft Plan of Action for the First Phase (2005 – 2007) of the World Programme for Human Rights Education

Introduction

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

Context and Definition of HRE

The international community has increasingly expressed a consensus that HRE 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 HRE have been incorporated in many international instruments, including the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), the Convention on the Rights of the Child (art. 29), the Convention on the Elimination of All Forms of Discrimination against Women (art. 10), the International Convention on the Elimination of All Forms of Racial Discrimination (art. 7) and the Vienna Declaration and Programme of Action (Part

I, pares. 33-34 and Part II, pares. 78 - 82), as well as the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in Durban, South Africa, in 2001 (Declaration, pares. 95-97 and Programme of Action, pares. 129-139).

In accordance with these instruments, which provide elements of a definition of HRE as agreed by the international community, HRE 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:

- The strengthening of respect for human rights and fundamental freedoms
- The full development of the human personality and the sense of its dignity
- The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups
- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law
- The building and maintenance of peace
- The promotion of people-centred sustainable development and social justice

Understanding of HRE

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

The goal of HRE is empowerment. The result is social change. HRE involves the exploration of human rights principles and instruments and the promotion of critical reflection and inquiry. Ultimately, HRE 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 HRE 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, discussion to street theatre and festivals) but the challenge lies in discovering how to truly communicate across different cultures, values, and perceptions.

Activity 2 Transformative Learning: Theory and Practice

Objective To review the main elements of the theory of transformative learning and examine how training can meet many of the essentials practices and conditions for fostering transformative learning

Time 1 hr 30 min

Description

Introduction
In Activity 1, we presented our view of HRE as:

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

Our understanding of HRE 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.

In this activity, you will examine the main elements of a transformative learning model.

Instructions
This activity is divided into four parts.

In Part A, you will reflect on a personal transformative experience.
In Part B, the facilitator will do a short presentation on transformative learning theory.
In Part C, you will work in small groups to identify examples of transformative learning in training that you have given or attended.
In Part D, you will present the results of your small group discussion to the larger group.

5 min Part A Personal Transformative Experience

Answer Questions 1 and 2 below individually and then share your answers with the group.

1. Think of an event (life experience, work, training) that has changed the way you look at the world, people or life in general. Write it down below.
2. Now write down in a few words how that event changed you.

20 min Part B Presentation: Transformative Learning Theory

The facilitator will:

- Provide an explanation of what transformative learning involves
- Describe the ideal conditions for transformative learning with examples from his/her own training experience

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

30 min Part C Identifying Examples of Ideal Conditions – Small Group Work

The facilitator divides participants into small groups. He/She then assigns to each group one or two of the ideal conditions for transformative learning. See Reference Sheet 7: Essential Practices and Conditions for Fostering Transformative Learning.

Together with the members of your group, identify examples of these ideal conditions from your experience during any training that you have given or attended and record your responses in Worksheet 2.

35 min Part D Group Presentations and Discussion

The small groups present the results from the discussions in Part C.
The facilitator highlights the links between transformative learning and participatory methodology for HRE. He/She leads a discussion addressing the questions below.

- If the goal of HRE is "empowerment" in order to bring about social transformation, then why is a participatory methodology essential?
- Why is a participatory methodology essential for transformative learning?
- Should participants be engaged in activities and reflections aimed at fostering transformative learning if these may lead to strong emotional reactions on their part?

Conditions for Fostering

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

Below are the essential practices and conditions for fostering transformative learning as identified by J. Mezirow 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. **Open, democratic learning situation:** The establishment of a learning situation that is democratic, open, rational, provides 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-centred curriculum:** Effective structural methods that support a learner-centred approach, promote student autonomy, participation and collaboration and activities that encourage the exploration of alternative personal perspectives, problem posing and critical reflection.

5. **Feedback and self-assessment:** Learning conditions that support appropriate and timely feedback are key aspects of a participatory learning process. Having an environment that supports the capacity to depersonalize critiques of others' ideas and also how to receive critiques from others.

6. **Group setting for transformative learning:** Significant conditions for transformative learning in a group context include the opportunity to get to know the cultural background of participants in the group; the importance of embracing and not avoiding "dissonance and conflict"; the necessity to act on new ideas.

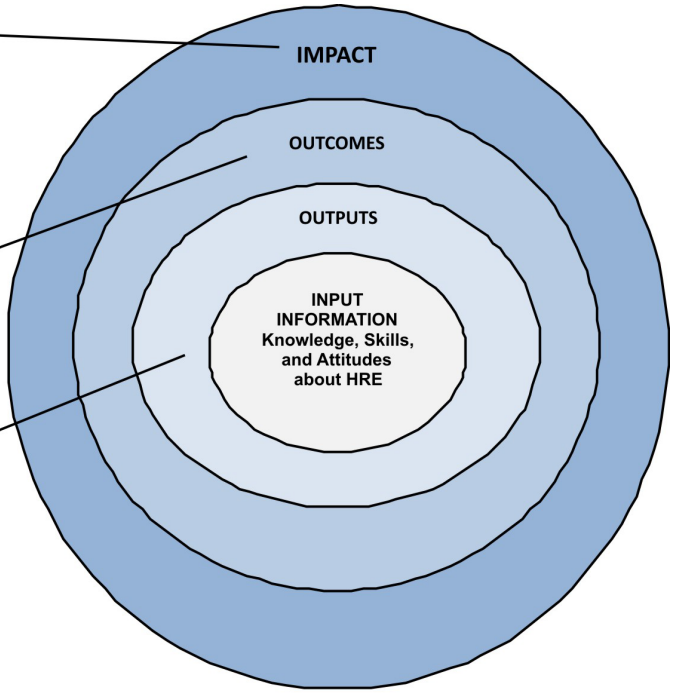
7. **Facilitator characteristics:** "Teachers" need to be trusting, empathetic, caring, authentic, sincere and demonstrate a high degree of integrity.

The graphic below illustrates a transformative learning process*.

IMPACT – Long-term results
Impact is concerned with **HOW** the current situation differs from the original circumstances. According to D. Sprenger, impact means a "certain change or effect in a context, caused by an activity or bundle of activities". Long-term results are 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 participants, what changes do you want to see happening in terms of the participants?



** Adopted from: Training of Trainers: Designing and Delivering Effective Human Rights Education", developed in 2007 by the Equitas - International Centre for Human Rights Education*

Worksheet 1: Conditions for Fostering Transformative Learning

Conditions/Practices	Examples
Ideal learning conditions	
Learning situations that are open and promote critical reflection	
Transformative learning as experiential	
Participant-centered curriculum	
Feedback and self-assessment	
Group setting for transformative learning	
Facilitator characteristics	

Activity 3	The Transformative Potential of HRE
Objective	**To reflect on the transformative potential of HRE work**
Time	**45 min**
Description	

Introduction

"Many human rights educators…are convinced that the work that they do is transformative — empowering the people they work with to make changes in their own lives, as well as in their families, communities and institutions around them. Our intuition about impact can be better recognized and understood through placing such trainings within a transformative learning framework that recognizes the conditions leading to such changes." 4

Our HRE work should aim to contribute to the kinds of societal changes which are necessary for building a culture of human rights in our societies. Some examples of these changes include:

- Increased public awareness and understanding of human rights principles
- Increased involvement of the public, men, women, boys and girls, and civil society in the promotion and protection of their rights and the rights of others
- Ratification of international and regional human rights instruments and/or adoption of human rights-friendly constitutions
- Revision of existing domestic legislation to ensure that it is in conformity with human rights obligations
- Positive changes in government policy and practice
- Creation and strengthening of human rights mechanisms
- Increased collaboration among like-minded organizations and stronger networks and coalitions engaging in HRE
- Individuals who participated in HRE activities promoted to positions of influence within government or civil society

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

In Activity 2 of this Module, you examined ideal conditions for fostering transformative learning in HRE and identified examples of these conditions in training you have given or attended. In this activity, you will reflect on the transformative potential of your own HRE work and explore appropriate means to measure its impact.
This activity is divided into two parts.
In Part A, you will work in small group according to the target audience of your training to reflect on changes you envision as a result of your HRE work.

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

20 min Part A Changes Resulting from Your HRE Work – Small Group Work

The facilitator divides participants into small groups according to the target audience of their training. In your small group, reflect on what changes you envisage at the level of the individual, the organization and society as a result of your HRE work. Refer to the responses you provided in your PTA: Part C – Describing the Overall Human Rights Situation in Your Country or Community to help you getting started. Also, keep in mind the kinds of societal changes which are necessary for building a culture of human rights. Some examples were presented in the Introduction to this activity.

25 min Part B Group Presentations and Discussion

The facilitator invites the groups to share the results of their discussion on the changes they envision resulting from their HRE work and records these on a flipchart version on Worksheet 3.

The facilitator synthesizes and comments on the information presented and invites participants' comments and reflections. See also the information on the Reflection box below.

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

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

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

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

Source: D. Sprenger The Training Process: Achieving Social Impact by Training Individuals. Berghof Research Center for Constructive Conflict Management, 2005. http://www.berghof-center.org (accessed June 2, 2007).

Activity 4	Measuring Impact
Objective	**To identity ways to measure the impact of our HRE work**
Time	**30 min**
Description	

Introduction

A major challenge 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 HRE 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 behavior remains a hypothesis unproven."

Felisa Tibbitts, suggests, however, that 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 in 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: Felisa Tibbitts. Emerging Models for Human Rights Education. http://usinfo.state.gov/journals.itdhr/0302/ijde/tibbitts.htm (accessed June 16, 2002).

Instructions

This activity is divided into two parts.

In Part A, the facilitator will do a short presentation on evaluation concepts.
In Part B, the facilitator will lead a large group discussion.

15 min Part A Presentation: Evaluation Concepts

The facilitator presents the main ideas of the introduction and invites participants' comments.

Using Reference Sheet 8: Assessing Impact of HRE and Reference Sheet 9: Evaluation Concepts: the "Splash and Ripple" Analogy, the facilitator reviews evaluation concepts, using the "Splash and Ripple" analogy.

15 min Part B Methods for Measuring HRE Impact – Large Group Discussion

The facilitator leads a large group discussion to generate ideas about evaluation meth-

ods that will enable us to measure the impact of HRE. Questions to guide the discussion:

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

Reference Sheet 2: Assessing Impact of HRE*

IMPACT – Long-term results
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From the overall training, what changes would you like to see happening at the societal level?

OUTCOMES - Medium-term results
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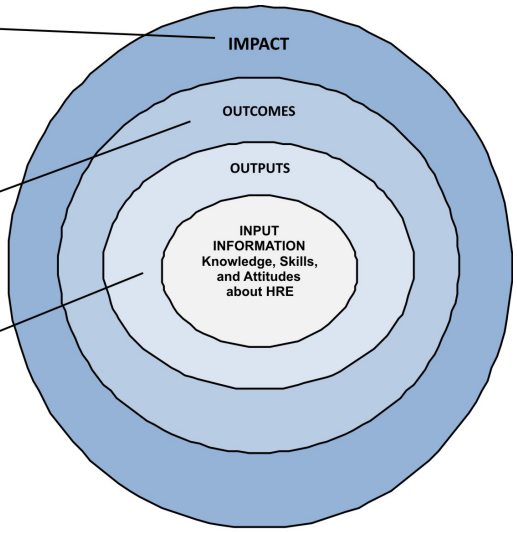
Outputs refer to immediate, visible, concrete and tangible consequences of HRE work. Capacity building begins at the level of the individual.
By training your participants, what changes do you want to see happening in terms of the participants?



Training of Trainers: Designing and Delivering Effective Human Rights Education", developed in 2007 by the Equitas - International Centre for Human Rights Education

Activity 5	Developing Human Rights Training for Results

Objective **To explore the benefits and challenges of a systematic approach to the develop-**
ment, **design and implementation of HRE**

Time **2 hrs**

Description **This activity is divided into three parts.**

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

30 min Part A Approaches to Planning HRE Work –Small Group Work

You will work in small group according to the target audience of your training to share your organization's approach to planning its HRE work.
Record the main elements from your discussion to present to the larger group in Part B using Worksheet 4.

30 min Part B Group Presentations and Discussion

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

1 hr **Part C Presentation: A Systems Approach to HRE**

The facilitator begins by presenting a model of a systems approach to planning HRE work. See Reference Sheet 10: HRE Through a Systems Approach. The facilitator highlights the following points:

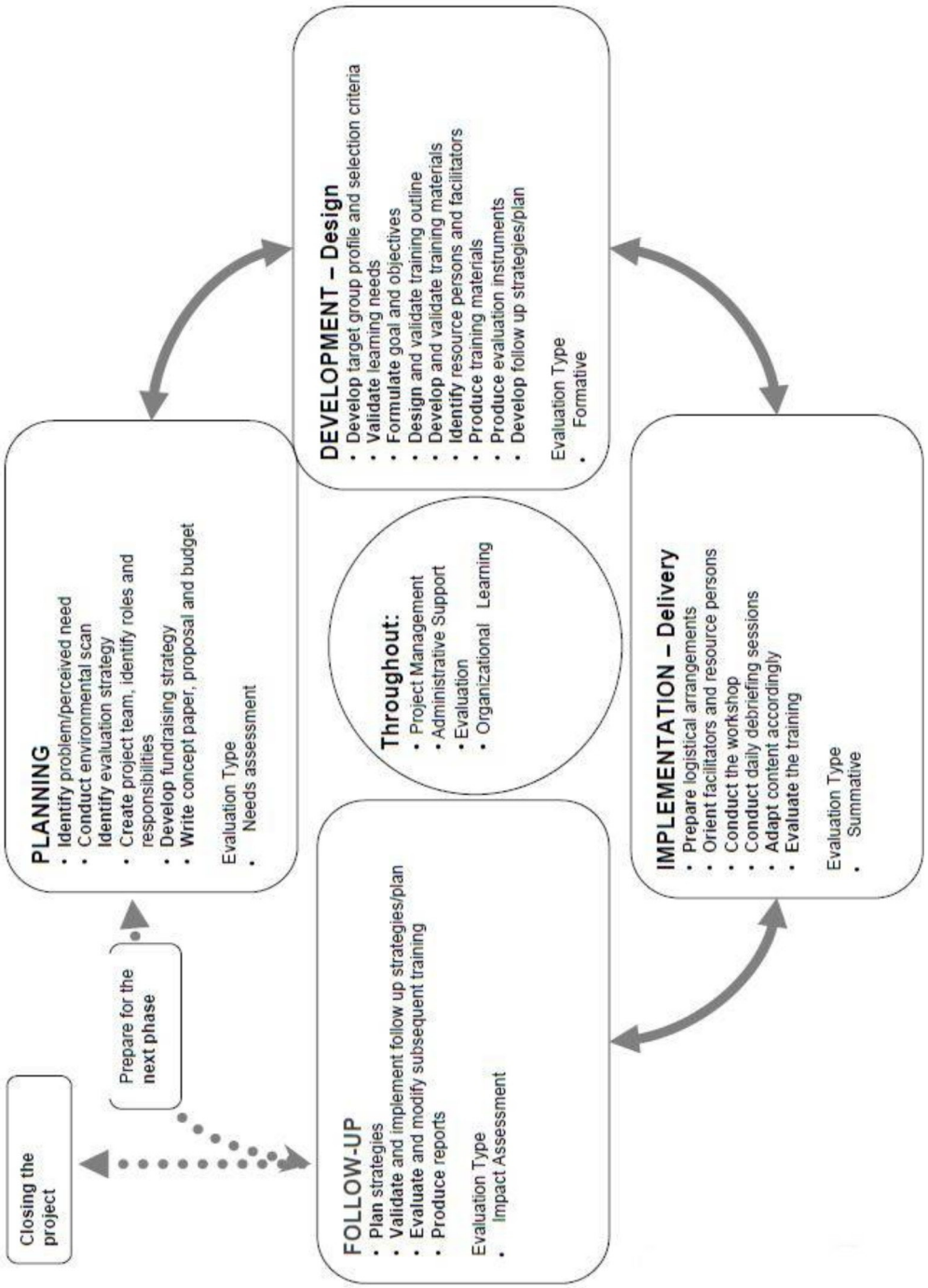
- HRE is one of a number of potential actions to address the current human rights situation in a particular country or community that can lead to desired socio-political change.
- Approaching HRE in a systematic way as discussed in Parts A and B of this activity, increases its potential effectiveness.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

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

1. What do you feel might be the challenges to using this type of approach in planning your HRE activities?
2. What do you see as the advantages of using this approach?
3. How could a system approach to planning HRE work help you in measuring the broader societal impact of your HRE work?

Worksheet 2: Approach to Planning HRE Work

Questions	Your Approach
1.How would you describe the HRE work of your organization? a) Does your organization offer one-time training activities for the same or different target groups? b) Or, does your organization offer a series of training activities for the same or different target groups that are part of a broader HRE strategy?	
2.What is the relationship between your organization's HRE 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?	
3. How are decisions made in your organization about what HRE training activities to undertake? a) Who is involved in the decision making? b) Does your organization follow a pre-defined plan of activities? c) What internal factors do you consider? For example: - Does the activity fit with the mission of the organization? - Is the activity in line with the principles and values of the organization? - Is the activity within the scope of the organization's capacity both in terms of knowledge, and skills as well as human and/or financial resources? d) What external factors do you consider? For example: - Is similar HRE work being carried out by other organizations with the same target groups? What is the existing local/national/regional capacity? - What are the potential effects of the current local/national-regional HR context for achieving the planned results? - What is the potential impact of events on the broader global scale? - Is evaluation and follow up an integral part of planning for every HRE activity your organization undertakes?	



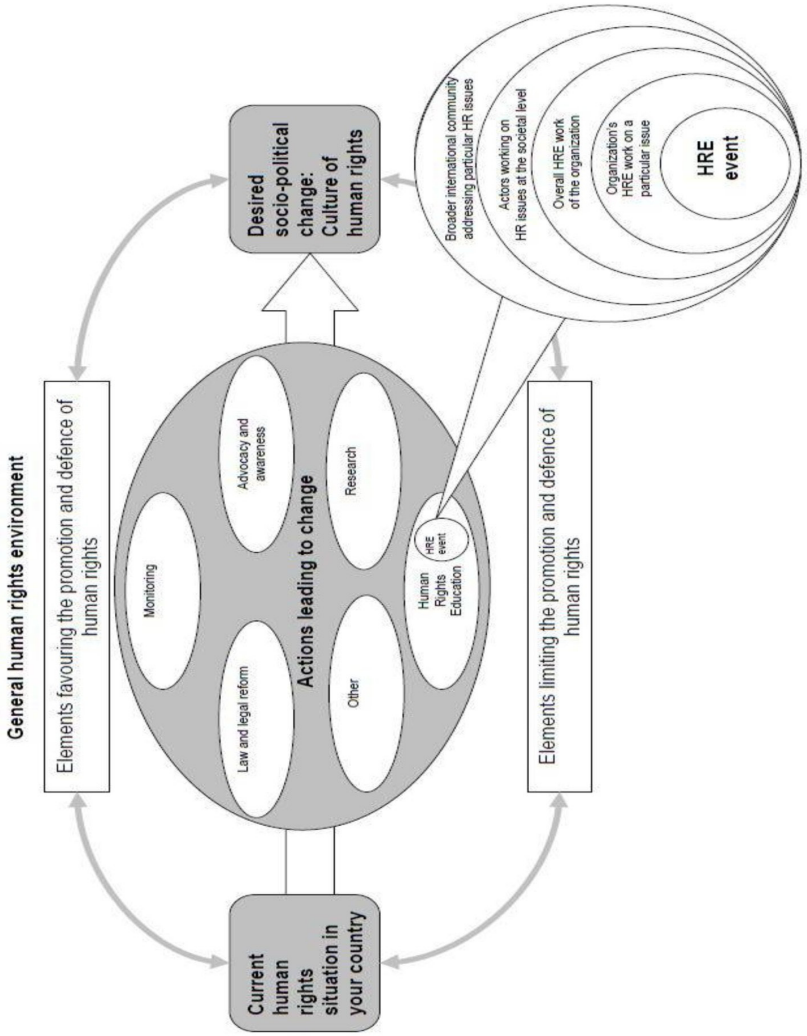
* Adopted from: Training of Trainers: Designing and Delivering Effective Human Rights Education", developed in 2007 by the Equitas - International Centre for Human Rights Education

Activity 6	Educational Project Development Cycle
Objective	**To review the components of a project development cycle appropriate for HRE**
Time	**15 min**

Description

15 min Presentation: Project Development Cycle

The facilitator presents a brief overview of the project development cycle outlined in Reference Sheet 11: Educational Project Development Cycle. This will be followed by a brief question and answer session.



Module 3
Developing a Model for a Training Session

Day 3	Module 3: Developing a Model for a Training Session	
Activity 1	Developing a Training Session – The Basics	30 min
Activity 2	Assessing Learning Needs of Your Target audience	2 hrs 30 min
Activity 3	Determining Goals and Objectives	1 hr 15 min
Activity 4	Determining Training Content	2 hrs
Activity 5	Determining Training Materials and Techniques	2 hrs 30 min

Overview

Starting in Module 3 and continuing through to Module 5 participants will work on designing a model for a HR training session for their specific target group. The aim of these modules is to have participants develop a model for training that they will actually use in their work.

In Module 3, participants will begin the process by first reviewing the steps involved in designing a training session and then outline the main elements of the training session for their respective target audience.

Participants will work in designated groups according to the actual target audiences of their training.

Activity 1	Developing a Training Session – The Basics
Objective	To review the basic steps for developing a training session
Time	30 min
Description	

This activity is divided into two parts.

In Part A, you will work in small groups to do an exercise on the steps involved when developing a training session.

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

5 min **Part A Basic Steps for Developing Training – Small Group Work**

The facilitator divides participants into small groups according to the target audience of their training. Together with the members of your group, complete the exercise on Worksheet 5.

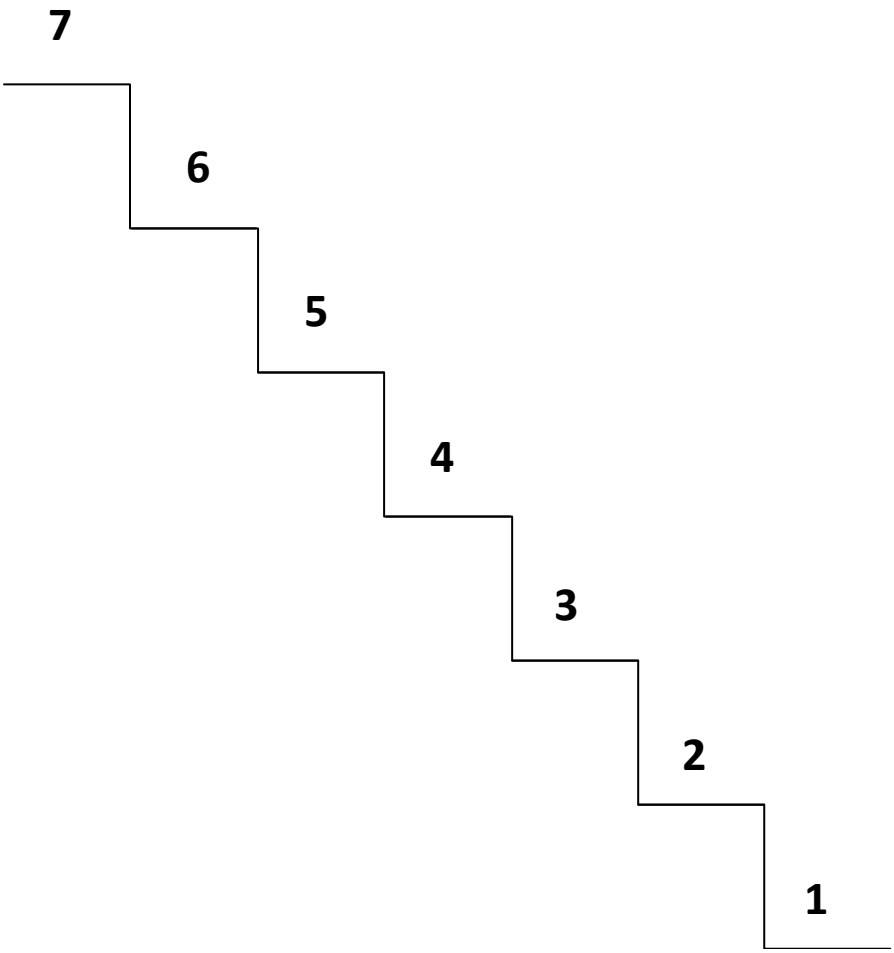
25 min **Part B Large Group Discussion**

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

The facilitator will post a flipchart version of the steps for developing a training session for easy reference as you develop the model for your HR training session.

Worksheet 1: 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 training goal and objectives
[ ] Determine learning needs (knowledge, skills, and attitudes)
[ ] Design evaluation and follow up tools/activities
[ ] Prepare training materials

Questions to consider:

1. When developing a training session, is there only one order for these steps to occur?
2. What is the relationship between the steps?
3. Do some of the steps happen more than once throughout the planning stage?

Activity 2: Assessing Learning Needs of Your Target Audience

Objective

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

Time 2 hrs 30 min

Description This activity is divided into four parts.

In Part A, you will work in small groups to reflect on identifying learning needs.
In Part B, you will share your ideas with each other using a jig saw training technique.
In Part C, you will identify learning needs for a specific target audience.
In Part D, you will present the results of your discussion to the larger group and discuss examples of learning needs assessment.

15 min Part A Reflecting on Learning Needs – Small Group Work

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

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

Refer to the More about… box below for more information about needs assessment.

Needs Assessment

1 hr Part C Identifying the Learning Needs of Your Target Audience – Small Group Work

The facilitator has participants return to their groups from Part A, divided according to the target group of their training. Determine the learning needs of your target audience. List these on flipchart versions of the Worksheets provided.

Steps to follow:

- Prepare a description of your target audience using Worksheet 6.
- Describe your perception of your target audience's learning needs. See Worksheet 7
- Determine how you will verify your assumptions about their learning needs. See Worksheet 8.
- Prepare to present this information to the other groups by completing Worksheet 9. Prepare a flipchart version of this worksheet for your presentation.

45 min Part D Group Presentations and Discussion

Keeping in mind the discussions from Parts A and B, present the information about the learning needs of your target audience.

A facilitator or resource person will comment and provide feedback. He/She will then provide examples of how training needs are determined.

Worksheet 2: Model for Your Training Session – Description of Your Target Audience

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

Target audience: _____

Occupation(s)	Description
Average age	
Gender	
Education level	
Experience in human rights and HRE	
Main human rights issues they face in their work	
Main human rights problems that arise because of target audience's actions	
Other important facts	

Worksheet 3: Model for Your Training Session – Your Perception of the Learning Needs

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

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

Worksheet 4: Model for Your Training Session – Verifying Assumptions about Learning Needs

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

Worksheet 5: Model for Your Training Session – Presentation of Your Target Audience's Learning Needs

Description of our target audience:
What we think their learning needs are:
How we plan to check our assumptions

Activity 3	Determining Goals and Objectives

Objective **To examine the usefulness of setting goals and objectives in the training pro cess and to practice writing measurable goals and objectives**

Time **1 hr 15 min**

Description

In the previous activity you identified the learning needs for the target audience of your training. You will now formulate some appropriate learning goals and objectives to address these needs.

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 writing objectives.
In Part C, you will write goals and objectives for the model of your training session.
In Part D, the facilitator will synthesize the discussion.

15 min **Part A Large Group Discussion**

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

What is the difference between a goal and an objective?

_____

_____

_____

How do they help us in developing training?

_____

_____

_____

Why are they important for our participants?

_____

_____

_____

How do they help us in evaluating our training?

_____

_____

_____

The facilitator briefly reviews goals and objectives in the context of training design. See the More about… box below.

Goals and Objectives
A goal is a broad statement about the projected outcomes of the training event.
An objective is typically more specific, expressed in measurable, observable terms. It expresses what a learner should be able to do after a training event.

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

Stating a goal and objectives for a training activity ensures that all efforts are directed towards achieving only the desired results. The key to developing objectives is to use ACTION WORDS, denoting something that can be measured or observed.

For example, understanding is extremely difficult to measure. Words like state, show or solve are precise and measurable. Clearly stated objectives enable participants to better understand what we (the trainers, facilitators) intend to do and also what is the expected outcome for them throughout the process. Source: T. W. Goad. Delivering Effective Training. San Diego: University Associates, 1982: 63-76.

15 min Part B Practice in Formulating Objectives – Small Group Work

The facilitator divides participants into small groups according to the target audience of their training. Together with the members of your group, rewrite the objectives using action words and make them as clear as possible. Make your own assumptions and add information when necessary. Focus on what you can reasonably expect to happen as a result of the training. Use the guidelines on Reference Sheet 12: Guidelines for Writing Objectives to help you.

1. To understand the concept of gender.

_____

_____

_____

2. For teachers to know how to conduct an HRE event for their students.

_____

_____

_____

3. For government officials to know of the rights in the Universal Declaration of Human Rights.

_____

_____

_____

30 min Part C Formulating a Goal and Objectives for Your Training Session – Small Group Work

In your small groups, determine the overall training goal and two main objectives for the training you are developing for your target audience and write these on Worksheet 10. Refer back to the learning needs you identified in Activity 2 of this module (see Worksheet 9). In constructing the goal and objectives, consider the following questions:

- Can the goal be achieved within the time frame of the workshop?
- Are the objectives realistic for the time you have?
- Are they appropriate for the target audience? Could you express these objectives to the group and get support for them?
- Is there a logical flow from one objective to another?
- Do the objectives address what you want the target audience to know (knowledge)?
- Do the objectives address what you want the target audience to be able to do (skills)?
- Do the objectives address what you want the target audience to feel (attitudes)?
- Are the objectives clearly formulated? i.e., Is there a clear verb that suggests an activity?

15 min Part D Large Group Discussion

The facilitator leaves participants share any comments they have on writing goals and objectives.

Reference Sheet 1: Guidelines for Writing Objectives

Identify what type of learning you expect to occur:

Knowledge

For objectives related to learning new knowledge, information, facts, use verbs such as:

- List
- Name
- Describe
- Explain
- Tell
- Identify

Skills

For objectives related to learning new skills, use verbs like:

- Apply
- Compare
- Decide
- Construct
- Create
- Solve
- Select
- Examine
- Develop
- Demonstrate
- Plan
- Implement

Attitudes

Objectives related to changing attitudes are difficult to teach and evaluate, so learning is often measured by observing behaviour. Use phrases that combine attitudes with actions, for example:

- Demonstrate respect for people in your group by learning their names and seeking their opinions.
- AVOID using words that are vague or abstract such as:
- Know
- Be familiar with
- Understand
- Think about
- Be aware of

Examples of action verbs include:

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

Source: A. Rosof. "Starting Objectives," Continuing Medical Education: A Primer. Westport, Connecticut, Praeger 1992): 52-59.

Worksheet 6: Model for Your Training Session – Goal and Objectives

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

Activity 4 Determining Training Content

Objective To determine appropriate content for a human rights training session

Time 2 hrs

Description
Introduction

The core content areas of HRE include elements related to:

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

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

Instructions

This activity is divided into three parts.
In Part A, you will work in three groups to discuss what the core content areas of HRE should include and then share the results of your discussion with the larger group.

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

In Part C, you will reflect on the core content areas identified and discussed within the larger group.

30 min Part A Core Content Areas of HRE – Small Group Work

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

- Group 1 - Knowledge: What people need to know about human rights
- Group 2 - Skills: What people need to be able to do with what they have learned
- Group 3 – Attitudes: How you behave, the way a person acts (based on what he/she knows about HR)

Together with the members of your group, take about 15 minutes to review the information provided on Reference Sheet 13: Core Elements of HRE Content and Methodology and Reference Sheet 14: Human Rights Checklist pertaining to the core content area assigned to your group. Determine the elements you feel would be essential to include in your human rights training.

Feel free to add any other elements your group feels are missing. Each group will then in turn present the results of their discussion to the larger group.

1 hr Part B Determining Content for Your HR Training Session – Small Group Work

The facilitator divides participants into small groups according to the target audience of their training.
Based on the learning needs of your target audience and the goal and objectives you have set for your training session, determine what the content of the session should include.

30 min Part C Group Presentations and Discussion

Each group in turn presents the content they have selected for their training session using the flipchart version of Worksheet 11.

The facilitator has participants reflect on the appropriateness of the content choices made by the different groups.

Questions to consider:

- Is the content appropriate for the target audience? Does it take into consideration gender and cultural differences, religious practices, and country specificities of the target audience?
- Does the content correspond to the goal and objectives of this training session in order for the envisioned changes to occur?
- If international instruments are a main component of the overall content, you might want to ask yourself, how will participants use the particular instruments? Is their need for this information at a basic, intermediate or advanced level?

Reference Sheet 2: Human Rights Content Checklist

Human Rights Information Knowledge	Human Rights Skills for Taking Action	Human Rights Values & Attitudes
• 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	• 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 • Practicing participatory decision-making • Applying human rights instruments and mechanisms	• 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

Activity 5 Determining Training Techniques and Materials

Objective: To explore the different types of techniques and materials that can be used for human rights training

Time: 2 hrs 30 min

Description: This activity is divided into three parts.

In Part A, the facilitator will present examples of techniques and activities that can be used in human rights training.

In Part B, you will work in small groups to determine the types of techniques and activities that would be most appropriate for your training session.

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

30 min Part A Presentation: Training Techniques

The facilitator discusses different training techniques that can be used in human rights training. See Reference Sheet 16: Types of Training Techniques and Activities and Reference Sheet 17: Effective Training Techniques. The facilitator engages the participants in the discussion by having them address the questions below.

1. What factors do you consider when choosing a particular technique or activity for your training?
2. How do "participatory" techniques/activities differ from more "traditional" education techniques?
3. In your experience, are some activities more appropriate and/or more successful than others? Why?
4. How do you select HRE materials?
5. Where do you look?
6. What factors do you consider in determining the sequencing of activities and materials?

1 hr Part B Identifying Effective Techniques for Your Training – Small Group Work

Work in small groups according to the target audience of your training. Decide on the techniques and activities that would be most effective for the training you are designing. See Reference Sheet 16: Types of Training Techniques and Activities and Reference Sheet 17: Effective Training Techniques. Use Worksheet 12 to record the results of your discussion.

Each group will then present their plan to the other groups in Part C.

1 hr **Part C Group Presentations and Discussion**

Each group presents the techniques and activities they have selected for their training. Other groups will provide comments and feedback.

Reference Sheet 3: Types of Training Techniques and Activities

Types of techniques can fall under several categories:

1. Group Dynamics

- "Dnamicas"
- Icebreakers
- Energizers

2. Knowledge/Information Building Techniques

- Presentations
- Reading texts and performing tasks
- Brainstorming

3. Values/Attitudes Techniques

- Role plays
- Debates

4. Skills Practice/Application

- Case studies
- Simulations

5. Critical Analysis/Reflection

- Combination of the techniques listed above

Reference Sheet 4: Effective Training Techniques

To Give Information	To Teach Skills, Behaviours	To Change Values, Attitudes
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 include: **Forum**: Free, open, question/ discussion period immediately following a presentation. **Question Period**: Opportunity for anyone in an audience to directly question presenters. **Buzz Groups**: Sub-groups of four to six individuals take about five minutes to discuss a particular issue or question raised by the resource person, then hare 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 each teach and help each other develop skills. Appropriate activities for follow up and practice of skills: **Application Projects**: Activities which enable participants to practise skills in their own context and situations during the training. **Practise**: Specific activities to apply learning after the training in the 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 a discussion.

Module 4
The Human Rights Educator and the Art of Facilitation

Day 4	Module 4: The Human Rights Educator and the Art of Facilitation

Activity 1 30 min	The HR Educator's: Core Values and Beliefs
Activity 2 45 min	Setting the Climate
Activity 3 1 hr 15 min	Facilitation Dilemmas
Activity 4 45 min	Handling Conflict in our HRE and HR Work

Overview

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

Activity 1 The HR Educator: Core Values and Beliefs

Objective: To explore HR educators'/facilitators' core values and beliefs about how training should be conducted

Time: 30 min

Description

Introduction

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

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

Instructions
In Part A, you will do a continuum exercise.
In Part B, the facilitator will lead a large group discussion on facilitators' values and beliefs.

15 min Part A Continuum

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

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

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

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

List of Statements Regarding Facilitators' Values and Beliefs

- 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 jeopar-

dized.

- A facilitator must be prepared to always respond to participants' needs.
- A facilitator should help participants reach the conclusion that he/she wants them to reach.
- In a training session, participants need to receive "recipes".
- The purpose of every training is personal development.
- A good facilitator develops friendly relationships with all the participants.
- A facilitator must never acknowledge his/or her lack of knowledge or experi ence in a certain area because this will severely undermine his/her credibility with the group.
- A facilitator should be completely neutral in his/her dealings with participants.
- Most of the responsibility for learning falls on the facilitator.
- Male and female facilitators face the same challenges.

15 min Part B Large Group Discussion

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

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

Activity 2 Setting the Climate

Objective To describe the facilitator's role in setting an appropriate climate and appropriate techniques to enhance participants' learning

Time 45 min

Descriptions

Introduction

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

10 min Part A Brainstorming

Brainstorm individually 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 Activity 1. Some ideas for climate setting are provided in Reference Sheet 18: The Facilitator's Style – An Important Element in Setting the Climate.

_____

_____

_____

_____

35 min Part B Large Group Discussion

Share your ideas with the larger group. Provide examples from your own facilitation practice or from this session or other training sessions you have participated in. The facilitator will lead a large group discussion on facilitation. Some questions to consider:

- As a facilitator, you have a general idea of your target audience's learning n eeds prior to the workshop.
- Do you also have any presuppositions about their values, beliefs, and atti tudes? How might this affect your role as a facilitator?

Reference Sheet 1: The Facilitator's Style – An Important Element in Setting the Climate

Things to do:

- Establish your role in your own mind.
- Establish participants' expectations and needs and your expectations as the fa cilitator. Ensure these are known and understood by everyone in the group.
- 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
- Communicate frankly what you know and what you do not.
- Be energetic; your energy/electricity is likely to rub off on participants.
- Use icebreakers and/or openers you are comfortable with and you feel your participants will be comfortable with.
- Get feedback during activities and at the end of each segment.
- Make yourself accessible for questions.
- Learn with the group!

Activity 3 Facilitation Dilemmas

Objective: To practise techniques for addressing problematic situations that may arise during training sessions

Time: 1 hr 15 min

Description

In the PTA, participants were asked to describe three facilitation dilemmas or challenging situations that they experienced as facilitators. In this activity participants will share strategies for addressing these challenges. This activity is divided into two parts.

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

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

30 min Part A Handling Facilitation Dilemmas – Small Group Work

The facilitator divides participants into small groups according to the target audience of their training and assigns one or two situations to each group. Six sample situations are provided below. These can be replaced by situations provided by participants in their PTAs.

Read the situations 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!

Situation 1
The participants in your training group have been working in three sub-groups on a particular task for about an hour. There are 45 minutes available for all three groups to present the results of their discussion to the other groups.

Group 1 completed their presentation in 10 minutes.
Group 2 is now presenting and they have had the floor for over 20 minutes. Their presentation is very engaging and there is lively discussion.

Group 3 has not presented yet. Participants will break for lunch in 15 minutes.

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

_____

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Situation 2

Participants in your training group are engaged in a discussion on a topic which is of particular interest to you. Moreover, it is an area in which you have a lot of experience. You do not agree with some of the things that are being said.

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

_____

_____

_____

Situation 3

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

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

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

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

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

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_____

_____

Situation 4

You are facilitating a human rights training session which has brought together participants from different institutions/organizations of the country. Participants attending the training hold very diverse positions on gender issues. During the session, an argument erupts around the issue of gender. Although you are able to contain it, the dynamic of the group continues to experience the negative effects of this incident. You sense that it is impacting on the success of the training.

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

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_____

_____

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, a number of different participant types are affecting the smooth delivery of the training. A description of three of these participants is provided below.

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

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

The Complainer

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

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

_____

_____

_____

45 min Part B Sharing Strategies to Address Each Situation

Each group will in turn present their situation(s) and the strategies they arrived at to the larger group. Remember to be creative and practise different presentation techniques (e.g., role play).

After each small group presentation, participants have the opportunity to comment and provide their own suggestions on handling the situation in question. See Reference Sheet 19: Facilitation Skills.

Reference Sheet 2: Facilitation Skills

1. Tips on Time Management

- Cut from the middle of the training, not from the beginning or the 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. Use a Variety of Techniques to involve all Participants

- Change the composition of groups for small group work.
- Assign roles to participants in small groups (leader, timekeeper, recorder, spokesperson, etc.).
- Encourage different methods of reporting group work.
- Create seating arrangements that encourage group discussions.

3. Tips on Facilitator's Participation in a Discussion

- As a facilitator, you bring particular skills and knowledge to a training session. The challenge is to provide expertise strategically and respectfully.
- Summarize discussions to make sure everyone understands and keep discus sions going in the direction you want. If there are disagreements, draw conclu sions.
- Paraphrase participants' statements to check your understanding and reinforce statements.
- Ask questions that encourage reflective responses such as open-ended ques tions.
- 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.

4. Tips on Giving Presentations

- Practise your presentation a number of times.
- Ensure that content and delivery style respond to the needs of your audience.
- Maintain regular eye contact with the audience (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 move ments and gestures that may distract the audience.
- Interact with the participants to create positive rapport with them.

5. Tips on Using Visual Aids (blackboard, overheads, flipcharts, 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.
- 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: Lecturing Interactively in the University Classroom. Teaching Resources and Continuing Education, University of Waterloo, http://www.adm.uwaterloo.ca/infotrac/interactiveUclassroom.html

Activity 4 Handling Conflict in our HRE and HR Work

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

Time 45 min

Description
This activity is divided into two parts.

In Part A, the facilitator will lead you through a demonstration activity.
In Part B, the facilitator will lead a larger group reflection.

10 min Part A Demonstration Activity – "Hand Pushing"

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

1. The facilitator divides participants in two groups using a random method (e.g., by counting off 1, 2, 1, 2 ….)

- The first group will be Group A or Apples, or Blue, etc.
- The second group will be Group B or Oranges, or Red, etc.

2. Each group forms a straight line standing side by side, shoulder to shoulder facing the other group. There should be a distance of one arm's length between the two lines.

3. The facilitator asks participants to place their palms against the palms of the person across from them, just slightly touching. The facilitator demonstrates this by doing it with a co-facilitator or one of the participants. There is no speaking or other forms of communication during this activity (e.g., no sign language, eye contact).

4. The facilitator instructs participants in Group A to push against the hands of the person in front of them from Group B for a few seconds. Then, he/she asks them to stop, lower their hands and stay in their standing position.

5. The facilitator asks a few participants in Group A to consider the following questions:
- Explain what the person in front of you from Group B did when you began pushing against their palm.
- Did you observe any resistance to you? Did anyone resist and then change their approach?

6. The facilitator then asks a few 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, such as:

- dropping your hands
- pushing the other person much harder
- turning around
- quickly jumping out of the way so the person pushing loses balance
- walking away
- engaging the other in a dance
- pushing hands outward and hugging the person (demonstrate these with a co-facilitator or with a willing participant who understands what you're about to do)

35 min Part B Debrief and Reflection

The facilitator has participants think about the context of their HRE work and consider the types of situations they 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 encoun tered 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?

The facilitator also asks participants to reflect on the questions below:

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

Module 5
Model for Your Training Session

Day 5	Module 5: Model for Your Training Session	
Activity 1	Putting Together the Model for Your Training Session	2 hrs 30 min
Activity 2	Presentations of Participants' Models for Their Training Session	2 hrs
Activity 3	The Continuous Improvement Cycle	45 min
Activity 4	Evaluation Techniques	1 hr
Activity 5	Transfer of Learning	1 hr
Activity 6	Planning for Follow Up to Your Training Session	45 min
Activity 7	Evaluation of Workshop	30 min
Activity 8	Closing of Workshop	15 min

Overview

The aim of this Module...

_____

_____

_____

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

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

Activity 1	Putting Together the Model for Your Training Session
Objective	To produce a complete model for a human rights training for a specific target group
Time	2 hrs
Description	

You will work in small groups according to the target audience of your training to develop a complete model for your training session by bringing together all the work you have done over the course of the workshop. A format is provided on Worksheet 17 to guide you through the process. Refer back to the worksheets from the previous days, review the information and transfer it onto Worksheet 17, making any necessary changes.

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

Worksheet 1: The Model For Your Training Session

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

Main Steps	Questions You Need To Answer	Model for Your Training Session
Step 1 **Description of your TARGET AUDIENCE** Refer back to: **(Worksheet 6)**	*Who are the participants?* *• Their occupation?* *• Gender?* *• Education level?* *What problems do they face?* *What is the context in which the participants work?*	
Step 2 **Determine NEEDS** Refer back to: **(Worksheets 7, 8, 9)**	*What are knowledge, attitudes, skills that the participants need to develop?*	
Step 3 **Set GOAL and OBJECTIVES** Refer back to: **(Worksheet 10)**	*Which needs will the training address?* *• In terms of the participants?* *• In terms of the human rights situation?* *• In terms of the human rights agenda?*	
Step 4 **Determine CONTENT** Refer back to: **(Worksheet 11, 12)**	*What topics, themes, issues, information will you include?* *What content will come from the participants?* *What outside expertise is required?* *How will it be included?* *• Presentations?* *• Videos?*	
Step 5 **Develop TRAINING MATERIALS (materials to create, existing materials, readings)** Refer back to: **(Worksheet 12)**	*What existing materials can be used?* *• From your own organization?* *• From other sources?* *What materials (manuals, handouts/ audio-visual aids) need to be developed?* *What reading materials will be included?*	

Step 6 **Determine TIME FRAME** Refer back to: **(Worksheet 11)**	*Number of days?* *Hours per day?* *Is the time frame realistic in relation to the amount of content you want to cover?*	
Step 7 **Design EVALUATION & FOLLOW-UP TOOLS** **Determine Strategies for Transfer of Learning** Refer back to: **(Worksheet 15)**	*What information do you want to obtain from the evaluation?* *How will you use the information?* *What kinds of instruments will you use?* *What types of follow up activities will you plan?* *What strategies will you use to increase transfer of learning?*	

Activity 2: Presentations of Participants' Models for Their Training Session

Objective: To have participants present the models for their training session and receive feedback

Time: 1 hr 30 min

Description:

This activity is divided into two parts.
In Part A, the facilitator will review the guidelines for giving and receiving feedback.
In Part B, you will present the model for your training session.

10 min Part A Giving and Receiving Feedback – Large Group Discussion

In preparation for Part B, the facilitator leads a large group discussion on giving and receiving feedback. Some guidelines were provided in Reference Sheet 5: Successful Debriefing.

Questions to consider:

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

1 hr 50 min Part B Group Presentations and Discussion

Each group in turn presents the model of their training session using a flipchart version of Worksheet 17 (10 min per group).

As each group presents, the other participants prepare to give appropriate feedback. Worksheet 18 has been provided for this purpose. The facilitator will provide participants with enough blank copies of Worksheet 18.

After each presentation, the facilitator invites the other participants to provide feedback (5 min).

Once all groups have presented, the remaining time will be used for each group to modify their training model based on feedback received.

Worksheet 2: Feedback Grid

Main Steps	No/ Somewhat/ Yes	Comments
Step 1 **TARGET AUDIENCE** Are the right people being targeted?		
Step 2 **Determine NEEDS** Are the needs of the target audience clearly identified?		
Step 3 **Set GOAL & OBJECTIVES** Is what should be achieved clear?		
Step 4 **Determine CONTENT** Does the content meet the target audience's needs?		
Step 5 **Develop TRAINING MATERIALS** Are the training materials suitable for the target audience?		
Step 6 **Determine TIME FRAME** Is the time frame appropriate?		
Step 7 **Design EVALUATION & FOLLOW-UP TOOLS and STRATEGIES for Transfer of LEARNING** Are the suggested tools and strategies appropriate and effective?		

Activity 3:	The Continuous Improvement Cycle

Objective To explore a model for educational evaluation

Time 45 min

Description

This activity is divided into two 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.

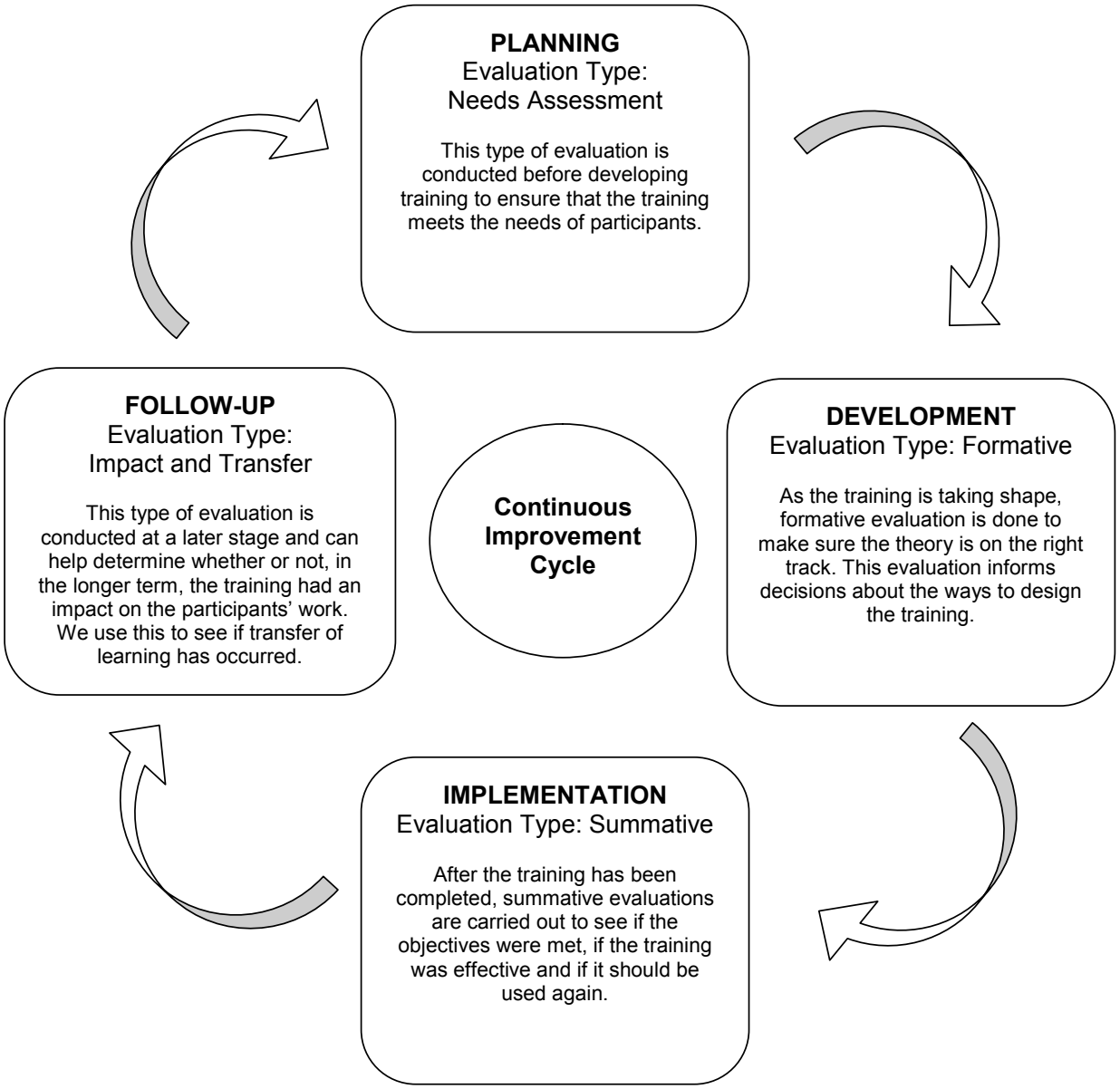
15 min Part A Educational Evaluation – Large Group Discussion

Discuss your experience with educational evaluation. Questions to consider:
1. What does "educational evaluation" mean to you?
2. Why do we evaluate?

30 min Part B Presentation: Continuous Improvement Cycle

The facilitator reviews the different types of evaluation in the cycle as outlined in Reference Sheet 21: The Continuous Improvement Cycle.
The facilitator then asks participants to share their experiences in using the different types of evaluation in their training.

Reference Sheet 1: The Continuous Improvement Cycle



* Adopted from: Training of Trainers: Designing and Delivering Effective Human Rights Education", developed in 2007 by the Equitas - International Centre for Human Rights Education

Activity 4: Evaluation Techniques

Objective To develop and strengthen skills for evaluating training

Time 45 min

Description
This activity is divided into two parts.

In Part A, you will work in small groups to discuss the advantages and disadvantages of different evaluation techniques.

In Part B, you will share your ideas with the larger group.

15 min Part A Examining Evaluation Techniques – Small Group Work

The facilitator divides participants into small groups and assigns two of the evaluation techniques listed in Worksheet 15 to each group. Discuss the technique by answering the questions provided.

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 deter mine longer term results or impact?

Note your responses on Worksheet 15 and give examples where possible.

45 min Part B Large Group Discussion

Share the results of your discussions from Part A with the larger group.

Activity 5: Transfer of Learning

Objective To examine the concept of transfer of learning and develop ideas on how to promote transfer throughout different stages of the educational project development cycle

Time 1 hr

Description

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

This activity is divided into three parts.

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

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

10 min Part A Concept of Transfer – Large Group Discussion

The facilitator invites participants to share their ideas on the meaning of transfer in the training context. See Reference Sheet 22: Concept of Transfer. Questions to consider:

- What do we mean by "transfer" in the training context?
- Why is transfer considered an important part of human rights training?
- What can trainers do to ensure that learning is transferable?
- At what stages of the educational project development cycle does the trainer have to think about transfer?
- Think back to the "Learning Spiral". At what point in the spiral does transfer of learning occur for the participant?

15 min Part B Brainstorming Ways to Promote Transfer – Small Group Work

You will work in small groups according to the target audience of your training.
Together with the members of your group, brainstorm ways to promote transfer of learning. Consider how you have promoted transfer in your own training or how you would like to.

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

35 min Part C Report on Group Work

The facilitator will have three flipchart sheets hanging at the front of the room – one with the heading "Planning Stage", the second with the heading "Development and Implementation Stage" and the third with the heading "Follow Up Stage".

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

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

Reference Sheet 2: Concept of Transfer

1. What is Transfer of Training?
    - It is the transfer or application of the learning that occurred during a training session to the work situation or a real life context. It is applying the learning in action.
    - Transfer is likely to occur when training addresses the needs of the participants and is relevant to the context in which they work.
    - Trainers should think about transfer during all the phases of training design - planning, development, and implementation and follow up.

2. Planning Stage
    - Involve target groups from the beginning to determine:
    - Who needs training
    - What type of training is needed
    - How training methods and materials need to be adapted to cultural values and contexts
    - Gather information about the participants' environment to ensure the training is appropriate for this environment.
    - Gather information about the human rights situation of the participants:
    - What human rights violations affect them?
    - What human rights situations can they have an impact on?
    - What hinders or stops these participants from acting to change their situation?
    - What are the historical, cultural, religious or ideological factors that might explain their acceptance of human rights abuses/violations?

3. Development and Implementation Stage
    - Define goals and objectives so participants understand what they will gain by participating in the training session.
    - Design an activity where participants are asked:
    - What they want to learn from this training
    - What they want to be able to do or know as a result of this training
    - What they can contribute to this training
    - Focus on a few key concepts and skills that are most likely to be applied after the training. Emphasize how to apply these.
    - Provide opportunities for practice of new skills so that trainers can judge participants' level of success or difficulty and participants can ask questions, try alternatives, gain confidence
    - Provide opportunities for reflection so participants can determine how they will integrate new knowledge and skills into their own context.
    - Design an activity where participants prepare an action plan of how they will apply what they have learned during the training.
    - Develop pre-course materials for participants to prepare for the training and give them insight as to what they know or do not know about the topic of the training
    - Provide materials that participants can use when they return home (e.g., a training manual, reading materials)

4. Follow-Up Stage

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

Activity 6: Planning Follow Up to Your Human Rights Training

Objective: To develop a plan for follow up to your human rights training

Time: 45 min

Description

Introduction

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

Instructions

This activity is divided into two parts.
In Part A, the facilitator or a resource person will present examples of possible follow up activities.

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

15 min Part A Presentation: Ideas for Follow Up

The facilitator or a resource person will present some ideas for follow up. See Reference Sheet 23: Follow-up Activities.

30 min Part B Your Plan for Follow Up – Small Group Work

The facilitator divides participants into small groups according to the target audience of their training. Together with the members of your group, identify two or three concrete measures you will undertake as follow up to your human rights training. Record the results of your discussion on Worksheet 16. Reflect on the ideas for follow up discussed in Part A. Then, share your ideas with the members of your group.

Worksheet 3: Model for Your Training Session – Plan for Follow Up

List two or three possible follow up activities for your training:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Reference Sheet 3: Follow-up Activities

Ideas for Follow-up Activities

- Prepare and distribute an evaluation report of the training session
- Send a follow up questionnaire six months and again 24 months after each training session to gauge participants' progress in putting their learning into practice
- Evaluate whether participants are using the materials provided during training. If not, modify these materials and re-distribute them to participants
- Keep in touch with participants after the training and provide ongoing support in the form of materials, references, counselling, contacts, etc.
- Design another training a few months after the training to continue the learning process
- Design a problem-solving session in which participants share success stories and/or areas of difficulty
- Support the creation of a network or association where participants meet at regular intervals for continued growth and development
- Develop a newsletter, a website, a listserv or other electronic exchange where participants can share their own experiences and learn from one another
- Instead of conducting training over a short period of time, extend the training dates over an entire year so that participants may have time to apply new skills gradually
- Continue to gather information about the environmental factors that affect your
- participants so that you can provide them with appropriate follow up support

Criteria for Selecting Follow-up Activities

Activities selected must be:

- In line with the organizational objectives
- Coherent with organizational strategic directions
- Coherent with or complement organizational activities and programs
- Sustainable

Process for Follow-up Activities

- Identify follow up activities
- Evaluate opportunities
- Determine objectives
- Identify partners
- Determine level of involvement (providing information, contacts, material, funds, etc.)

End of Module Evaluation

Time 15 min

Description

You will evaluate the activities carried out in Module 6.

4

SECTION Four
Taking Action through service-learning projects

IN THIS SECTION

- Teachers taking action
- Young People taking action
- Women activities taking action
- Service-learning model

Ideas for taking action

One of the principal elements of human rights education is taking actions to exercise in practice the knowledge related to human rights. Below we will presents some tips who teachers, young people, and women activist can take simple actions on promoting and protecting human rights.
Teachers taking action

Teachers can take the following actions:

- Integrate human rights lectures within the classes using interactive methods
- Protect the rights of their students and advocating for individual cases
- Organize human rights stimulation discussions by elaborating every week one article of Universal Declaration of Human Rights
- Talk about human rights through local media and radio discussions
- Develop human rights theatre-performances and perform them in-and-out of school
- Organize parent-teacher-student councils

Young People taking action

Young People can take the following actions:

- Organize human rights peer education sessions in schools, community and youth centers
- Produce human rights education materials and disseminate them to other peers and public spaces
- Organize human rights councils, debate clubs and social networks as part of schools and civil society initiatives to promote and defense human rights
- Organize public campaigns, protests, and other public mobilization forms to promote, and defense human rights
- Talk about human rights through local media and radio discussions
- Develop human rights webpage, face book space, and other discussion forums to promote human rights
- Organize meetings, debates, and events with community to promote human rights
- Organize visits to local authorities, police, and justice structures and discuss relevant human rights issues concerning young people and general public.

Women activists taking action

Women activists can take the following actions:

- Organize human rights education sessions with women and young girls in community
- Produce women rights education materials and disseminate them to other women and put them to public spaces
- Organize women rights councils, debate clubs and social networks as part of schools and civil society initiatives to promote and defense human rights
- Organize public campaigns, protests, and other public mobilization forms to promote, and defense women rights
- Talk about women rights through local media and radio discussions
- Develop women rights webpage, face book space, and other discussion forums to promote women rights
- Organize meetings, debates, and events with community to promote women rights

- Organize visits to local authorities, police, and justice structures and discuss relevant women rights issues concerning young people and general public.
- Report gender-based violence and domestic violence cases to law enforcement authorities

Service-Learning

Like human rights, there is no single definition for service-learning. This is partly because the practice of service-learning is still evolving. While this makes it impossible to have one definition for all service learning projects, there is a core concept in which service-learning is grounded and from which all definitions are derived:

> *Service-learning ties learning objectives to service objectives with the intent that the participant will acquire greater skills, values, and knowledge while the recipient benefits from the service provided.*

Teachers, young people and women activist can apply the service-learning approach in conducing human rights education and actions. Below we will present an extensive presentation of service-learning, its applicability, methods, and potential results.

In particular, the service-learning:

- Is a method whereby learners learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the learners, or the education components of the community service program in which the participants are enrolled; and Provides structured time for learners or participants to reflect on the service experience.
- Service-learning can be school-based or community-based. School-based service-learning is tied to curriculum objectives, with both the learning and service taking place in the school system. Projects such as school mentoring programs or school landscaping fall within this category. Community-based service-learning is also tied to learning objectives, but the service occurs outside the school within the community. Enriching partnerships occur when the service and learning are shared between the school and a community-based organization
- With either approach a few fundamental elements need to be included for success:
- Preparation and knowledge-sharing tied to learning objectives occur prior to the service taking place;
- The service provided meets a need in the community; and
- Some form of reflection occurs throughout and/or following the service project.
- Educators can include numerous other elements in a service-learning project that build on these core components of learning, service and reflection. This manual will assist in the process.

Why Service-Learning?

Serving others is not just a form of do-goodism or feel-goodism, it is a road to social responsibility and citizenship. When linked closely to classroom learning…it is an ideal setting for bridging the gap between the classroom and the street, between the theory of democracy and its much more obstreperous practice…. Service is an instrument of civic pedagogy…. In serving the community, the young forge commonality; in acknowledging difference, they bridge division; and in assuming individual responsibility, they

nurture social citizenship.

In a perfect world learners would acknowledge and accept differences in others, citizens would account for gaps in the social structure, strangers would treat each other with respect and dignity, and far fewer human rights abuses would occur. Exposing learners to human rights through service-learning is intended to not only increase their knowledge and awareness, but also to increase their feelings of citizenship and social responsibility. Ideally, educators introducing human rights to learners will provide a forum for them to address those issues and contribute to a working solution. Service-learning provides an ideal forum for fostering healthy attitudes among learners and engaging them in socially responsible actions.

Service-learning enables learners to apply the academic skills and knowledge they learn in the classroom to real-world situations. Service-learning projects often require the use of research, analytical and writing skills, organizational and leadership skills, and artistic expression.

Project Set-Up

How to Set-up a Service-Learning Project?

There are many considerations when setting up a service-learning project. Technically there are three parties involved:

1) school or organization working to educate learners,
2) learners, and
3) agency receiving the service.

In order to help create a successful project, the needs of all three parties need to be taken into consideration. Listed below are components that will help create a meaningful service-learning project.

1. Engaged Participation – Engage the learners from the beginning. The learners are the ones actually providing the service; therefore they should be engaged in the process of determining what the service will be. Even if the instructor needs to create an initial list of potential projects, the learners should be informed as to why certain ideas are on the list and others are not, and they should be engaged in a process to decide on the service project that is selected. This engagement not only provides learners with a sense of empowerment and ownership over the project, but it also provides more opportunity for learning. In addition the learners can be utilized as a resource.

2. Collaboration – Build partnerships in the community. While not in every case, more often than not the service being performed is going to be provided through a community agency. Building partnerships with community agencies from the beginning will make the ensuing relationship more successful. While it is true that the agencies are receiving a service they need, they in turn are providing the forum for the learners. Community agencies can also be helpful in assessing the need for different projects that you may be considering. This is a very important component of the partnership because the service provided should address a genuine need in the community. Engaging community voice through collaboration is the best way to ensure that what you perceive to be a problem is in fact a problem in the community.

Since you may want to begin assessing community need prior to reaching out to a specific agency to avoid wasting time and resources, you can start by building a relationship with a Volunteer Center, your local United Way or a Boys and Girls Club.

- What and/or how did you contribute?
- How could others contribute?
- How have your perceptions been altered?
- What do we need to do to protect others from this issue, or further resolve this issue?
- If I could change anything I would change…
- If I ruled the world this issue would be different because…
- In the future what am I going to do to help?

3. Pictorial Journal – Learners can take pictures throughout the service project and lesson plan and then hang them on a wall. They can also draw pictures that represent their experience and hang them. Materials needed: camera and film or disposable camera, or colored pencils and paper.

4. Walking Reflection – Hang a piece of flip chart paper in four different areas of the room. Each piece of paper should have a different time or element of the service project at the top. For example, if using this activity for the Reading for Democracy one piece of flip chart paper might be labeled 'Learning What Democracy is' and another piece might be labeled 'Reading to Others'. Use the flipchart paper to represent four different times during the project. Learners will travel from each piece of paper in groups and take turns writing down a word or two that describes how they felt during this period of the project. They can also read what others were feeling during that same time period. Materials needed: flipchart paper, tape to hang the paper, and markers or pens.

5. Whip – A whip is done by going around the room very quickly and having the learners say one word. Whips can have a different goal each time. For example, one whip could be 'one word that describes how you are feeling right now', 'one word that describes a feeling you had during this experience', or 'one word that describes something you learned during this activity'. Materials needed: none.

6. Debate – For this activity learners will have a debate with each other on the issue they have been studying. For example, learners can debate the pros and cons of freedom of speech, or they can debate the pros and cons of making Spanish a second official language of the United States. While much of the learning on the topic to be debated will have already been done, you may need to provide some additional research time for this activity. Materials needed: potentially none if you feel the learners have been given enough information through the service project and lessons, or they may need access to a library, the news, or the Internet.

7. Interview – Have learners interview someone about the issue they have studied. The interview subject can be a family member, a friend, or someone in the community. These interviews can use many different formats. One format is for learners to interview a family member with everyone using the same questions. During the interview they can share with the subject the information that they already know about this topic. For example: Question for the interview subject: What is a refugee? If the subject answers correctly then they move on to the next question, if not the learner can inform them about what a refugee is since they will have just learned this. Question for the interview subject: What are some circumstances that contribute to refugees moving? Again, if the subject does not know the learner can share what they have just learned.

Another format is to interview someone who will have more information on this subject and to use it as an additional learning outlet for the learners. Another format is to have learners choose someone they want to interview and then have all of the learners analyze the interviews that were conducted and come up with some conclusions about those interviews. Materials needed: interview questions, paper, and pens.

8. Write a Children's Book – Learners can convey what they have learned and what they want others to know about the issue by writing a children's book. Materials needed: Construction paper, paper and pens.

9. Collage – Have learners create an individual collage that represents the issue they have just studied, or the class could make one collage together. Materials needed: magazines, markers, poster board, glue, pictures from the internet that can be printed out, newspapers.

10. Letters – Have the learners write thank you letters to the community partner(s). Have them include one thing they learned and one thing they appreciated about the partner. Another idea is to have the learners write letters to themselves detailing what they have learned and one thing they want to change about their own behavior that will contribute to improving the issue. The letters can be put in a self-addressed stamped envelope and turned in. Four to six months later secretly put the letters in the mail so the learners will be reminded of their experience when they get them. Materials needed: paper, pens, envelopes and stamps.

11. Fishbowl – A fishbowl is set up by having learners get into two circles, one inside the other with the learners facing each other. You can give them a topic or question relating to the lesson to discuss for two minutes with the person they are facing. For example: What did you learn? Or how did you feel during the project? After two minutes the inside circle rotates moving one person over so each person is facing someone new. For another two minutes they can discuss another topic or the same one. The inside circle continues rotating until they are back in front of their original partner. Materials needed: none.

12. Press Releases – Have the learners write a press release about the community need and the project they implemented to address it. This will provide reflection and publicity! This reflection activity may be more useful if implemented as reflection during the process, if the media is interested in doing a story it is useful for them to know about it before the project is completed.

5

SECTION Five

Additional resources

IN THIS SECTION

- Evaluation Form for the five-day Training
- Universal Declaration on Human Rights
- Human Rights Calendar
- Resources on Human Rights Education
- Bibliography

Sample General Evaluation

Please rate the following by marking the appropriate boxes.

1. Did we meet our workshop objectives?

1. Did we meet our workshop objectives?				
Objectives	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
a. I can use a basic instructional design model to plan and develop effective human rights training for specific target groups. b. Comments:	❑	❑	❑	❑
c. I can determine appropriate evaluation methods and processes for their HRE training. d. Comments:	❑	❑	❑	❑
e. I can facilitate human rights training more effectively. f. Comments:	❑	❑	❑	❑
g. I can identify follow up activities to the training for furthering their HRE work. h. Comments:	❑	❑	❑	❑

2. Workshop activities			
	No	Partially	Yes
a. Were the activities effective in promoting the sharing of experience among the participants?	❑	❑	❑
b. Comments	❑	❑	❑
c. Were the activities effective in integrating practice and theory?	❑	❑	❑
d. Comments	❑	❑	❑
e. Was the amount of time allotted for activities throughout the program adequate?	❑	❑	❑
f. Comments	❑	❑	❑
g. Was the combination of presentations and large and small group work appropriate?	❑	❑	❑
h. Comments	❑	❑	❑

3. Workshop Manual				
	Very Poor	Poor	Good	Very Good
a. General quality of the Workshop Manual	❑	❑	❑	❑
b. Potential usefulness in my work	❑	❑	❑	❑
c. Clarity of instructions	❑	❑	❑	❑
d. Comments	❑	❑	❑	❑

4. Facilitators				
	Very Poor	Poor	Good	Very Good
a. Ability to explain clearly and summarize discussions.	❑	❑	❑	❑
b. Ability to encourage participation of group members during activities.	❑	❑	❑	❑
c. Ability to show connections among different program activities.	❑	❑	❑	❑
d. Comments	❑	❑	❑	❑

5. Logistics				
	Very Poor	Poor	Good	Very Good
a. Accommodations	❑	❑	❑	❑
b. Meetings rooms	❑	❑	❑	❑
c. Food quality and service	❑	❑	❑	❑
d. On-site communication services	❑	❑	❑	❑
e. Communication with the organizers before the workshop	❑	❑	❑	❑
f. Comments	❑	❑	❑	❑

6. Overall Evaluation	No	Partially	Yes
a) Was this workshop what you expected? b) Please explain:	❑	❑	❑
c) What aspects of the training did you find ***most*** useful?	❑	❑	❑
d) What aspects of the training did you find ***less*** useful?	❑	❑	❑
e) What content areas would you recommend for future workshops?	❑	❑	❑

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international

status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

Everyone has the right to freedom of movement and residence within the borders of each State.
Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.
This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

Everyone has the right to a nationality.
No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.
The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

Everyone has the right to own property alone as well as in association with others.
No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

Everyone has the right to freedom of peaceful assembly and association.
No one may be compelled to belong to an association.

Article 21

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right to equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made

generally available and higher education shall be equally accessible to all on the basis of merit.
Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Human Rights Calendar*

January 8	World Literacy Day
February 20	Non-Violent Resistance Day
February 21	International Mother Language Day (UNESCO)
March 8	International Women's Day
March 21	World Poetry Day (UNESCO)
	International Day for the Elimination of Racial Discrimination
March 22	World Day for Water
March 23	World Meteorological Day (WMO)
March 24	World Tuberculosis Day (WHO)
April 7	World Health Day (WHO)
April 8	World Roma Day
April 22	Earth Day
April 23	World Book and Copyright Day (UNESCO)
April 30	Holocaust Memorial Day (Yom ha Shoah)
May 1	International Workers Day
May 3	World Press Freedom Day (UNESCO)
May 8	World Red Cross and Red Crescent Day
May 15	International Day of Families
May 17	World Telecommunications Day (ITU)
May 31	World No-Tobacco Day (WHO)
June 4	International Day of Innocent Children Victims of Aggression
June 5	World Environment Day (UNEP)
June 15	World Food Day
June 17	World Day to Combat Desertification and Drought
June 20	World Refugee Day
June 21	World Peace and Prayer Day
June 26	International Day Against Drug Abuse and Illicit Trafficking
	United Nations International Day in Support of Victims of Torture
	UN Charter Day
1st Saturday	International Day of Co-operatives in July
July 11	World Population Day (UNFPA)
August 6	Hiroshima Day (remembers victims)
August 7	Transgender International Rights and Education Day
August 9	International Day of Indigenous People
August 12	International Youth Day
August 23	International Day for Remembrance of the Slave Trade & its Abolition (UNESCO)
August 24	Universal suffrage became a law in the USA
	Tuesday following Peace Day second Monday of September
September 8	International Literacy Day (UNESCO)
September 16	International Day for the Preservation of the Ozone Layer
1st Monday October	World Habitat Day (cities without slums)
2nd Wednesday of October	International Day for Natural of Disaster Reduction
October 1	International Day of Older Persons
	International Music Day
October 5	World Teacher's' Day (UNESCO)
October 10	World Mental Health Day
October 16	World Food Day (FAO)

October 17	International Day for the Eradication of Poverty
October 24	World Development Information Day
	United Nations Day
November 3	Men's World Day
November 9	Kristallnacht, International Day Against Fascism & Anti-Semitism
November 11	International Day of Science and Peace
November 16	International Day for Tolerance (UNESCO)
November 20	Universal Children's Day
November 21	World Television Day
November 25	International Day for the Elimination of Violence against Women
November 29	International Day of Solidarity with the Palestinian People
December 1	World AIDS Day (WHO)
December 2	International Day for the Abolition of Slavery
December 3	International Day of Disabled Persons
December 5	International Volunteer Day for Economic and Social Development
December 10	Human Rights Day (1948)
December 18	International Migrants Day
December 29	International Day for Biological Diversity

* Adopted from http://co.humboldt.ca.us/humanrightscom/calendar.htm

Resources on Human Rights Education

- Database on Human Rights Education and Training of the UNHCHR: http://www.unhchr.ch/hredu.nsf
- Council of Europe: http://www.coe.int
- UNICEF: http://www.unicef.org
- United Nations Cyber School Bus: http://www.cyberschoolbus.un.org
- Human Rights Education Associates: http://www.erc.hrea.org
- The Peoples Movement for Human Rights Education: http://www.pdhre.org
- Human Rights Internet: http://www.hri.ca
- National Center for Human Rights Education: http://www.nchre.org
- Human Rights Education Programme: http://www.hrep.com.pk
- The Human Rights Resource Center: http://www.hrusa.org
- European Training and Research Centre for Human Rights and Democracy (ETC): http://www.etc-graz.at
- Amnesty International USA Human Rights Education: http://www.amnestyusa.org/education
- Teaching Human Rights Online: http://www.oz.uc.edu/thro/index.html

- BBC World Service. I have a right to … helps you understand your rights: http://www.bbc.co.uk/worldservice/people/features/ihavearightto/index.shtml

- Partners in Human Rights Education: http://www1.umn.edu/humanrts/education/partners

- Research and Teaching on Human Rights, Gender Issues and Democracy in Southern Africa: http://www.hrdc.unam.na/teaching_resources.htm

Online libraries:

Audio-Visual Material:
http://www.hrea.org/pubs/HRE-resourcebook/2nd

Austrian Institute of Human Rights
http://www.2.sbg.ac.at/home.htm

Concise Guide to Human Rights on the Internet:
http://www.derechos.org/human-rights/manual.htm

European Court of Human Rights Portal:
http://cmiskp.echr.coe.int/tkp197/search.asp?skin=hudoc-en

HURIDOCS – Human Rights Information and Documentation Systems:
http://www.hurisearch.org

Netherlands Institute of Human Rights Documentation Site:
http://sim.law.uu.nl/SIM/Dochome.nsf?Open

OHCHR – Database on Human Rights Education and Training:
http://www.unhchr.ch/hredu.nsf

Open Society Institute. Educational Support Program:
http://public.soros.org/initiatives/esp/resources

Project DIANA Online Human Rights Archive:
http://www.yale.edu/lawweb/avalon/diana/index.html

Stephen A. Hansen, Getting online for Human Rights. Frequently asked Questions and Answers about Using the Internet in Human Rights Work:
http://shr.aaas.org/Online/cover.htm

The European Library:
http://www.theeuropeanlibrary.org/portal/index.htm

Bibliography

While consolidating this training manual the following resources have been taken into consideration:

- Training of Trainers: Designing and Delivering Effective Human Rights Education, Training Manual, Equitas – International Centre for Human Rights Education, 2007.
- Compass: A Manual on Human Rights Education with Young People, Council of Europe, 2003.
- Understanding Human Rights: Handbook on Education for Human Rights, Human Security Network, 2003.
- Service-Learning, Lesson Plan and Projects: Human Rights Resources for Educators, HERA and Amnesty International -USA, 2007.
- Have Your Say!, Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life, Council of Europe, 2008.
- Dadalos Education Server, www.dadalos.org