

Training of Trainers

Designing and Delivering Effective Human Rights Education

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years

equitas

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

de changement par l'éducation
of education for change

Training Manual

Training of Trainers: Designing and Delivering Effective Human Rights Education

Training Manual



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About Equitas – International Centre for Human Rights Education

Equitas, a global leader in human rights education, was established in 1967 as a non-profit, non-governmental organization by a group of leading Canadian scholars, jurists, and human rights advocates. Equitas has been working over the last forty years to advance democracy, human development, peace, and social justice through human rights education programs, in Canada and throughout the world.

Equitas has assisted civil society organizations and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices, and to advance important policy and legislative reforms aimed at enhancing human rights protection and fulfillment.

Equitas believes that human rights education offers an alternative to conflict and repression. By promoting inclusion, acceptance, understanding and mutual respect, our programs make a vital contribution to peace and sustainable development.

Equitas's human rights education and training programs have focused on:

- Skills-building for human rights educators, advocates and monitors
- Human rights in schools
- Women's human rights
- Children's rights
- Migrant workers' rights
- Minority rights
- Economic, social and cultural rights
- Multiculturalism, inclusion, and peaceful conflict resolution for children and youth
- Creation and strengthening of independent national human rights institutions

Partnership is crucial to the success of all Equitas's activities. Partners include international, regional and national level non-governmental organizations (NGOs) and public officials in Africa, Asia, Central and Eastern Europe, and Central Asia, as well as the United Nations Office of the High Commissioner for Human Rights (UN-OHCHR), the Organization for Security and Cooperation in Europe (OSCE) and members of the international donor community.

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Introduction

Background

Equitas – International Centre for Human Rights Education developed this manual in response to increasing requests from former participants of its annual International Human Rights Training Program (Montreal, Canada) for more training-of-trainers skills development.

Over a two-year period, different versions of the manual were used in training workshops for former IHRTTP participants in South Asia, South-East Asia, Central and Eastern Europe, and English-speaking and French-speaking Africa.

Based on feedback received from participants, facilitators and resource persons, and Equitas' own reflection, changes were made to the content and design of the manual. The result of this process is this current volume, *Training of Trainers: Designing and Delivering Effective Human Rights Education*.

Purpose of the Manual

The manual* outlines a six-day workshop which aims at providing human rights educators with the necessary tools for planning, designing, and conducting effective training-of-trainers (TOT) workshops. The manual has been designed for use by both facilitators and participants. Facilitators will use the manual to prepare and conduct the workshop. Participants will use the manual as a reference tool both during and after the workshop.

The workshop is designed as a practicum for human rights education (HRE) development. It focuses on the “how to” of designing, delivering, and evaluating human rights training, as well as the development of a systematic approach to HRE. Participants will not only learn about effective HRE design, they will also have the opportunity to put their learning into practice by preparing an actual model for a human rights training session. The expectation is that participants will use the model as a basis for developing training they will deliver within the context of the work of their organizations.

Methodology

The participatory curriculum design model of the workshop outlined in this manual is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the workshop will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and the development of strategies for action. Continued reflection and evaluation are central to the learning process. Transformative learning theory underpins the workshop content and process.

* This manual draws on the model of the International Human Rights Training Program (IHRTTP). The IHRTTP is a training program on human rights education for human rights activists and educators, developed by Equitas - International Centre for Human Rights Education, aimed at strengthening the capacity of human rights organizations to undertake human rights education initiatives such as training, awareness campaigns, and advocacy.

Learning Objectives

At the end of the workshop, participants should be able to:

- Use a basic instructional design model to plan and develop effective human rights training for specific target groups
- Identify appropriate evaluation methods and processes for their HRE training
- Facilitate human rights training more effectively
- Identify follow up activities to the training for furthering their HRE work

Structure of the Manual

This manual contains everything needed to implement a training-of-trainers (TOT) workshop, including a sample workshop schedule, instructions for facilitating each activity, training materials (e.g., worksheets, reference sheets), a sample application form, a pre-training assignment, sample evaluation questionnaires, and a glossary of terms specific to training.

The manual is divided into eight modules, each building on the others, and provides a comprehensive training on developing a model for a human rights training session for a specific target group. The content of each module is briefly described below.

Module 1 – Getting Started serves to welcome the participants and situate the relevance of this workshop in building their capacity as human rights educators. Participants begin by reviewing their expectations and resources for the workshop and reflecting on how they can work effectively as a group. They explore principles of adult learning and participant-centred methodology and examine the application of these principles in the area of human rights education. Participants also reflect on their personal capacity as human rights educators and the socio-political context in which their HRE work is carried out.

In **Module 2 – Effective Human Rights Education – A Tool for Social Change**, participants explore the transformative potential of HRE work. They examine the elements of a transformative learning model and then explore the potential for social transformation of their own HRE work. The focus is on establishing some common understanding around the “what” and the “why” of HRE (i.e., what is it? and why do it?) before addressing the “how” of effective HRE. Participants also begin to reflect on appropriate means for measuring the impact of their HRE work.

Module 3 – Designing Human Rights Education focuses on the importance of approaching human rights training in a systematic way in order to achieve results. Participants explore what a systematic approach to human rights training entails by examining the essential elements, at the organizational and societal levels, that human rights educators must consider when planning a human rights training session. These include:

- Their organization’s HRE work on particular issues as well as its overall HRE and HR work
- Other local, national actors working on similar issues within the society
- The broader international human rights community addressing similar issues nationally and globally
- The human rights situation and context of the potential participants
- The global human rights environment

In **Module 4 – Developing a Model for a Training Session**, participants work in designated groups to outline the main elements of a model for the training they will be designing for their specific target group. This work will be completed in Modules 6 and 7.

In **Module 5 – The Human Rights Educator and the Art of Facilitation**, participants have the opportunity to reflect on their role as facilitators of a HRE process, explore some of the facilitation challenges they face in their work and share strategies for addressing them.

In **Module 6 – Evaluation, Transfer of Learning, and Follow Up**, participants determine effective methods for measuring results. They also plan evaluation and follow up activities for the training they have designed, which are essential elements for ensuring the sustainability of HRE, work.

Module 7 – Model for Your Training Session provides the opportunity for participants to complete the models for the training sessions they have been developing throughout this workshop and share them with the group for comments and feedback.

In **Module 8 – Evaluation and Closing**, participants will have the opportunity to give their feedback on the workshop.

Planning and Conducting a Workshop

Training situations vary greatly; therefore, the materials provided in this manual should be viewed as a guide to conducting a TOT workshop for human rights educators. The level of experience of the facilitator, the knowledge and skills levels of participants, and the training context are all factors that you will need to consider when planning your own workshop.

The TOT workshop as outlined in this manual is designed to take place over six days. A minimum of 10 and a maximum of 30 participants are recommended in order to maintain the integrity of the training design. However, the content and activities can be modified to accommodate smaller groups.

Some guidelines and suggestions for planning and conducting an effective workshop are provided below.

Tips for the Organizer

Choosing the Venue

Attention needs to be given to selecting an appropriate venue for the workshop. The geographic location as well as the actual physical space such as the size and layout of the room can have a major impact on the outcome of the training. When choosing a venue, some things you should consider include the following:

- Does the location pose any security issues for participants?
- Is it easily accessible by local transportation?
- Is the physical space appropriate for a participatory training process (e.g., can tables and chairs be moved around to accommodate breakout group activities?)?

Selecting Participants

Participant selection must be related to the planned output of the workshop, which in this case is the design of a model for a human rights training session. Therefore, participants selected should have some knowledge and experience in designing and delivering HRE activities.

Other considerations to keep in mind, in terms of the overall group of participants, are gender balance, a mix of backgrounds and expertise, the commitment and availability of participants and their respective organizations to undertake follow up activities. (See *Appendix 1* for sample application form.)

Pre-training Assignment (PTA)

The PTA, an assignment completed and turned in by participants prior to the workshop, is an indispensable tool in a participatory learning process. The PTA serves to engage participants, well in advance of the training itself, by having them reflect on their own experience, training context, and expectations in terms of learning needs. Moreover, it enables the organizer/facilitator to gather information to build into workshop activities. It is important to ensure that you receive the completed PTAs well in advance of the training so that you can analyse and integrate the information into the workshop design. (See *Appendix 2* for sample PTA.)

Selecting Facilitators and Resource Persons

The number of facilitators required for conducting the workshop will depend on the number of participants. It is recommended that you plan for one facilitator for every 15 participants.

The facilitators need to be skilled in adult education methods, knowledgeable about human rights, and experienced in working with diverse groups.

Specific requirements of resource persons will depend on the country/region and human rights issues to be addressed during the workshop. However, all resource persons selected need to have sufficient knowledge of the context to assist in the discussion of follow up activities. They should also have some expertise in training design and development.

Orientation/briefing sessions with both facilitators and resource persons well in advance to the workshop are strongly recommended to ensure maximum benefit from their participation.

Preparing a Schedule for Your Workshop

As stated previously, the workshop as described in this manual is designed to take place over six days. A typical day begins at 8:30 or 9:00 a.m. and ends between 5:30 and 6:00 p.m. Suggested time frames for the modules and activities have been provided as well as a suggested daily breakdown of activities. It is important to remember that the time frames given are only guidelines; the number of activities and the time allotted can be adapted as appropriate to the needs of your participant group.

The schedule provided includes only the activities contained in the manual. You will also need to build time into the schedule for the following:

- Recaps (30 min at the beginning of each day)
- Morning and afternoon breaks (20 to 30 min each)
- Lunch (1 hr to 1 hr 30 min)
- Debriefs (15 min at the end of each day)

- Evaluations (15 min at the end of each module)
- Facilitators' debriefs (1 hour at the end of each day)

Facilitators' Debriefing

At the end of each day, you should plan a debriefing session with facilitators and a select group of participants. During the debrief, the facilitators, and participants invited for that day will discuss the issues, concerns or problems related to workshop content and process that were brought up during the end-of-day debriefing. As a group, decide on corrective actions to be taken or adjustments to be made. Once the debriefing is over, the facilitators will review the next day's recap with the team of participants responsible for the recap.

A proposed agenda for the facilitators' debriefing is as follows:

- Review of the day's activities and events (20 min)
- Logistics information (10 min)
- Planning for the following day (20 min)

Evaluation and Follow Up

The purpose of evaluation is to gather feedback on the content and process of the TOT workshop and also to help participants reflect on their learning.

Evaluation data should be collected after each module and in a general evaluation questionnaire at the end of the training as well as informally through discussions with participants, facilitators and resource persons throughout the workshop. A sample end-of-module questionnaire and a general evaluation questionnaire are provided in *Appendix 4* of this manual. You may however choose to develop other instruments that may be more suitable for your particular target audience.

The information gathered from the evaluations should be used to produce a report on the training that should be shared with all relevant stakeholders (i.e., organizers, participants, facilitators and funders).

A discussion on plans for follow up is built into the TOT workshop design (see **Module 6**). Organizers should ensure that they are present for this discussion and that the plans agreed to are implemented after the workshop.

Tips for Facilitators

Preparing for the Workshop

Facilitators will need to review the pre-training assignments (or information summaries prepared by the organizers). Particular attention should be paid to the needs and expectations expressed by participants and their level of knowledge and skills in training development, design, and facilitation. Facilitators will also need to become very familiar with the overall flow and content of the workshop; therefore, a thorough review of all activities and materials prior to the workshop is strongly recommended.

Conducting the Workshop

The opening page of each module lists all the module activities and their times. A short description of the overall aim and content of the module is also provided. This should be reviewed with participants before beginning each new module.

Clear procedural instructions are provided for each of the activities to help you structure your work with the participants. Remember: Be flexible! If you believe it is necessary to make changes to activities in order to accommodate your particular training context or participant group, then feel free to do so.

Engaging participants in the training process is an effective way to further build their skills during the workshop. You are encouraged therefore to provide opportunities for participants to take part in different aspects of the workshop delivery. Some of these include:

- Carrying out energizers and recaps
- Facilitating some of the activities and discussions during the workshop
- Preparing flipcharts and assisting in other aspects of the training
- Conducting different parts of the evaluation process (e.g., distributing and collecting written questionnaires and analyzing data and presenting preliminary findings to the group)
- Participating in the daily briefing/debriefing of facilitators
- Organizing evening events

Suggested Schedule

Remember to include in your workshop schedule time for: daily recaps and debriefs, evaluations, and breaks (morning, lunch, afternoon).

Day 1 5 hrs 45 min

Module 1 Getting Started

Total: 4 hrs 45 min

Activity 1	Group 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	About Recaps and Debriefings	30 min
Activity 6	Profile of a Human Rights Educator: Self-Assessment	45 min
Activity 7	The Current Context of Our HRE Work	1 hr

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

Total: 3 hrs 45 min

Activity 1	Our Understanding of HRE and its Goal	1 hr
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Day 2 5 hrs 30 min

Module 2 cont'd

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

Module 3 Designing Human Rights Education

Total: 2 hrs 15 min

Activity 1	Developing Human Rights Training for Results	2 hrs
Activity 2	Educational Development Cycle	15 min

Module 4: Developing a Model for a Training Session

Total: 9 hrs 15 min

Activity 1	Developing a Training Session – The Basics	30 min
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Day 3 5 hrs 45 min

Module 4 cont'd

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

Day 4 **5 hrs 45 min****Module 4 cont'd**

Activity 5	Determining Training Materials and Techniques	2 hrs 30 min
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Module 5 The Human Rights Educator and the Art of Facilitation**Total: 5 hrs 45 min**

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 **6 hrs****Module 5 cont'd**

Activity 5	Reflecting on My Role as a HR Educator	1 hr
Activity 6	Sharing HRE Activities	1 hr 30 min

Module 6 Program Evaluation, Transfer of Learning and Follow Up**Total: 3 hrs 30 min**

Activity 1	The Continuous Improvement Cycle	45 min
Activity 2	Evaluation Techniques	1 hr
Activity 3	Transfer of Learning	1 hr
Activity 4	Planning for Follow Up to Your Training Session	45 min

Day 6 **6 hrs****Module 7 Model for Your Training Session****Total: 4 hrs 30 min**

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

Module 8 Workshop Evaluation and Closing**Total: 45 min**

Activity 1	Evaluation of Workshop	30 min
Activity 2	Closing of Workshop	15 min

Module 1

Getting Started



Activity		Time
Activity 1	Group 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	About Recaps and Debriefings	30 min
Activity 6	Profile of a Human Rights Educator: Self-Assessment	45 min
Activity 7	The Current Context of Our HRE Work	1 hr

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 activity.

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 participants 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.

Cont'd ►►►

Activity 1 cont'd ▶**20 min****Part B Large Group Discussion**

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

The facilitator asks participants to reflect on the questions below.

**Reflection**

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?

End of Activity ■

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 workshop.

5 min

Part A Brainstorming

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

As the participants provide ideas, the facilitator lists these in different columns on 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.

Cont'd ►►►

Activity 2 cont'd ►

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 below.

- 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?

Cont'd ►►►

Activity 2 cont'd ►

More about...

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.”

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

End of Activity ■

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	- - -	- - -

Cont'd ►►►

Activity 3 cont'd ►

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.

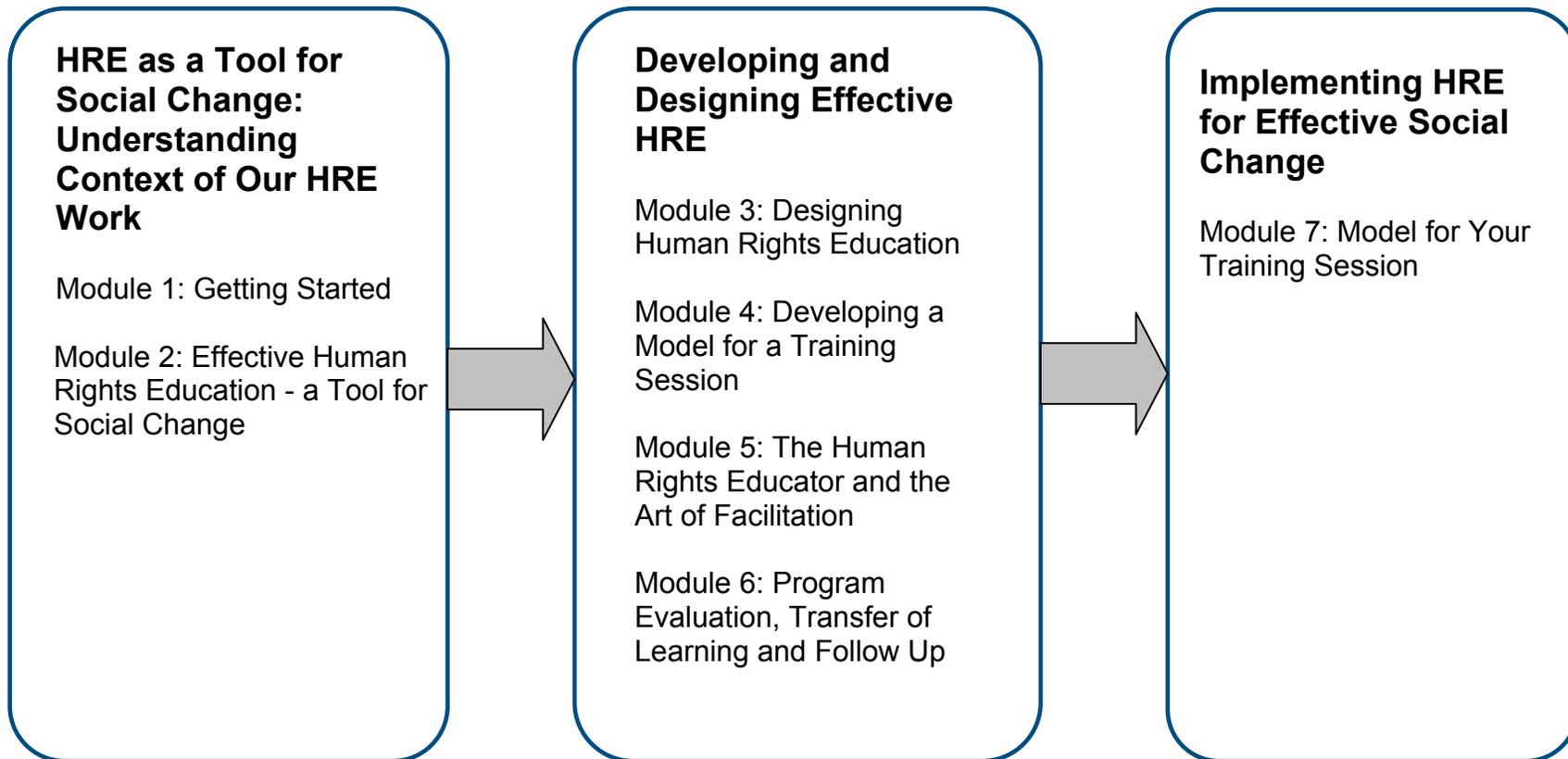
15 min**Part B Presentation: Goal, Objectives and Content**

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.

End of Activity ■

Reference Sheet 2: Workshop Framework



Activity 4 Participatory Methodology and HRE

Objective

To review the underlying principles of a participatory approach and its appropriateness 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?

Cont'd ►►►

Activity 4 cont'd ►**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 presented.

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?

End of Activity ■

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 successful 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 enables 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 will 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

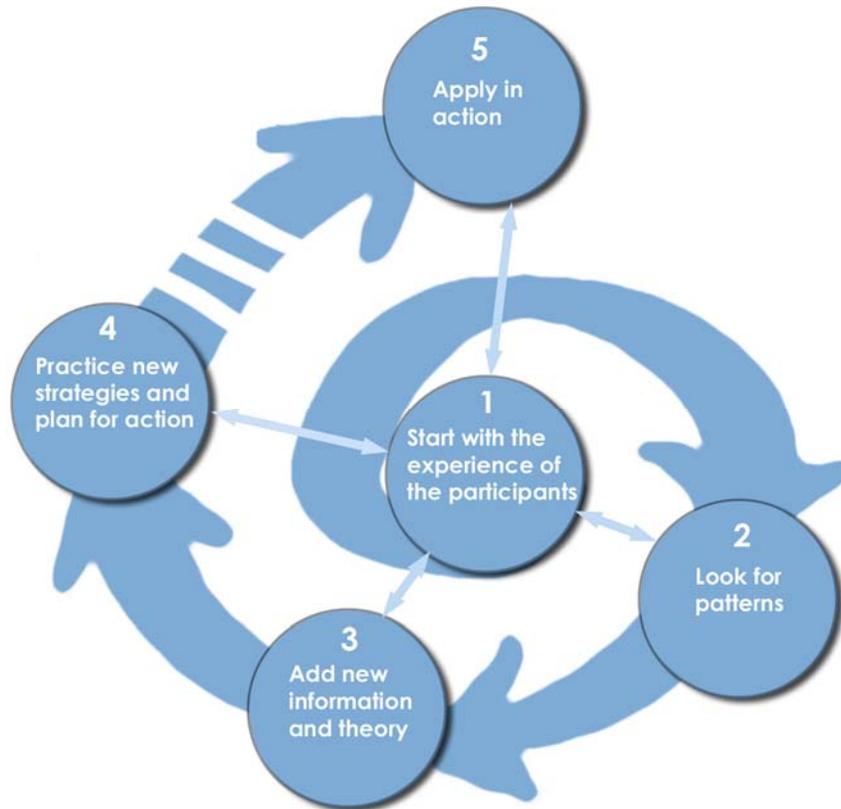
The "Spiral Model", which is the design model used by Equitas in planning its human rights training, incorporates principles of effective adult education. This model suggests that:

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 commonalities? 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 practise what they have learned. They need to practise new skills, develop strategies and plan for action.

Reference Sheet cont'd

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.

Reference Sheet cont'd

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 one right answer to these questions. Therefore, we need to be active participants in figuring out the answers.

We need to discuss and reflect on conflicts, especially if 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.

* This reference sheet is based on notes prepared by human rights educator Dave Donahue for presentation in a TOT delivered by Equitas. Mr. Donahue, a recipient of the Sarlo Award, is an Associate Professor of Education at Mills College in the United States. His main areas of interest are human rights education and reflective learning practices.

† John Dewey is the most influential thinker on education in the twentieth century. His contribution lies along several fronts; his attention to experience and reflection, democracy and community and to environments for learning has been seminal.

Reference Sheet cont'd

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 rights 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 practise 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 purport to uphold.

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

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.

Reference Sheet cont'd

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.

More about...**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.

Source: H. Alvi. “The Human Rights of Women and Social Transformation in the Arab Middle East,” *Middle East Review of International Affairs* 9, 2 (June 2005).

On Achieving Social Transformation

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

Source: E. Taylor. *The Theory and Practice of Transformative Learning: A Critical Review*. Ohio State University. www.cete.org/acve/mp_taylor_01.asp (accessed October 6, 2004).

Activity 5 About Recaps and Debriefings

Objective

To present the rationale and methodology for daily recaps and debriefings

Time

30 min

Description

The facilitator will conduct a large group discussion on recaps and debriefings. He/she will also ask you to reflect on your approach to receiving feedback.

Recaps

Throughout this workshop you will be provided with a variety of opportunities to actively take part in the learning process. One of these is to have you individually or as a small group take responsibility for preparing a recap or summary of the day's learning and presenting it to the larger group the following morning. Recaps during this workshop will incorporate information gathered from participants' debriefs and/or evaluations of the day's activities. While recaps are a summary of the previous day's learning, they should also be an opportunity for participants to reflect on what that learning means within the context of their work (e.g., how will they apply what they have learned?).

Participants responsible for the recap are encouraged to use creative presentation methods (e.g., skits, poems, narratives, pantomimes). Recaps should be brief, to the point, and memorable. They should not exceed 15 minutes.

The facilitator will ask for volunteers or assign participants to prepare the recap for the following day.

Debriefings

Debriefing is a process of guided reflection carried out after a learning activity or a series of activities which allows participants to express their thoughts and feelings about the content and process of the learning experience. It is a means of gathering "live" feedback from participants which engages the emotions as well as the intellect.

It allows the facilitator to assess how successful participants have been at integrating and assimilating new knowledge as well as their underlying feelings about the learning process. It also provides the facilitator with insight into how to improve the activity the next time. HRE educators themselves also benefit from reflecting on their practice. (See the **More about...** box on the next page.)

Cont'd ►►►

Activity 5 cont'd ►

Effective debriefing creates a positive environment and communicates to participants that their participation is vital to the success of the training. Guidelines for successful debriefing are provided in *Reference Sheet 5: Successful Debriefing*. Ensure that you refer to them as necessary throughout the workshop. You will find questions to consider in the **Reflection** box.



Reflection

Some questions to consider about receiving feedback:

- Are you generally open to receiving feedback?
- How do you feel when you receive feedback that you consider negative? How do you react?
- Do you generally feel that the feedback you receive is useful? How do you decide whether it is useful or not?

More about...

Reflecting on Our Practice As Facilitators

Donald Schön wrote extensively about the use of reflection as a means of understanding new experiences and making sense of them. There are two central notions to his approach of a reflective practitioner: **reflection-in-action**, and **reflection-on-action**. The former is sometimes described as “thinking on our feet”. It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding.

During **reflection-in-action**, the practitioner allows himself/herself to experience surprise, puzzlement, or confusion in a situation that he/she finds uncertain or unique. He/She reflects on the phenomenon before him/her, and on the prior understandings that have been implicit in his/her behaviour. He/She carries out an experiment that serves to generate both a new understanding of the phenomenon and a change in the situation.

Reflection-on-action is done later – after the event or experience. For example, this may be done through a journal where practitioners reflect on the implications of new experiences on their work and their personally-held beliefs. The act of reflecting-on-action enables us to spend time exploring why we acted as we did, what was happening in a group and so on. In so doing we develop sets of questions and ideas about our activities and practice.

Source: D. Schön *The Reflective Practitioner. How Professionals Think in Action*. London: Temple Smith, 1983.

End of Activity ■

Reference Sheet 5: Successful Debriefing

Guidelines for Facilitators

- **Make objectives clear.** Too little or too much unfocused feedback during the debriefing process can create confusion and misunderstandings. Make sure learning objectives are clearly linked to the activity, so that the exercise is not perceived by the participants as a waste of time. Providing them with guidelines will help set the standard for how feedback is to be given.
- **Schedule time for feedback.** Ensure to include in your course design time for debriefings.
- **Be specific.** Request feedback from the participants, ask for comments and reactions, and have an outline of points for discussion to keep the group focused. This will benefit both you and your participants and allow you to fully recognize both the advantages and limitations of the activity. Do not neglect to gauge participants' feelings about activities in your debriefings.

Guidelines for Participants

- **Listen and be listened to.** Make sure the other person is ready to listen; otherwise the feedback will be ignored or misinterpreted.
- **Be objective.** Feedback should be a clear report of the facts based on observation. Make sure it is descriptive and not interpretative. Start with, "I noticed..."; "I saw..."; "I observed..."; "I wonder...".
- **Be specific.** Use quotes and give examples of what you are referring to.
- **Feedback should be prompt.** There is less chance of confusion and misunderstanding when feedback is given immediately after an activity.
- **Take it easy.** Do not overload the other person with too much information. Keep it simple and to the point. Ask the other person to paraphrase what he/she heard. Too much information can be confusing and leave the other person wondering where to start. Also be aware of the other person's self-esteem.
- **Be constructive.** The goal of feedback should be to offer helpful input. Consider your reasons for giving your comments and ask yourself, "Am I being helpful?"
- **Get feedback on your feedback.** Have the other person share reactions to the feedback. Find out what is helpful and what part is not helpful.

Source: *Teaching Resources Guide, Enhancing Learning, Interactive Classroom, Debriefing in the Interactive Classroom*. Instructional Resource Centre, University of California. www.irc.uci.edu/TRG_2006/TRG/Enhancing_Learning/Interactive/Debriefing.htm (accessed Feb. 2, 2006).

Activity 6 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 appropriate 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.

Cont'd ►►►

Activity 6 cont'd ►**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.

Cont'd ►►►

Activity 6 cont'd ►

More about...

Analyzing Data from PTAs

Some questions to consider when analyzing data from a pre-training assignment for a training-of-trainers workshop (see **Appendix 2** for a blank copy of the PTA):

- 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.

Source: *Module 5 - Data Collection and Reporting*. Treasury Board of Canada Secretariat. http://www.tbs-sct.gc.ca/eval/tools_outils/rbm_gar_cour/bas/module_05/module_0501_e.asp (accessed September 10, 2007).

End of Activity ■

Activity 7 The Current Context of Our HRE Work

Objective

To situate our HRE work within the broader socio-political context of our country and/or community in order to determine the challenges these present as well as possible strategies to address these challenges

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, you will work in small groups to identify challenges to HRE in your countries and/or communities and potential strategies to address.

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

40 min

Part A HRE Challenges and Strategies

Using the information provided by participants in their Pre-training Assignments (*Appendix 2 Part C – Describing the Overall Human Rights Situation in Your Country or Community*), the facilitator prepares beforehand a summary of the principal human rights problems and contributing factors in their societies. Participants will use this summary as a reference for this activity.

1. Identifying Challenges

The facilitator divides participants into small groups according to the target audience of their training. The facilitator provides each group with copies of the summary of human rights problems.

Keeping in mind the principal human rights problems outlined in the summary, identify potential challenges to your HRE work. List these below. The facilitator will take up the challenges the different groups identified before proceeding to the next part of this activity.

Cont'd ►►►

Activity 7 cont'd ►

2. Determining Effective Strategies

Each group selects or is assigned 1 to 3 of the challenges identified.

Together with the members of your group, determine appropriate strategies to address the challenges. List your strategies together with the challenges below. Prepare to share them with the larger group in **Part B**. Designate one person from your group to report back to the larger group. In your presentation, explain the rationale for your group's choices.

_____	_____
_____	_____
_____	_____
_____	_____

20 min

Part B Group Presentations

Each group in turn presents their strategies for comment and discussion. The facilitator records them on the flipchart version of *Worksheet 1*. Participants are encouraged to copy down the strategies and challenges in *Worksheet 1* for future reference.

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

**Reflection**

When identifying strategies to address the challenges to your HRE work:

- Do you consider the unique characteristics of your target group?
- Do you consider whether your strategies promote equality between men and women?
- Do you consider whether these strategies are effective when used for both men and women together?

End of Activity ■

Worksheet 1: Challenges and Strategies in HRE

Challenges to our HRE Work

Strategies to Address the Challenges

Module 2

Effective Human Rights Education – A Tool for Social Change

Activity		Time
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

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?

Cont'd ►►►

Activity 1 cont'd ►

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

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.

End of Activity ■

Reference Sheet 6: 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, pases. 33-34 and Part II, pases. 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, pases. 95-97 and Programme of Action, pases. 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

Reference Sheet cont'd***2. Equitas' 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 Equitas' 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.

Cont'd ►►►

Activity 2 cont'd ►**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?

Cont'd ►►►

Activity 2 cont'd ►

- Should participants be engaged in activities and reflections aimed at fostering transformative learning if these may lead to strong emotional reactions on their part?

End of Activity ■

Reference Sheet 7: Essential Practices and Conditions for Fostering Transformative Learning

Mezirow, who pioneered the theory of transformative learning, suggests that individuals can be transformed through a process of critical reflection. He goes on to explain that in transformative learning the most significant learning occurs in the communicative domain 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.

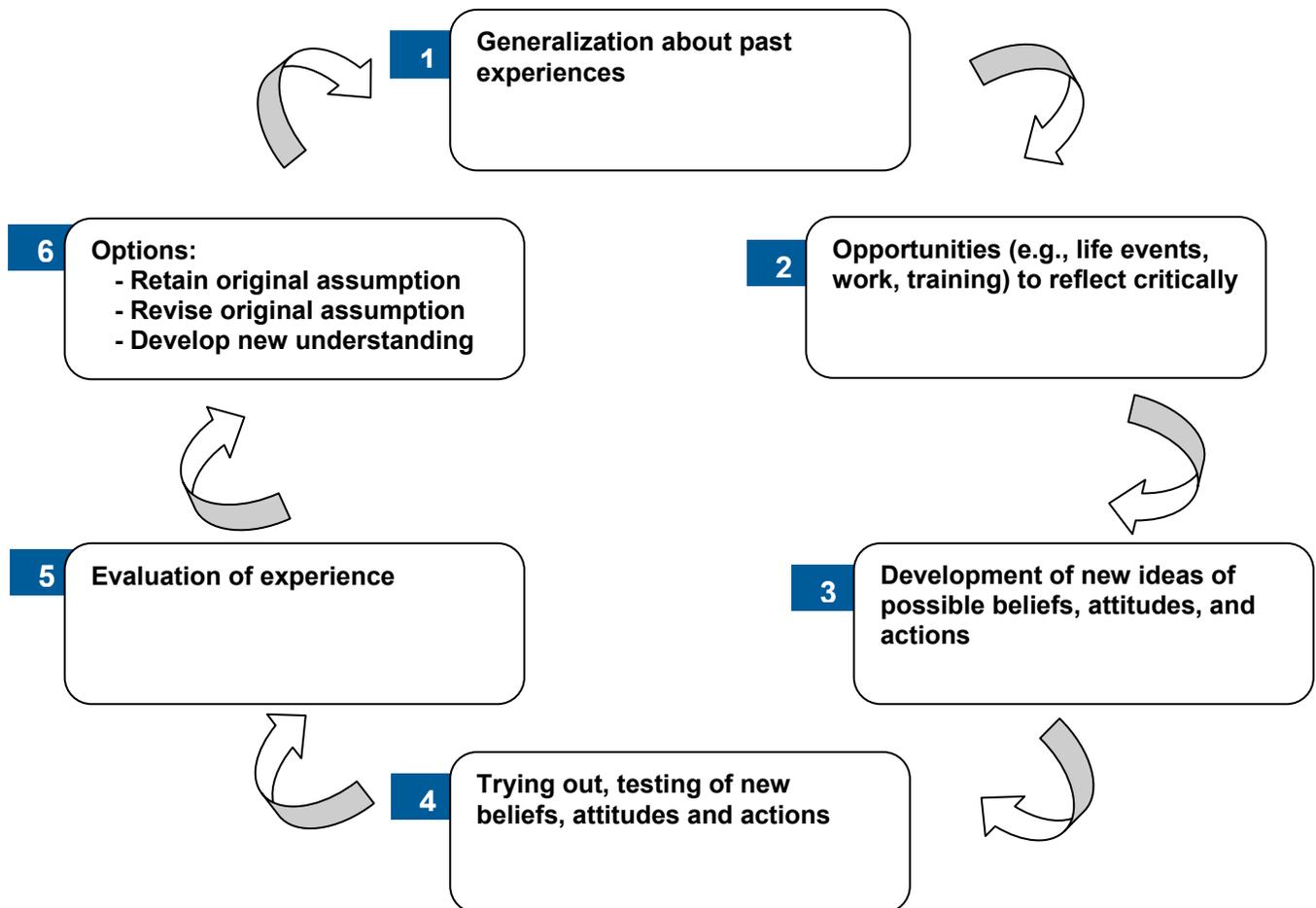
Below are the essential practices and conditions for fostering transformative learning as identified by J. Mezirow and subsequent researchers that supported and expanded on his findings.

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.

Source: V. Nazzari, P. McAdams, and D. Roy. "Using Transformative Learning as a Model for Human Rights Education: A Case Study of the Canadian Human Rights Foundation's International Human Rights Training Program," *Intercultural Education* 16, 2 (2005): 171-186.

Reference Sheet cont'd

The graphic below illustrates a transformative learning process.



Worksheet 2: 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-centred curriculum	

Worksheet cont'd

Conditions/Practices	Examples
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

Cont'd ►►►

⁴ Tibbitts, Felisa. “Editorial,” *Intercultural Learning*, vol. 16, no. 2 (2005):107-113.

Activity 3 cont'd ►**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*.

Cont'd ►►►

Activity 3 cont'd ▶

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 pre-training 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).

End of Activity ■

Worksheet 3: Transformative Potential of Your HRE Work

CHANGES
Individual Level

CHANGES
Organizational Level

CHANGES
Societal Level

Activity 4 Measuring Impact

Objective

To identify 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 behaviour remains a hypothesis unproven.”

M. Dottridge. *International Council on Human Rights Policy, U.K. HREA (Human Rights Education Associates) listserv.*

Felisa Tibbitts, suggests, however, 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.

Cont'd ►►►

Activity 4 cont'd ►**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 methods 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?

End of Activity ■

Reference Sheet 8: Assessing Impact of HRE

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

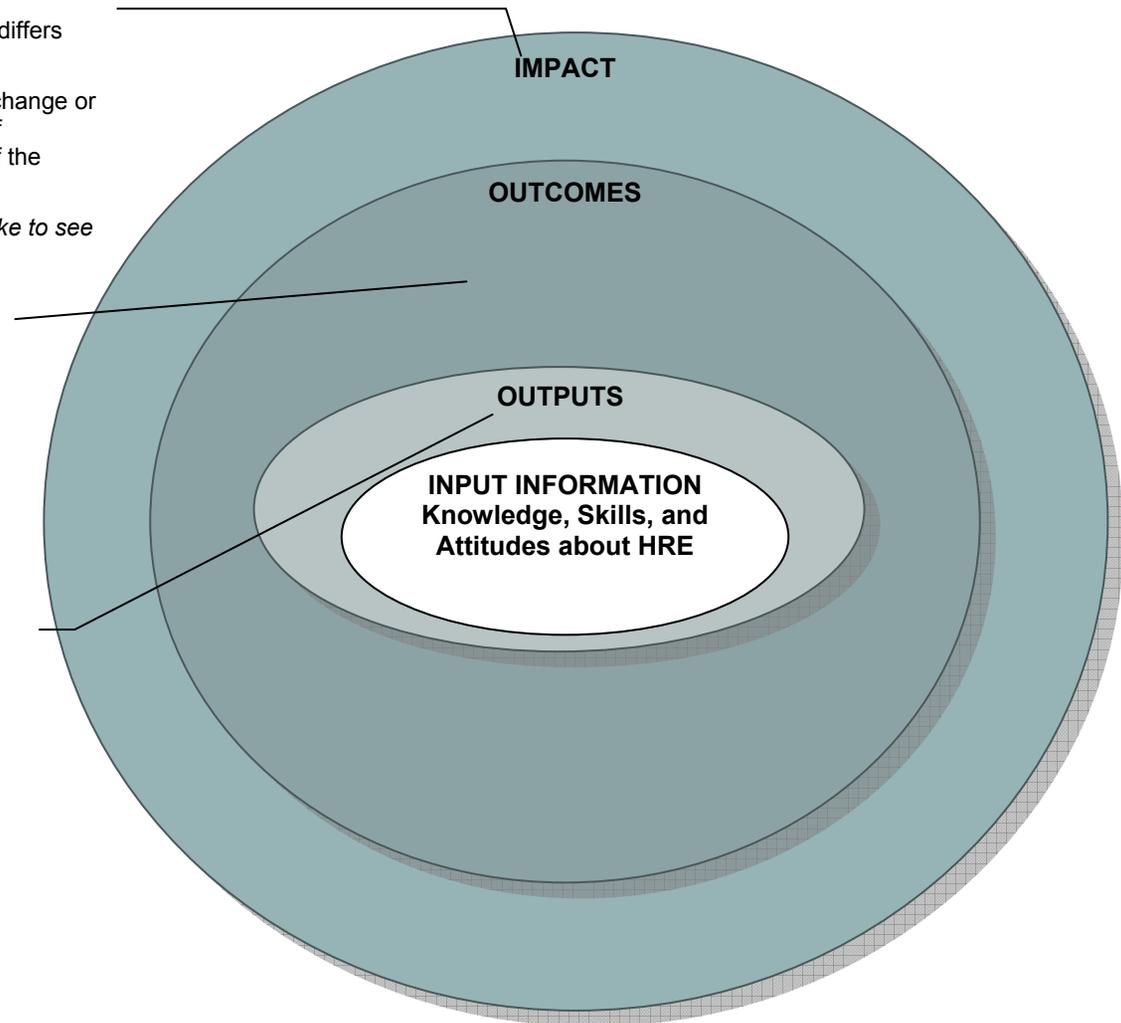
Outcomes are logical consequences of outputs achieved. This is generally the level where the end users take ownership of HRE work.

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?



Reference Sheet 9: Evaluation Concepts: The “Splash and Ripple” Analogy

The Image

Imagine a person dropping a rock into a pond. The rock hits the water with a splash and creates ripples which move outward and eventually reach the shore.

Now think about this image in evaluating terms:

- The rock is like a material **Input**
- The person holding the rock is like a human resource **Input**
- The act of dropping the rock is like an **Activity**
- When the rock reaches the water, it creates a *SPLASH*. These are your **Outputs**
- The *RIPPLES*, spreading out from the *SPLASH* are like your **Outcomes**, and then later your **Impact**
- The edge of the pond represents the geographic and population boundaries of your project

There are five guiding ideas inside this image

1. **Time:** *Splashes (Outputs)* become *Ripples (Outcomes)* which move outward over time. The idea is that **Outputs** are immediate and flow directly from *Activities*. **Outcomes** take the lifetime of your project to show and are at least one step removed from *Activities*. **Impacts** take longer than the life of your project to show and are many stages removed from *Activities*.
2. **Spread Effect or Reach:** *Splashes* cover a smaller area than *Ripples* do. This suggests that an *Activity* and its **Output** involve a relatively small number of people, but that just as a *Splash* yields ever widening *Ripples*, the benefits of the *Activity* and its **Output** spread beyond the initial group of participants to include other people. It is in the zone of the *Ripples* that a project generates important social changes.
3. **Control:** As *Splashes* become *Ripples*, control diminishes. You have considerable control over **Inputs**, *Activities* and even **Outputs** up to when the *Splash* occurs in the pond, but after that you have less and less control.
4. **Context:** The *Ripples (Outcomes)* take their own course, affected by other disturbances in the pond. You can influence the *Ripples*, at least those *Ripples* that are closer to the original *Splash*. To use this influence, you must know how to deal with the disturbances, i.e. **Constraints and Enablers:** At the outer edges of the pond, where the *Ripples* are wide and distant from the *Splash*, your influence has diminished further. Here, at the level of **Impact**, all you can do is contribute to the big picture, the long-range change you seek.

Reference Sheet cont'd***Learning and Improvement***

Every *Splash* and *Ripple* sequence is an experiment. The more you know about the *Splash* and *Ripple* effect of your project, the better able you are to add to or alter your **Inputs** and *Activities* to yield better results. Using the image, you can drop the rocks in differently, drop bigger ones or drop more or fewer of them.

Source: Splash and Ripple. Using Outcomes to Design & Guide Community Work. AB: Plan:Net.
http://www.hc-sc.gc.ca/ahc-asc/pubs/contribution/ripple-ricochet_e.html (accessed October 24, 2007)

End of Module Evaluation

Time

15 min

Description

You will evaluate the work carried out in Modules 1 and 2.

Module 3

Designing Human Rights Education

Activity		Time
Activity 1	Developing Human Rights Training for Results	2 hrs
Activity 2	Educational Development Cycle	15 min

Overview

HRE cannot take place in isolation. When planning HRE activities, human rights educators must consider the human rights context of participants and the global human rights environment as well as other interventions taking place at these different levels to address similar issues. Approaching human rights training in a systematic way will help enhance the effectiveness of our HRE work.

The aim of this module is to have participants explore what a systematic approach to human rights training entails. Participants will begin by examining a framework to help them analyze the context of their HRE work.

Activity 1 Developing Human Rights Training for Results

Objective

To explore the benefits and challenges of a systematic approach to the development, 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.

Cont'd ►►►

Activity 1 cont'd ►

- 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 a particular HR issue

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

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

End of Activity ■

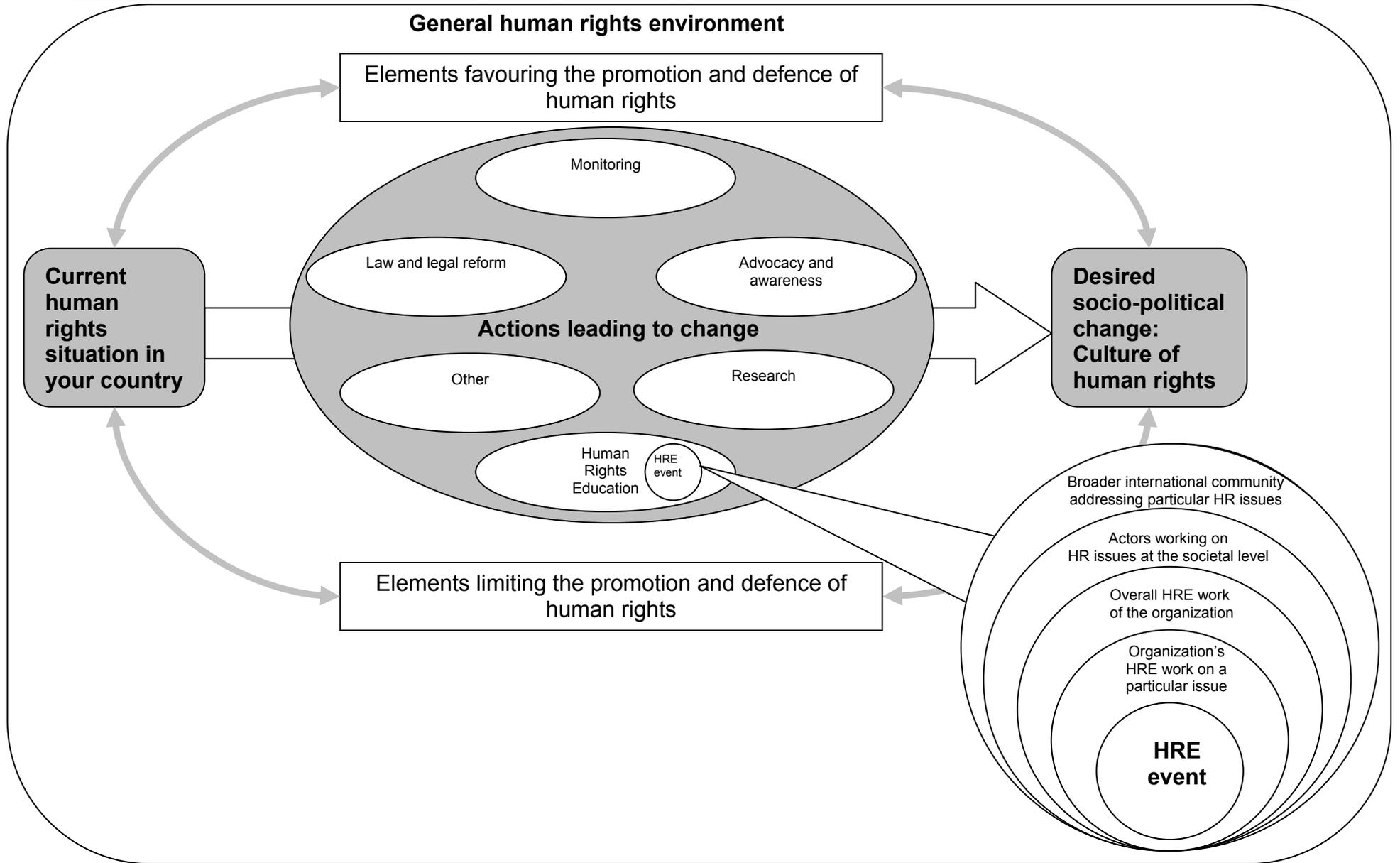
Worksheet 4: Approach to Planning HRE Work

Questions	Your Approach
<p>1. How would you describe the HRE work of your organization?</p> <p>a) Does your organization offer one-time training activities for the same or different target groups?</p> <p>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?</p>	
<p>2. What is the relationship between your organization’s HRE work and its other human rights work?</p> <p>a) Are they completely separate?</p> <p>b) Do they generally complement each other?</p> <p>c) Do they form part of a well-planned strategy?</p>	

Worksheet cont'd

Questions	Your Approach
<p>3. How are decisions made in your organization about what HRE training activities to undertake?</p> <p>a) Who is involved in the decision making?</p> <p>b) Does your organization follow a pre-defined plan of activities?</p> <p>c) What internal factors do you consider? For example:</p> <ul style="list-style-type: none"> • 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? <p>d) What external factors do you consider? For example:</p> <ul style="list-style-type: none"> • 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? 	

Reference Sheet 10: HRE Through a Systems Approach



Activity 2 Educational Project Development Cycle

Objective

To review the components of a project development cycle appropriate for HRE

Time

15 min

Description

15 min

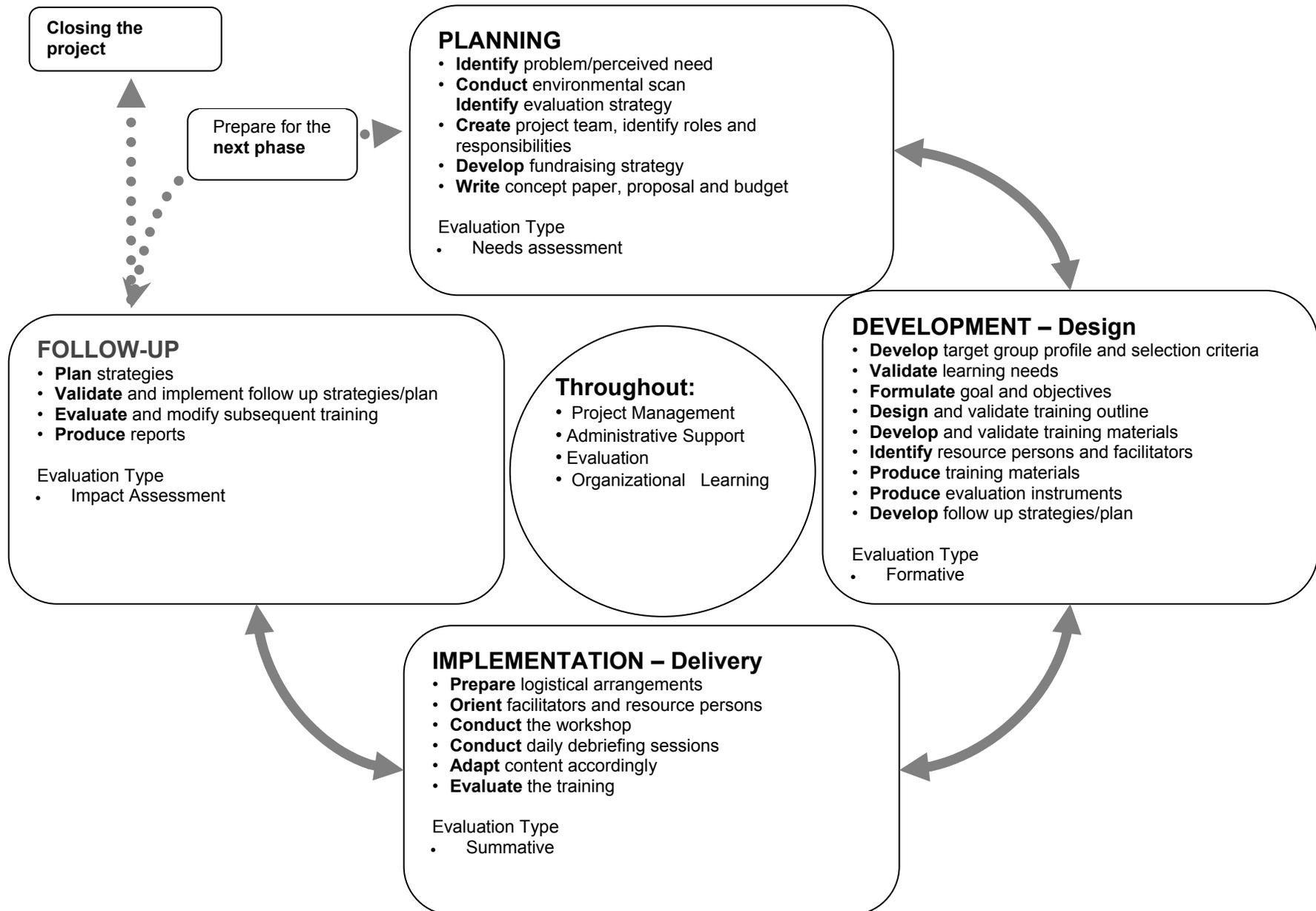
Presentation: Project Development Cycle

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.

End of Activity ■

Reference Sheet 11: Educational Project Development Cycle



End of Module Evaluation

Time

15 min

Description

You will evaluate the work carried out in Module 3.

Module 4

Developing a Model for a Training Session

Activity		Time
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 Goal and Objectives	1 hr 15 min
Activity 4	Determining Content	2 hrs
Activity 5	Determining Materials	2 hr 30 min

Overview

Starting in Module 4 and continuing through to Module 7 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 4, 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.

End of Activity ■

Worksheet 5: 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, attitudes)

Design evaluation and follow up tools/activities

Prepare training materials

Questions to consider:
When developing a training session, is there only one order for these steps to occur?
What is the relationship between the steps?
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 jigsaw 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 make the task of identifying learning needs of a target audience easier?
- In your experience, does conducting a learning needs assessment improve your ability to deliver training?
- Are there some target audience needs that you identified that cannot be met by training? Give some examples.

Cont'd ►►►

Activity 2 cont'd ►

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

More about...

Needs Assessment

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

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

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

Source: A. L. Titcomb. *ICYF Evaluation Concept Sheet*.
<http://ag.arizona.edu/icyf/docs/needs.pdf> (accessed June 16, 2002).

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

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

Source: S. Goldbeck-Wood and E. Peile. *Learning Needs Assessment: Assessing the Need*. <http://bmj.bmjournals.com/cgi/content/full/324/7330/156> (accessed June 16, 2002).

30 min

Part B Sharing Reflections on Learning Needs

For **Part B**, the facilitator forms new groups which consist of at least one participant from each of the groups from **Part A**.

Share the results of your discussion from **Part A** with the members of your new group.

For **Part C**, return with new information to you small group from **Part A**.

Cont'd ►►►

Activity 2 cont'd ►

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.

End of Activity ■

Worksheet 6: 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: _____

Characteristic	Description
Occupation(s)	
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 7: 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 8: 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 9: 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 process and to practise 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 practise 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.

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

2. How do they help us in developing training?

3. Why are they important for our participants?

Cont'd ►►►

Activity 3 cont'd ►

4. 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.

More about...

Goals and Objectives

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

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

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.

Cont'd ►►►

Activity 3 cont'd ►

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?

Cont'd ►►►

Activity 3 cont'd ►

15 min

Part D Large Group Discussion

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

End of Activity ■

Reference Sheet 12: 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.

Reference Sheet cont'd

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

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

Worksheet 10: 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 large 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)

Cont'd ►►►

Activity 4 cont'd ►

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.

Steps to follow:

Refer back to the learning needs you identified (see *Worksheet 9*) and the goal and objectives you have set for the session (see *Worksheet 10*).

Keeping this information in mind, decide on the most appropriate content for your training session and write it down on *Worksheet 11*. Use the questions on *Reference Sheet 15: Choosing the Content for Your Training Session* to guide you.

Prepare a flipchart version of *Worksheet 11*.

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?

End of Activity ■

Reference Sheet 13: Core Elements of HRE Content and Methodology

Contribution of Paul J. Martin (Columbia University, e-mail: jpm2@columbia.edu) to the HREA listserv entitled *Human Rights Education: Content and Methodologies in a Nutshell*.

Dear Listserv members,

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

Assumption

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

Core Content

The Cognitive [Knowledge]

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

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

The Skills

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

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

Reference Sheet cont'd**The Attitudinal [Values and Attitudes]**

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

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

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

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

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

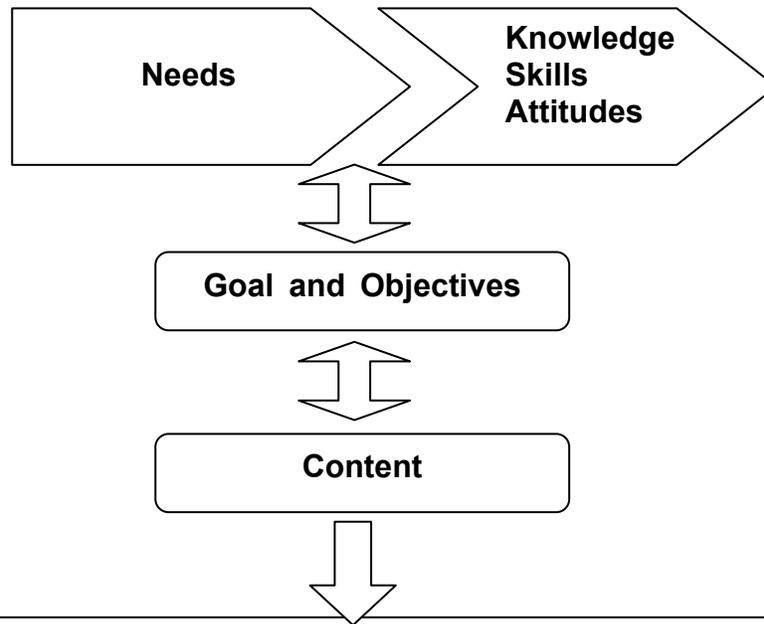
Teaching Methodologies

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

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

Reference Sheet 14: Human Rights Content Checklist

Human Rights Information <u>Knowledge</u>	Human Rights <u>Skills</u> for Taking Action	Human Rights <u>Values</u> & <u>Attitudes</u>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Reference Sheet 15: Choosing the Content for Your Training Session

Based on the learning needs you have identified as well as the goal and objectives you have set to meet these needs:

1. What topics, issues and information will you include in your training?
2. How much content will come from the outside, i.e., presentations, texts?
3. How much content do you expect to come from the participants?
4. What techniques do you plan to use?
5. What is the time frame of the session? Number of days? Number of hours per day?
6. Does the amount of material you are planning to cover seem realistic given the time frame of your training?

Worksheet 11: Model for Your Training Session – Proposed Content

Our target audience:	
Time frame:	
Content we plan to include in each core area:	
Human Rights Information <u>Knowledge</u>)	
The <u>Skills</u> for Taking Action	
HR <u>Attitudes</u> & <u>Values</u>	

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.

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

Cont'd ►►►

Activity 5 cont'd ►**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.

End of Activity ■

Reference Sheet 16: Types of Training Techniques and Activities

Types of techniques can fall under several categories:

1. Group Dynamics

- “Dinamicas”
- Icebreakers
- Energizers

2. Knowledge/Information Building Techniques

- Presentations
- Reading texts and performing tasks
- Brainstorming

3. Values/Attitudes Techniques

- Role plays
- Debates

4. Skills Practice/Application

- Case studies
- Simulations

5. Critical Analysis/Reflection

- Combination of the techniques listed above

Reference Sheet 17: Effective Training Techniques

To Give Information	To Teach Skills, Behaviours	To Change Values, Attitudes
<ul style="list-style-type: none"> • 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. <p>Appropriate follow up activities to presentations of one or more resource persons involving an audience include:</p> <ul style="list-style-type: none"> • 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 share it with the audience. 	<ul style="list-style-type: none"> • 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. <p>Appropriate activities for follow up and practice of skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Worksheet 12: Model for Your Training Session – Materials, Techniques and Activities

1. Refer back to the information in your training plan so far:
 - The description of your **target audience** (Module 4, Activity 2)
 - Their **learning needs** (Module 4, Activity 2)
 - The training **goal and objectives** you identified (Module 4, Activity 3)
 - The training **content** you identified (Module 4, Activity 4)

2. Taking into account the information above, determine what types of techniques and activities would be most appropriate. Be prepared to explain the rationale for your choices. Record the results of your discussion on the chart below.

Content Area	Technique/Activity	Rationale

Materials
<p>Questions to consider:</p> <ol style="list-style-type: none"> 1. Do you know of appropriate materials that already exist which you can use? 2. What are they? 3. What needs to be done to the materials to make them appropriate and effective? 4. What new materials will you need to develop?

End of Module Evaluation

Time

15 min

Description

You will evaluate the work carried out in Module 4.

Module 5

The HR Educator and the Art of Facilitation

Activity		Time
Activity 1	The HR Educator's Core Values and Beliefs	30 min
Activity 2	Setting the Climate	45 min
Activity 3	Facilitation Issues	1 hr 15 min
Activity 4	Handling Conflict in Our HRE Work	45 min
Activity 5	Reflecting on Our Roles as a HR Educator	1 hr
Activity 6	Sharing HRE Activities	1 hr 30 min

Overview

In Activity 5 of Module 1, 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.

Cont'd ►►►

Activity 1 cont'd ►

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 jeopardized.
- A facilitator must be prepared to always respond to participants' needs.
- A facilitator should help participants reach the conclusion that he/she wants them to reach.
- In a training session, participants need to receive "recipes".
- The purpose of every training is personal development.
- A good facilitator develops friendly relationships with all the participants.
- A facilitator must never acknowledge his/or her lack of knowledge or experience in a certain area because this will severely undermine his/her credibility with the group.
- A facilitator should be completely neutral in his/her dealings with participants.
- 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 participatory approach?

End of Activity ■

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 needs prior to the workshop. Do you also have any presuppositions about their values, beliefs, and attitudes? How might this affect your role as a facilitator?

Cont'd ►►►

Activity 2 cont'd ►

- Do you think participants perceive facilitators differently depending on they are male or female? If so, why?
- One of the statements in the Continuum exercise was on neutrality as a facilitator. Is it possible to remain neutral as a facilitator? Why or why not?

End of Activity ■

Reference Sheet 18: 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 facilitator. 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!

Cont'd ►►►

Activity 3 cont'd ►

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.

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.

Cont'd ►►►

Activity 3 cont'd ►

Situation 3

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

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

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

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

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

Situation 4

You are facilitating a 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.

Cont'd ►►►

Activity 3 cont'd ►

Situation 5

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

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

Situation 6

You are facilitating a human rights training session. In your group, 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*.

End of Activity ■

Reference Sheet 19: 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 discussions going in the direction you want. If there are disagreements, draw conclusions.
- Paraphrase participants' statements to check your understanding and reinforce statements.
- Ask questions that encourage reflective responses such as open-ended questions.
- Do not answer all questions yourself. Participants can answer each other's questions.
- Ask participants if they agree with a statement someone makes.
- Be sure the participants talk more often than you do.

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 movements 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> (accessed June 16, 2002).

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).

Cont’d ►►►

Activity 4 cont'd ►

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)

Cont'd ►►►

Activity 4 cont'd ►**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 encountered some “pushing”?
- In what ways do you “push”?
- In what ways do others “push” you?
- Give examples of the results of this “pushing”.
- What alternatives have you found to be effective?
- What are some of the things you can do to reduce resistance?
- What human rights are often violated in an intense interpersonal conflict?

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 exacerbate 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 handled?
- When I disagree with someone over an issue I feel strongly about, how does it affect my perception of that person?

End of Activity ■

Activity 5 Reflecting on My Role as a Human Rights Educator

Objective

To critically reflect on our personally held beliefs and how they impact on our practice as human rights educators

Time

1 hr

Description

Introduction

A recent discussion on the Global Human Rights Education listserv tackled the difficult issue of “teaching and neutrality”. Human rights educators from around the world expressed their thoughts on whether human rights educators should or can be neutral.

In this activity, we will begin by discussing our dual roles as HR educators and activists. You will then engage in a reflection around your own positions regarding neutrality in teaching, drawing on ideas from postings on the listserv discussion.

Instructions

This activity is divided into two parts.

In **Part A**, you will discuss the role of HR educators and activists.

In **Part B**, you will reflect on the notion of “neutrality” in HRE and participate in a large group discussion.

15 min

Part A Large Group Reflection

As human rights workers who work in education, we hold two different, yet compatible roles.

On the one hand, we are activists whose goal is to further a cause. On the other hand, we are educators who want to respect our participants' perspectives and give them room to learn.

Cont'd ►►►

Activity 5 cont'd ►

In order to be effective, human rights educators and activists alike must have a deeply felt commitment to human rights and the belief in the necessity for building a just and democratic society.

As human rights educators, we bring our particular knowledge, experience, and perspectives on human rights as well as our knowledge of HRE to our training events. Therefore, we must also acknowledge that our individual perceptions impact on our ability to understand and respond to the needs of our participants.

Referring to the chart below and the questions to consider, reflect on your dual role as activist/educator.

Questions to consider:

- How do the roles of human rights “activist” and human rights “educator” compare?
- What aspects of our roles as human right activists can improve our work as educators?
- What aspects of our roles as human rights educators can improve our work as activists?
- How do the interactions with others compare, depending on whether you are playing the role of educator or activist?

Our Roles as Human Rights Educators and Activists		
	Human Rights Activist	Human Rights Educator/Trainer
Goal	<ul style="list-style-type: none"> • To promote social change through taking action 	<ul style="list-style-type: none"> • To promote social change through education
Responsibilities	<ul style="list-style-type: none"> • To ensure defence of human rights • To monitor human rights violations 	<ul style="list-style-type: none"> • To promote human rights through education • To develop training and materials, and deliver training
Knowledge & Skills	<ul style="list-style-type: none"> • Knowledge of international HR instruments • Understanding of political situation • Knowledge in specialized areas; e.g., forensics • Negotiation skills • Conflict resolution skills 	<ul style="list-style-type: none"> • Knowledge of human rights theory • Knowledge of educational theory and techniques • Interpersonal skills • Facilitation skills • Instructional design skills • Conflict resolution skills
Personal Characteristics	<ul style="list-style-type: none"> • Single-minded in the pursuit of their goal 	<ul style="list-style-type: none"> • Open to various perspectives

Cont'd ►►►

Activity 5 cont'd ►**45 min****Part B The Notion of Neutrality – Large Group Discussion**

To lead into the discussion on the notion of neutrality of the HR educator, the facilitator asks different participants to read one extract from a posting on the Global Human Rights Education listserv provided in *Reference Sheet 20: HR Educators on HRE and Neutrality*.

The facilitator has participants paraphrase or read out loud with expression the opinion on the issue of neutrality expressed in the posting assigned to you.

The facilitator then leads a large group discussion on the issue of the neutrality of the HR educator and records participants' comments on a flipchart version of *Worksheet 13*.

Questions to consider:

- Should human rights educators remain “neutral” in carrying out HRE work? Is it possible to remain neutral? Why or why not?
- What kinds of arguments can be made in favour of, or against neutrality of the HR educator in his/her HRE work?
- In what way can a HR educator's perspective on human rights impact the planning, designing and implementation of HRE activities?
- How have you managed to advance your cause and still follow HRE principles?
- What obstacles might a non-neutral educator face?
- How will such obstacles impact on your ability to continue to carry out HRE, in different contexts; e.g., in schools, with public officials, with the police, with the military?
- Contributors to this listserv topic are all men, do you think women would have a different point of view? If yes, what do you think would be their thoughts on the topic?

End of Activity ■

Reference Sheet 20: HR Educators on HRE and Neutrality

The postings below have been taken from the HREA listserv (www.hrea.org) discussion on Neutrality and HRE.

1. **Yes** to neutrality

I believe that educators have the responsibility to remain neutral. To suggest that educators should set out to 'teach democracy' is controversial. Personally I am strong advocate for democracy, but to engage in democracy education is the antithesis of the true sense of democracy.

Adrian Witherow, Citizenship Educator, Belfast, Ireland

2. **Yes** to neutrality

I think teachers should be neutral and students must decide for themselves what rights and responsibilities they believe are right for them. Students must also decide whether they support human rights or don't. No one should be coerced. We want students to question what we teach including human rights and democracy, don't we?

Edward O'Brien, Executive Director, Street Law Inc., Silver Springs, MD. USA

3. **Yes** to neutrality

I do accept that teachers' beliefs can interfere with their teaching - this is where professionalism comes into play. Teachers have the responsibility to behave in a professional manner especially when teaching about values such as Human Rights. Regardless of the teacher's viewpoint, they should deliver the course professionally, to the best of their ability. If they are being unfair or imbalanced in the classroom then this is wholly unacceptable. Teachers should be judged on their teaching not their beliefs.

Adrian Witherow, Citizenship Educator, Belfast, Ireland

4. **Yes** to neutrality

Teachers of human rights (in my case, at the university level) have to tread a fine line between making clear where we stand and what we think is right, and cultivating in our students the openness to inquiry that we hope will lead them to endorse and promote human rights.

It is always hard for me to decide when to advocate and when to be neutral.

But I am convinced that if I pontificate and insist on the correct line, they will decide that that is what they are required to parrot back on the exam and will be eager to forget as soon as the semester is over.

Jack Hammond, Sociology Department, Hunter College, New York, NY

Reference Sheet cont'd

5. No to neutrality

Having students think critically about what they are being taught is very important. However, I am not sure that the best way for a teacher to encourage critical thinking is to strive to be "neutral". As you point out, neutrality is a chimerical goal. No teacher will be able to divorce him or herself from their own background. However, I'm not convinced that the goal of neutrality, even if it could be achieved, is one worth pursuing.

While I agree ... that students should be encouraged to support human rights voluntarily and that no one should be coerced, I'm not convinced that these goals can be easily achieved if a teacher attempts to remain scrupulously neutral.

Noel S. Selegzi, International Debate Education Association, Open Society Institute

6. No to neutrality

Being active in the non-formal education settings in different parts of Europe, I have found that the idea of the "neutrality" of the educator is, at best, a fairly hopeless challenge and, at worst, actually dangerous.

My experience is that if educators do not live and show their values, then participants do not have a real possibility to place themselves or to experiment with changing their points of view within the relatively safe educational environment.

Mark Taylor, Avenue Emile Maxlaan 150, B-1030 Brussels

7. No to neutrality

...In relation to neutrality let me say, first of all that I conceive human rights education [as] a political education, therefore it can not be neutral. Second, in human right education the learner should, in my opinion, be seen as an active agent in his learning. Therefore there is no room for rigid and inflexible indoctrination. ...

Abraham Magendzo, Coordinator of UNESCO Chair, Santiago, Chile

8. No to neutrality

... Abraham, I do agree with you about your understanding of human rights education as a political education, and that therefore, it can't be neutral, particularly in our countries, where there still are so many cases of human rights violations. Could it be possible to keep neutrality, for instance, in front of corruption, and impunity? Can we "teach" human rights, or citizenship in the midst of the extreme poverty conditions in which thousands and thousands of persons (particularly children) live? I believe that education, and the school itself are not islands, and more than that, we educators aren't only professionals, we are at the same time social actors, citizens, and in all those levels we have an ethical and political responsibility.

Pablo Zavala Sarrio, Av. Juan de Aliaga 427 - Magdalena

Worksheet 13: Arguments in Favour of or Against Neutrality

Arguments in favour of neutrality of the HRE Educator in his/her work	Arguments against neutrality of the HRE Educator in his/her work

Activity 6 Sharing HRE Activities

Objective

To share HRE activities used in our own training and to practise facilitation skills

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, you will share a HRE activity in your small group. You will be provided with a photocopy of the activity you submitted together with your pre-training assignment (see a blank copy of the activity planner in *Appendix 2*).

In **Part B**, your group will present one activity to the larger group.

In **Part C**, two participants will debrief the activity.

30 min

Part A Sharing Your HRE Activities – Small Group Work

The facilitator divides participants into small groups according to the target audience of their training and provides the members of the group with a copy of their HRE activity. Using the handout, briefly describe your activity to the members of your group. This is an opportunity to demonstrate your facilitation skills.

Select one of the activities shared in your small group to present to the larger group.

Identify a member or members of your group other than the person who developed the activity to present it. Having a different person present the activity enables further practice of your facilitation skills (e.g., listening, explaining, demonstrating, adapting).

Prepare a brief presentation of the activity for the larger group.

Explain why your group selected this particular activity to share.

Remember to be creative!

50 min

Part B Demonstrating Your HRE Activities

Participants present the activities selected to the larger group (10 min per group).

For each presentation, participants from the other groups provide feedback using *Worksheet 14*.

Cont'd ►►►

Activity 6 cont'd ►

10 min

Part C Debriefing of the Activity

To enable you to practise your facilitation skills, the facilitator asks two participants to lead a debriefing discussion to evaluate this activity.

End of Activity ■

Worksheet 14: Providing Feedback on HRE Activities

When providing feedback, remember the following tips:

- Be objective
- Be specific
- Limit the amount of feedback you provide
- Be constructive

Activity	Feedback
Activity 1: Title: _____	
Activity 2: Title: _____	
Activity 3: Title: _____	
Activity 4: Title: _____	
Activity 5: Title: _____	

End of Module Evaluation

Time

15 min

Description

You will evaluate the work carried out in Module 5.

Module 6

Program Evaluation, Transfer of Learning and Follow Up

Activity		Time
Activity 1	The Continuous Improvement Cycle	45 min
Activity 2	Evaluation Techniques	1 hr
Activity 3	Transfer of learning	1 hr
Activity 4	Planning for Follow Up to Your Training	45 min

Overview

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 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

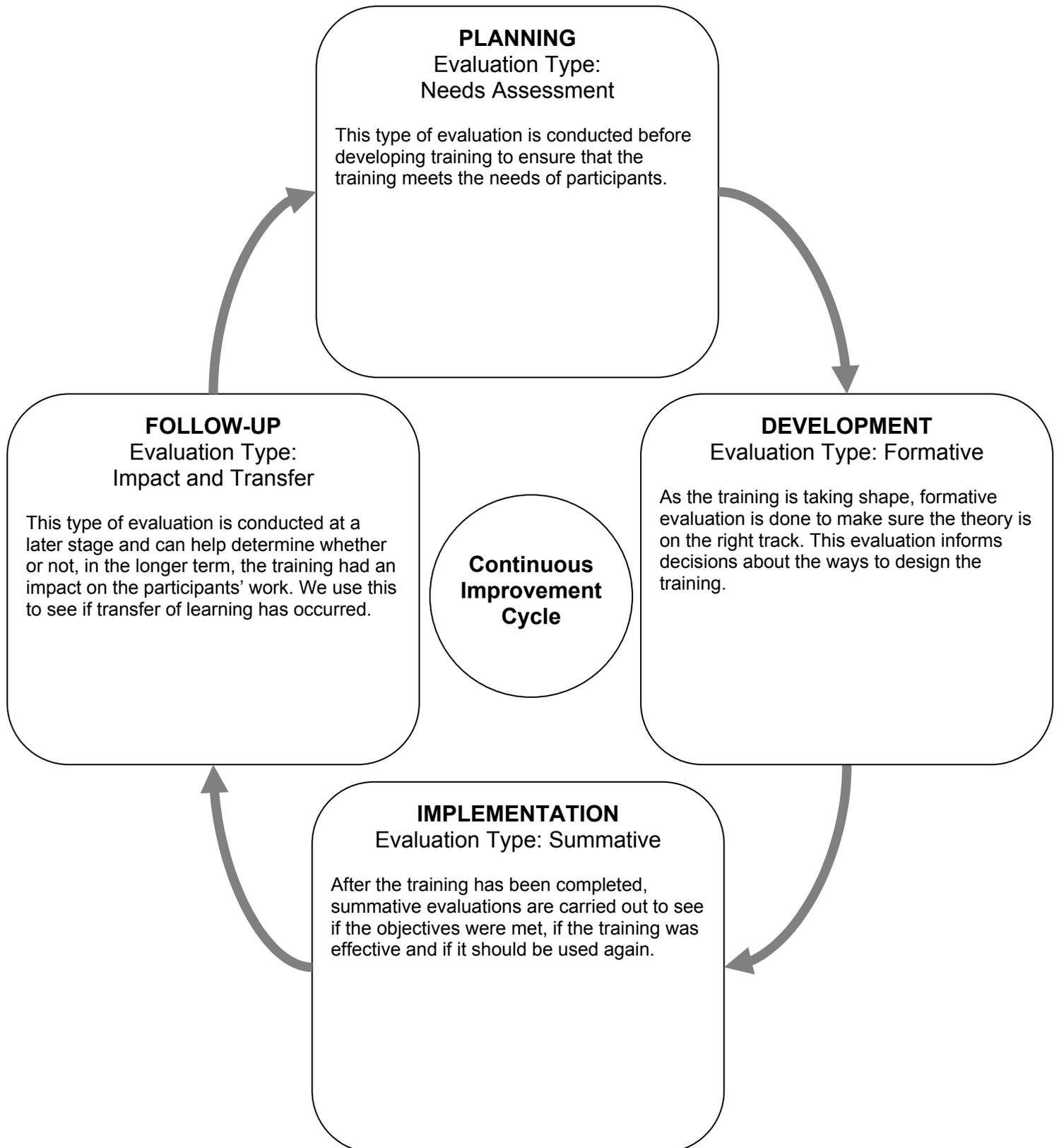
Part B Presentation: Continuous Improvement Cycle

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.

End of Activity ■

Reference Sheet 21: The Continuous Improvement Cycle



Activity 2 Evaluation Techniques

Objective

To develop and strengthen skills for evaluating training

Time

1 hr

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 determine 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.

End of Activity ■

Worksheet 15: Evaluation Techniques

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

Worksheet cont'd

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

Activity 3 Transfer of Learning

Objective

To examine the concept of transfer 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?

Cont'd ►►►

Activity 3 cont'd ►**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.

End of Activity ■

Reference Sheet 22: 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.

Reference Sheet cont'd**3. Development and Implementation Stage (cont'd)**

- 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, counselling, 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 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.
- Evaluate whether participants are using the materials provided during training. If not, modify these materials and re-distribute them to participants.

Activity 4 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.

End of Activity ■

Worksheet 16: 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 23: 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.

Module 7

Model for Your Training Session

Activity		Time
Activity 1	Putting Together the Model for Your Training Session	2 hrs 30 min
Activity 2	Presentations of Participants' Training Models	2 hrs

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.

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 30 min

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.

End of Activity ■

Worksheet 17: 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
<p>Step 1 Description of your TARGET AUDIENCE</p> <p>Refer back to: (Worksheet 6)</p>	<p><i>Who are the participants?</i></p> <ul style="list-style-type: none"> • <i>Their occupation?</i> • <i>Gender?</i> • <i>Education level?</i> <p><i>What problems do they face?</i></p> <p><i>What is the context in which the participants work?</i></p>	Empty space for the model
<p>Step 2 Determine NEEDS</p> <p>Refer back to: (Worksheets 7, 8, 9)</p>	<p><i>What are knowledge, attitudes, skills that the participants need to develop?</i></p>	Empty space for the model

Worksheet cont'd

Main Steps	Questions You Need To Answer	Model for Your Training Session
<p>Step 3 Set GOAL and OBJECTIVES</p> <p>Refer back to: (Worksheet 10)</p>	<p><i>Which needs will the training address?</i></p> <ul style="list-style-type: none"> • <i>In terms of the participants?</i> • <i>In terms of the human rights situation?</i> • <i>In terms of the human rights agenda?</i> 	
<p>Step 4 Determine CONTENT</p> <p>Refer back to: (Worksheet 11, 12)</p>	<p><i>What topics, themes, issues, information will you include?</i></p> <p><i>What content will come from the participants?</i></p> <p><i>What outside expertise is required? How will it be included?</i></p> <ul style="list-style-type: none"> • <i>Presentations?</i> • <i>Videos?</i> 	

Worksheet cont'd

Main Steps	Questions You Need To Answer	Model for Your Training Session
<p>Step 5 Develop TRAINING MATERIALS (materials to create, existing materials, readings)</p> <p>Refer back to: (Worksheet 12)</p>	<p><i>What existing materials can be used?</i></p> <ul style="list-style-type: none"> • <i>From your own organization?</i> • <i>From other sources?</i> <p><i>What materials (manuals, handouts/audio-visual aids) need to be developed?</i></p> <p><i>What reading materials will be included?</i></p>	
<p>Step 6 Determine TIME FRAME</p> <p>Refer back to: (Worksheet 11)</p>	<p><i>Number of days?</i></p> <p><i>Hours per day?</i></p> <p><i>Is the time frame realistic in relation to the amount of content you want to cover?</i></p>	

Worksheet cont'd

Main Steps	Questions You Need To Answer	Model for Your Training Session
<p>Step 7 Design EVALUATION & FOLLOW-UP TOOLS</p> <p>Determine Strategies for Transfer of Learning</p> <p>Refer back to: (Worksheet 15)</p>	<p><i>What information do you want to obtain from the evaluation?</i></p> <p><i>How will you use the information?</i></p> <p><i>What kinds of instruments will you use?</i></p> <p><i>What types of follow up activities will you plan?</i></p> <p><i>What strategies will you use to increase transfer of learning?</i></p>	

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

2 hrs

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.

End of Activity ■

Worksheet 18 : 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?		

End of Module Evaluation

Time

15 min

Description

You will evaluate the activities carried out in **Module 7**.

Module 8

Workshop Evaluation and Closing

Activity

Activity 1	Evaluation
Activity 2	Closing

Time

30 min
15 min

Overview

The aim of this Module is to provide participants with the opportunity to provide feedback on the workshop. Finally, workshop organizers will close the session.

Activity 1 General Evaluation

Objective

To evaluate the overall workshop

Time

30 min

Description

The facilitator provides you with a general evaluation questionnaire.
Please complete the questionnaire and return it to the facilitator.

End of Activity ■

Activity 2 Closing

Objective

To close the session

Time

15 min

Description

Workshop organizers will close the training session.

End of Activity ■

Appendices

Appendix

- Appendix 1 Sample Application Form
- Appendix 2 Sample Pre-Training Assignment
- Appendix 3 Sample Evaluation Questionnaires
- Appendix 4 Glossary

Appendix 1: Sample Application Form

Add: Information about Workshop Organizer

APPLICATION FORM

TRAINING OF TRAINERS: DESIGNING AND DELIVERING EFFECTIVE HUMAN RIGHTS EDUCATION

Add: Dates of the training

Add: Deadline for receipt of applications

Application Form

Part A: CANDIDATE	
1 Last Name:	First Name:
2 Country:	
3 Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	
4 Email:	

Part B: ORGANIZATION	
5 Name of Organization:	
6 Mailing Address:	
Number	Street
City	Province/State
Country	Postal Code
7 Telephone:	8 Fax:
9 Email:	10 Website:
<i>Note: It is very important to provide an active email address, as it is often the most used method of communication.</i>	
11 Year in which organization was established:	
12 Number of staff: Full-time paid staff _____ Part-time paid staff _____ Volunteer staff _____	
13 Type of organization	
<input type="checkbox"/> Local NGO	<input type="checkbox"/> Academic Institution
<input type="checkbox"/> National or Regional NGO	<input type="checkbox"/> Government
<input type="checkbox"/> National Institution	<input type="checkbox"/> Other (please Specify): _____

14 ACTIVITIES	
a) Please describe your organization's three (3) main areas of work (in order of priority) and identify the thematic focus of each one (e.g. HRE in schools, monitoring of minority rights, advocacy for women's rights, etc.)	
1.	
2.	
3.	
b) Please describe three (3) human rights education activities undertaken by your organization <u>in which you are/have been directly involved</u> : e.g., workshops, training programs, awareness raising campaigns	
Activity 1	Title:
Duration:	
Goal:	Target audience:
Type of activity (eg. Workshop, training, etc.):	
Please check (X) the appropriate box(es) that best describe your involvement and provide details	
a. I was involved in the design of the activity <input type="checkbox"/> Details of involvement:	
b. I was involved in the design of the materials <input type="checkbox"/> Details of involvement:	
c. I was involved in facilitation of the activity <input type="checkbox"/> Details of involvement:	
List the main results: <input type="checkbox"/>	

Activities continued		
Activity 2	Title: _____	Duration: _____
Goal: _____	Target audience: _____	
Type of activity (eg. Workshop, training, etc.): _____		
Please check (X) the appropriate box(es) that best describe your involvement and provide details		
a. I was involved in the design of the activity <input type="checkbox"/> Details of involvement: _____		
b. I was involved in the design of the materials <input type="checkbox"/> Details of involvement: _____		
c. I was involved in facilitation of the activity <input type="checkbox"/> Details of involvement: _____		
List the main results: _____		
Activity 3	Title: _____	Duration: _____
Goal: _____	Target audience: _____	
Type of activity (eg. Workshop, training, etc.): _____		
Please check (X) the appropriate box(es) that best describe your involvement and provide details		
a. I was involved in the design of the activity <input type="checkbox"/> Details of involvement: _____		
b. I was involved in the design of the materials <input type="checkbox"/> Details of involvement: _____		
c. I was involved in facilitation of the activity <input type="checkbox"/> Details of involvement: _____		
List the main results: _____		

Part C: Transfer of Learning

15 Please indicate other training programs you have attended. For each one you list, provide concrete examples of how you have used knowledge and skills gained during the training in your human rights or human rights education work.

16 The goal of the Training of Trainers Workshop is to build the skills and knowledge needed to plan, design and deliver effective human rights education programs. Please give concrete example(s) of how you will apply your learning from this Workshop in your human rights work

Part D: MEMORANDUM OF AGREEMENT		
This TOT Workshop Memorandum of Agreement must be signed both by the Head of the candidate's organization and by the candidate.		
Candidate's last name:	First name:	Country:
<p>Candidate's Organization: The candidate's organization confirms that the candidate named below has been an active employee / volunteer with the organization for at least 2 years. The candidate's organization also confirms that the candidate is capable of participating fully during group discussions and presentations in the language of the workshop. The organization agrees to assist the candidate, if accepted, to fully prepare for and participate in the Workshop and to carry out the related follow up activities.</p>		
Name of the Head of Organization:		
Signature of the Head of Organization:		Date:
<p>The Candidate: If I am accepted as a participant in the Workshop, I agree to:</p> <ol style="list-style-type: none"> 1) complete the relevant Workshop preparation 2) attend and participate fully in all sessions and activities that are required parts of the Workshop 3) develop a plan to transfer the learning acquired through the TOT and return to my organization to implement it 4) participate in all evaluation activities during the Workshop and after its completion 5) promote links of communication and cooperation between my organization, other participating organizations and the organizers of this Workshop 6) show openness and respect towards other participants and all other individuals involved in the Workshop, as stated in the Workshop "Code of Conduct" below. <p style="text-align: center;"><i>"The Workshop Code of Conduct requires participants, facilitators, resource people and organizing staff to respect each other's dignity, values, religion and culture, irrespective of race, gender, national or ethnic origin, religion, sexual orientation, age or disability."</i></p>		
I understand that failure to comply with any of the above may result in not receiving a certificate of participation and/or my being asked to leave the Workshop.		
Candidate's signature:		Date:

Thank you!

Appendix 2: Sample Pre-Training Assignment

Add: information about Workshop Organizer

PRE-TRAINING ASSIGNMENT (PTA)

TRAINING OF TRAINERS: DESIGNING AND DELIVERING EFFECTIVE HUMAN RIGHTS EDUCATION

Add: Dates of the training

Add: Deadline for receipt of PTA

Introduction

The participant-centred approach of this training of trainer's (TOT) workshop encourages active learning and has at its core you, a human rights worker, and your organization. You, as a learner in this workshop, have expertise and experience to share with others and, as such, you are also a resource person for others. Reflecting on your learning needs, as well as the knowledge, skills and experience you can offer, is essential to the learning process. In addition to helping us with the selection of participants, the four exercises in this pre-training assignment will help you prepare for the Workshop.

The pre-training assignment will help you to critically reflect on:

- Your level of experience in planning, designing and delivering human rights education activities
- Your level of experience as a facilitator/trainer
- The human rights situation in your country or community
- Your learning expectations
- What you can offer in terms of knowledge and experience

The pre-training assignment must be completed and sent back to Equitas – International Centre for Human Rights Education along **with your application form as soon as possible and no later than [insert date]**. Information provided by you in this assignment is necessary for some of the activities during the workshop. Please complete the assignment to your best knowledge and understanding of the questions. Completing the assignment and returning it to the Equitas on time is more important than producing a highly polished and perfect document.

Please return the completed pre-training assignment to:

Add: *Name and contact information of person who will receive completed PTAs*

Please note that these materials will not be circulated without your permission.

Pre-Training Assignment for Trainers of Trainers Workshop

To be completed and returned to *[Insert name of organizer here]* no later than *[Insert deadline here]*

To complete this form, write your answers in the grey boxes. When choosing from a range of answers in the grey checkboxes, **click on the appropriate box and an X will appear**. You can move from one question to another by pressing the Tab key on your keyboard. Note that Page Up and Page Down will move your cursor from one answer to another.

When saving this file, go to File, then Save As, and save the file as PTA [your name].

Candidate		
Last Name:	First Name:	Current position at your organization:
Country:	Email:	

Part I: Experience Designing and Delivering HRE				
My Level of Experience in Designing HRE				
Please indicate your level of experience with each of the following training design skills using the 1 to 4 rating scale by marking an (x) in the appropriate box			1 = no experience 2 = minimal experience 3 = experienced 4 = very experienced	
	1	2	3	4
a) Instructional design				
1. Determining program goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Developing training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determining program content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Increasing transfer of learning in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessing participants needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Evaluating training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Applying methodology and theory for developing and delivering HRE sessions				
7. Using a participatory methodology in your human rights education work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Applying human rights education theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Applying adult learning theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Designing human rights training materials				
10. Writing case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Designing role plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Designing other types of participatory activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Designing HRE Training cont'd</i>				
d) Using evaluation tools and techniques				
	1	2	3	4
13. Doing needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Developing indicators for assessing outputs, outcomes and impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Conducting interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Writing questionnaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Using learning journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Coordinating a HRE session				
18. Ability to arrange the program logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Designing a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Managing a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My Level of Experience as a Facilitator				
Please indicate your level of experience with each of the following facilitation skills used in delivering HRE training using the 1 to 4 rating scale and marking an (x) in the appropriate box	1 = no experience 2 = minimal experience 3 = experienced 4 = very experienced			
	1	2	3	4
a) Setting the climate				
• Selecting and preparing the training space (e.g., the room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Creating a supportive environment where people feel free and safe to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Group dynamics				
• Keeping the group on task during sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Getting participants to respect the schedule (i.e., starting time, breaks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Balancing the needs of individual participants with the needs of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Harmonizing the needs of the participants with the demands of the process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Handling difficult participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Working constructively with diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reading the mood of the group and making necessary adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Having participants reflect on the dynamics of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Process skills				
• Presenting activities in a clear and concise manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asking probing questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Encouraging critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Paraphrasing interventions by participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Facilitation Skills cont'd</i>	1	2	3	4
• Synthesizing discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Making appropriate links and connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Debriefing activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Using icebreakers and energizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Using a variety of participatory training techniques (e.g., brainstorming, role plays, case studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Flip charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Using audio-visual equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Problem-solving skills				
• Defining a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Generating solutions in a participatory manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Managing conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Communication skills				
• Listening and really focusing on what participants are saying rather than what you will say next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interpreting participants' non-verbal cues and responding appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Encouraging dialogue rather than debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Handling questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other skills you feel are important.				
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Describe 3 dilemmas (i.e., challenging situations) you experienced as a facilitator which you feel other participants at the TOT will benefit from.				
1.				
2.				
3.				

Part II: Personal Characteristics/Qualities of an Effective Facilitator	
a)	Please list 3 of your strongest personal qualities/characteristics that you think make you an effective facilitator
	<i>For example: open-minded, intuitive</i> 1. 2. 3.
b)	Please list 3 of your personal qualities/characteristics that you would like to strengthen in order to be a better facilitator
	<i>For example: sensitivity to gender issues</i> 1. 2. 3.

Part III: Describing the Overall Human Rights Situation in Your Country or Community

Note: You will need to do some research to complete this part of the assignment. Some resources to consult: Human Rights Watch, country reports at: www.hrw.org; Amnesty International country reports: www.amnesty.org/ailib/index.html; United Nations Development Program: hdr.undp.org/reports/default.cfm.

I am describing the overall situation in my (Please name it next to the appropriate answer):

Country: or

Community:

1) What are the **principal** human rights problems? Indicate whether these are traditional/long-standing problems **or** newer/emerging problems.

2) What are the principal factors contributing to the human rights problems?

3) How are the human rights issues in your society experienced differently by men and women? Please give some examples.

4) How is your HRE work helping to address:

a) some of these human rights issues in your society?

Please provide examples:

b) inequality between women and men in your society?

Please provide examples:

Part IV: Expectations and Resources

1) Complete the lists below by writing in **two (2)** of your “needs” (What you hope to gain from this Workshop) and **two (2)** “offers” (what you have to offer to others) according to the two categories:
 a) skills/experience and b) information/knowledge.

- **Skills/Experience in planning, designing and delivering HRE training activities**

Needs:

- 1.
- 2.

Offers:

- 1.
- 2.

- **Knowledge/ Information in planning, designing and delivering HRE training activities**

Needs:

- 1.
- 2.

Offers:

- 1.
- 2.

2) Are you a subscriber to any of the Human Rights Education Associates listservs? Please mark an (X) next to your answer.

Yes

No

3) Why or Why Not?

4) Do you subscribe to any other listservs or participate in online forums?

Yes

No

5) List the main ones that you participate in:

- 6) During the TOT you will work on developing a model for a HR training session for your main target audience. Based on prior information on HRE and of your organizations, we have identified 6 main target audiences. In order to ensure that you will be assigned to the most appropriate group, please indicate your two main target audiences by writing (1) beside your first choice and (2) beside your second choice. Please leave the rest of them blank.

Students/Youth

Teachers/Professors

NGOs/CBOs

General Public

Government/ NHRI Officials

Police/Security Forces Personnel

- 7) During the workshop, we will ask participants to share their favourite HRE activity with the other participants.

Please **bring any materials** you require to do the activity. Provide a **brief description** of the activity using the template on the next page.

Thank you for your responses!

My Favourite Human Rights Education Activity	
 Title	
 Objective	
 No. of Participants	
 Time	
 Materials	
 Description and Steps	
 Notes	

Appendix 4: Sample Evaluation Questionnaires

Sample Evaluation Questionnaire for Module 1 Getting Started

How well did we meet the main objectives of this module? Indicate your level of agreement with each statement below by checking (✓) the appropriate box.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1a. We developed a set of appropriate guidelines to help us work effectively as a group during workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Please explain your answer.				
2a. We clearly explained why a participatory approach is very appropriate for HRE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Please explain your answer.				
3a. We determined effective actions to improve our skills as human rights educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Please explain your answer.				
4a. We identified appropriate strategies for addressing challenges to our HRE work resulting from the socio-political context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Please explain your answer.				
5a. Were the objectives of this module relevant to your current human rights work?	Yes <input type="checkbox"/>		Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
5b. Please explain your answer.				
6a. Were the objectives of this module relevant to your current human rights work?	Yes <input type="checkbox"/>		Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
6b. Please explain your answer.				

Sample Evaluation Questionnaire for Module 1 Getting Started cont'd

6. What I found most useful in this module.			
7. What I found less useful in this module;			
8. Reflect on what you found most useful. If you could apply any content or techniques from this module in your work tomorrow, what would they be? Please explain.			
10a. Have you changed your perceptions/ideas in any areas as a result of the activities and discussions?	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
10b. Please explain your answer:			
11. Other comments:			

Sample General Evaluation

Please rate the following by marking the appropriate boxes.

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Comments:				
c. I can determine appropriate evaluation methods and processes for their HRE training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Comments:				
e. I can facilitate human rights training more effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Comments:				
g. I can identify follow up activities to the training for furthering their HRE work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Comments:				

Sample General Evaluation cont'd

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

Sample General Evaluation cont'd

3. Workshop Manual				
	Very Poor	Poor	Good	Very Good
a. General quality of the Workshop Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Potential usefulness in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Clarity of instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Comments				
4. Facilitators				
	Very Poor	Poor	Good	Very Good
a. Ability to explain clearly and summarize discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Ability to encourage participation of group members during activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ability to show connections among different program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Comments				

Sample General Evaluation cont'd

5. Logistics				
	Very Poor	Poor	Good	Very Good
a. Accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Meetings rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Food quality and service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. On-site communication services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Communication with the organizers before the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Comments				

Sample General Evaluation cont'd

6. Overall Evaluation	No	Partially	Yes
a) Was this workshop what you expected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?			

1. Name (optional):	
2. Type of organization:	Government <input type="checkbox"/> NGO <input type="checkbox"/> Other (specify) <input type="checkbox"/> _____
3. Job title:	
4. Gender:	Female <input type="checkbox"/> Male <input type="checkbox"/>

Appendix 5: Glossary

This glossary describes the terms used in the training manual. The definitions of the terms have been culled from various sources*; while many of them are cited as in the original sources, others have been adapted for our purposes.

A

ACTIVITY

Learning tasks designed to teach a set of content, which lead to achieving the objectives of the program. One of the trainer's roles is to design activities and to be available as a resource while the learners carry out the activities.

ATTITUDE

Ways of acting that are replete with values, such as respect, openness to diverse cultures, and maintaining rigorous standards; the "As" in SKAs (skills, knowledge, attitudes). New attitudes become apparent when they are manifested in new actions or behaviours.

B

BRAINSTORMING

A basic and highly popular tool for group problem solving. The purpose of using brainstorming is to generate ideas or to seek solutions to both theoretical and practical problems. They require a problem to be analyzed and then solutions to be developed. Brainstorming encourages and requires a high degree of participation and it stimulates those involved to maximum creativity.

During a brainstorming session, only ideas are recorded; no explanations are required and no interventions are judged or rejected at this stage. In a subsequent stage, responses are categorized and analyzed; ideas are then combined, adapted or rejected.

BRIEFING

A brief, cursory and introductory overview of a single topic. The purpose is to introduce the audience to some basic concepts with respect to a given subject.

* The sources used to compile this list can be found at the end of the glossary

BUZZ GROUP

A small group that works on an assigned task. Example: Sub-groups of four to six individuals are asked to take about five minutes to discuss a particular issue or question raised by the resource person, then share it with the audience.

C**CASE STUDY**

A technique designed to give a group training in solving problems and making decisions. A case study is a written description of a hypothetical situation that is used for analysis and discussion. Case studies should be based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case studies are useful when discussing common problems in a typical situation. They also provide a safe opportunity to develop problem-solving skills, and to promote group discussion and group problem-solving skills.

The scenario for a case study can be presented to participants for consideration, in its entirety, or “fed” to them sequentially as a developing situation to which they have to respond.

CONTENT

The concepts or ideas being taught and learned. These can be the knowledge, skills or attitudes that need to be developed through the training.

D**DEBATE**

A technique where participants state conflicting views and argue their points. A moderator is required.

DEBRIEFING

Also termed “sharing” or “reporting,” debriefing is the final phase of an experiential activity. At this stage the trainer aids the participants to report back and interpret what was learned from the game, exercise, role-play or other activity.

DEMONSTRATION

A presentation of a method for doing something. A demonstration is useful for teaching a specific skill or technique or to model a step-by-step approach.

DIALOGUE

Informational or conversational discourse between two people.

DINAMICA

A technique or activity type referred to by some Latin American popular educators; in other contexts referred to as “energizers” or “icebreakers”. The purpose of using dinamicas is to increase the energy level of the group and put participants in a more

creative frame of mind, as well as to break down barriers among group members and prepare them to work together. Dinamicas are usually used as an introduction or starter for other activities.

E

ENERGIZER

Activities designed to pep up the group after significant periods of inactivity, fatigue, or plain dullness.

EVALUATION

The purpose of an evaluation is to assess training outcomes. It provides a way to measure how much was accomplished during a training session and to examine how the design of teaching can be changed in the future, often using evaluation instruments and reports.

EXPERIENTIAL LEARNING

A method that allows the learner to learn from experience; synonymous with discovery learning.

F

FACILITATOR

A trainer who functions in a way that allows participants to assume responsibility for their own learning.

FEEDBACK

Data received from or given to one or more participants concerning one's behaviour, attitudes and relationships in the training situation.

FIELD TRIP

Viewing or experiencing situations first-hand for observation and study. Group visits to relevant institutions or sites can provide valuable perspectives. The purpose of the visit should be explained in advance and participants should be instructed to pay critical attention and to record their observations for a subsequent discussion.

FISHBOWL

Group discussion technique whereby two concentric circles are formed. Participants in the inner circle discuss an issue while participants in the outer circle observe, then participants change positions and the roles are reversed.

FOCUS GROUP

A group of individuals who are convened to express their opinions, attitudes or reactions to a particular program, activity or product.

FORUM

Free, open question/discussion period immediately following a presentation.

G**GAME**

An experiential training activity marked by a learning goal, competition, rules, scores or outcomes, and winners and losers. The purpose of using games is to develop skills or effect a change in behaviour and/or change attitudes.

GOAL

The general change that organizations or individuals expect to see as a result of education and training.

GROUP DISCUSSION

Mutual exchange of ideas and opinions by members of small groups (8 to 20) on a problem or issue of common concern. The purpose of using group discussions is to develop understanding.

I**ICEBREAKER**

Structured, content-free training activity designed to relax participants, get them acquainted with one another, and energize them.

IMPACT

What happens in an organization or to a person over time as a result of a particular educational event.

J**JOURNAL OR JOURNALING**

A device for capturing in writing one's feelings, attitudes and values as one undergoes a given set of experiences. It is intended to give one insight or self-awareness about one's motivation and behaviour.

K**KNOWLEDGE**

One of the SKAs (skills, knowledge and attitudes) that make up the content being taught in a course; a set of cognitive material that may be presented in a great variety of ways.

L

LEARNING

Constructed knowing, according to the precepts of popular education; skills, knowledge, and attitudes that are so internalized that they become the learner's own.

LEARNER-CENTERED TRAINING

A training situation wherein participants are given the opportunity to assume responsibility for their own learning.

LEARNING BY DOING

See "Experiential learning."

N

NEEDS ANALYSIS

The primary step in the training cycle utilizing interviews and/or questionnaires.

O

OBJECTIVE

Objectives are set for the learning session in order to delineate exactly what learners will achieve. Objectives are specific and immediate, unlike goals, which are general and long-term. Objectives are usually defined as being behavioural objectives because they can be demonstrated and they affect the behaviour of the learner. Action verbs are used for objectives. Example: By the end of this training, participants will have designed teaching materials.

P

PANEL PRESENTATION/DISCUSSION

Panel presentations/discussions, also referred to as round-table discussions, necessitate the assembling of a diverse group of resource persons representing a variety of perspectives on the subject to be addressed. The purpose is to generate an animated discussion. For this reason, it is crucial to have a strong and dynamic moderator skilled in the subject matter, the techniques of "devil's advocate", and the use of hypothetical situations. The moderator should be intentionally provocative, stimulating debate between and among the various panelists and the audience, and should control the direction of the discussion.

The purpose of panel presentations/discussions is to give information or develop understanding.

A “devil’s advocate” is a challenging, provocative role assumed by the trainer/facilitator. The idea is to encourage deeper, more original thought and/or to help group participants reconsider assumptions in a problem-solving situation.

POPULAR EDUCATION APPROACH

An approach to learning based on the assumption that human beings are the subjects of their own lives and learning, that they deserve respect, and that dialogue is an effective means of learning.

PRESENTATION

A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentation can range from straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

Q

QUESTION PERIOD

An opportunity for anyone in an audience to directly question presenters.

R

REFLECTION

The purpose of using reflection is to help participants ponder and analyze new information and develop their ideas about a topic.

RESOURCE PEOPLE

Resource people are trained or are experts in the particular field under discussion (e.g. judges, lawyers, community leaders, human rights commissioners). The use of resource people provides a realistic and relevant experience for participants.

Before their presentation, resource people should be briefed on what to do, and participants on what to ask or to observe.

ROLE PLAY

In a role play, two or more individuals enact parts in a scenario related to a training topic. Role plays are used to help change people’s attitudes, enable people to see the consequences of their actions on others, provide an opportunity for learners to see how others might feel/ behave in a given situation, provide a safe environment in which participants can explore problems they feel uncomfortable about discussing in real life.

S

SEMINAR

An organized exchange of views, ideas and knowledge on a particular topic or set of related topics. The purpose of a seminar is to bring together various persons, usually (relatively) equal in their degree of expertise, each of whom is to contribute to an examination of the subject from his/her own professional, ideological, academic or official position.

SIMULATION

A simulation is an enactment of a real-life situation. Simulations allow learners to experience decision-making in “real” situations without worrying about the consequences of their decisions. Simulations also provide a way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation.

SKILL

The practices or behaviours that the learners will learn; along with knowledge and attitudes, they are part of the content of a learning-training session. Skill building has a large psychomotor component, but is not only physical.

SKIT

Also referred to as “dramatic skit” or “dramatic presentation.” A short, rehearsed dramatic presentation that is presented to the group. In a skit, participants closely follow instructions provided by the trainer.

SMALL GROUP DISCUSSION

An activity that allows learners to share their experiences and ideas or to solve a problem. This training technique enhances problem-solving skills, helps participants learn from each other, gives participants a greater sense of responsibility in the learning process, promotes teamwork, and clarifies personal values. The optimal size of a small group is four.

SYNTHESIS

A summarizing task; a way to invite learners to look back on what they have learned and sum it up. Popular education aims at a synthesis at the end of each day and at the end of the course.

T

TARGET GROUP/AUDIENCE

A group of people for whom a course or training program is intended.

TRAINER

A generic term used to describe anyone involved in the training (teaching) process.

TRAINING COURSE

An organized training exercise designed to allow “trainers” to impart knowledge and skills and to influence the attitudes of “trainees” or “participants.” It may either be interactive or follow a “professor-student” lecture model, or it may be a combination of both. Whichever model they follow, training courses are highly intensive methods of learning.

TRAINING MANUAL

A document designed for the facilitator and the learner containing courseware that will be used by the learner during a course. May include lecture notes, worksheets, drawings and other graphic representations or any other information that will aid in the learning process.

TRAINING PLAN

The design of learning. While developing the training plan, the focus should be on the situation that needs an educational intervention (why), those who will participate (who), the site (where), the content (what), the objectives (what for), and the learning tasks and materials (how).

TRANSFER OF TRAINING

Transfer of the learning that occurred during a training session to a job situation.

V**VISUAL AIDS**

The use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides and videos/film. As a general rule, information produced on transparencies and charts should be concise and in outline or list form. If more text is required, printed handouts should be circulated.

W**WORKSHOP**

A training exercise in which participants work together to study a particular subject and, in the process, create a “product,” such as a plan of action. The Objective is thus twofold: learning and the development of a “product.”

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