

THE DANISH
INSTITUTE FOR
HUMAN RIGHTS

THE HUMAN RIGHTS EDUCATION TOOLBOX

A PRACTITIONER'S GUIDE TO
PLANNING AND MANAGING
HUMAN RIGHTS EDUCATION

WHAT IS HUMAN RIGHTS EDUCATION?

PLANNING HUMAN RIGHTS EDUCATION

MANAGING HUMAN RIGHTS EDUCATION

HUMAN RIGHTS EDUCATION ACTIVITIES

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FOREWORD

In line with the preamble of the Universal Declaration of Human Rights whereby 'every individual and every organ of society, ..., shall strive by teaching and education to promote respect for these rights and freedoms...', many institutions and individuals have contributed, and are continuously committed to advancing respect of human rights and freedoms.

Since its inception in 1945, United Nations Educational, Scientific and Cultural Organization (UNESCO) has been at the forefront of the promotion of principles and values of human rights in and through education. Education is the most powerful means for the building of peace in the minds of men and women. The Organization has been closely collaborating with its partners for achieving this challenging mandate.

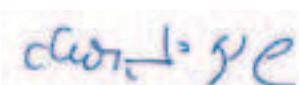
Recently launched UN Secretary-General's "Education First!" initiative aims at promoting educational responses to global challenges of forging more just, peaceful and inclusive societies. One of the three priorities of the initiative is fostering global citizenship. It is a key opportunity for UNESCO to highlight the importance of the values, attitudes and skills which lie at the heart of human rights education.

The contribution of the Danish Institute for Human Rights, as the national human rights institution of Denmark, to this joint effort through their education, training and communication activities, is highly acknowledged by the international community. This toolbox is based on the knowledge and experience attained

through human rights education by the Institute both in Denmark and abroad. It is informed and inspired by universal human rights instruments, the work of the Office of the United Nations High Commissioner for Human Rights (OHCHR) and UNESCO, framed by the World Programme for Human Rights Education (2005-ongoing) and other key international frameworks, as well as the work of civil society organ and academia.

As a practitioners' guide to planning and managing human rights education it mainly focuses on life-long education for adults and youth. The toolbox is an example of hands-on HRE: in planning it addresses background analysis, programme development and evaluation, followed by human rights education management and human rights education activities.

Hopefully this toolbox will give an impetus to on-going efforts made by our partners in different regions of the world, and serve as inspiration for educators in both formal and non-formal education settings in particular as a means of fostering respect for human rights and forging necessary competencies for tomorrow's global citizens.



Soo-Hyang Choi
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Division of Education for Peace and Sustainable Development
Education Sector
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INTRODUCTION

ABOUT THE TOOLBOX

Human rights education is central both to the dissemination of knowledge about human rights and also to the promotion of a universal respect for, and observance of, all human rights and fundamental freedoms. As a National Human Rights Institution (NHRI) the Danish Institute for Human Rights (DIHR) has a clear mandate to inform and educate about human rights in a national context, and the Institute has done so since its foundation in 1987. However, DIHR also works extensively abroad, with partners in countries such as Afghanistan, China, Mali, Malawi, Nepal, Turkey and Ukraine. These national and international experiences have provided an extensive resource base of practical experience and hands-on methodologies for developing and implementing different kinds of human rights education. The aim of this toolbox is to make our human rights education experiences and methodologies available to our colleagues and partners and to provide concrete tools to practitioners on planning, implementing and evaluating human rights education. We hope it will contribute to the global endeavour to build and promote a universal culture of human rights.

While a number of publications on human rights education already exist, this toolbox builds on DIHR's experience-based learning approach that, in addition to dealing with substantive human rights issues, focuses on how teaching methodology and the establishment of a human rights-based learning environment contribute to the

promotion of human rights. Moreover, it presents easily accessible overviews, guidelines and activities to guide the busy practitioner who has little time to spend on lengthy theoretical discourses.

THE PURPOSE OF THE TOOLBOX

The toolbox aims to contribute to the creation of a universal culture of human rights, specifically by strengthening the effectiveness of human rights education to build and reinforce people's knowledge, skills and attitudes. We want to contribute to an ongoing learning process among educators on how to strengthen educational planning and implementation, through a structured and systematic approach based on the background knowledge of participants, with clear objectives, and where human rights-based principles are reflected in the content as well as in the methodologies applied.

TOOLBOX TARGET GROUPS

The toolbox targets human rights and development practitioners who work to promote human rights through education. It can be used by both beginners and experienced educators – as a tool for reflection and as an aid for educators to help them to become even more effective at creating change. The toolbox is relevant to both project and course managers, and to assistants as well as facilitators and presenters.

TOOLBOX CONTENTS

The toolbox is not directed towards developing education programmes for a specific target

group, e.g. a specific age group, group of professionals or a specific human rights theme. It introduces methods that can create a learning environment that is conducive to human rights education (**Chapter 1 What is Human Rights Education?**), gives advice on the educational planning process (**Chapter 2 Planning Human Rights Education**), and on the practical management of the learning situation (**Chapter 3 Managing Human Rights Education**).

Chapter 4 Human Rights Education Activities presents examples of interactive activities, representing a variety of learning methods and teaching aids, which you as educator can use directly in your programmes, or adapt to your specific target group and human rights theme. The activities mostly target adults and young people but can be adapted to even younger target groups. Chapter 5 comprises the annexes to the other chapters and contains references to other human rights education material including activities aimed at different target groups.

TERMINOLOGY

The pedagogical approach and methodology presented in the toolbox apply to all types of education programmes. Thus the term **education programme** is used throughout the toolbox rather than course, workshop, conference, etc. The term **educator** is used to encompass those persons involved in the planning and management of the education programmes, as well as the facilitators and presenters of the programme.

ABBREVIATIONS & ACRONYMS

CAT	Convention Against Torture
CEDAW	Convention on Eradication of Discrimination Against Women
CERD	Convention on the Eradication of Racial Discrimination
CoE	Council of Europe
CRC	Convention on Rights of the Child
Danida	Danish Development Assistance
DFC	Danida Fellowship Centre
DIHR	The Danish Institute for Human Rights
HRBA	Human Rights-Based Approach
HRE	Human Rights Education
ICCPR	International Convention on Civil and Political Rights
ICESCR	International Convention on Economic, Social and Cultural Rights
NGO	Non-Governmental Organisation
PANEL	(HRBA principles): Participation; Accountability & Rule of Law; Non-discrimination, equality & vulnerable groups; Empowerment; Linkages to the human rights framework
UDHR	The Universal Declaration of Human Rights
UN	United Nations

1. WHAT IS HUMAN RIGHTS EDUCATION?

OVERVIEW

Human Rights Education (HRE) is key to the implementation of human rights. In order to implement human rights as a practice in our daily lives, the **rights-holders** need to know their rights and possess the attitude and skills to claim them, and the **duty-bearers** need to know their human rights obligations and possess the attitude and skills to respect, protect and fulfill human rights. Human rights education can be defined as a way to build and strengthen human rights **knowledge** as well as the required **attitudes** and **skills**.

On 19 December 2011 the UN Assembly adopted the **UN Declaration on Human Rights Education and Training**. The declaration

describes human rights education as: all types of education, training, information and learning activities that contribute to "... the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding, and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights".¹

Chapter 1 presents the history and background of human rights education and its pedagogical origins in order to establish what is central to creating a learning environment conducive to human rights education. The central points can be captured in the following 'top 10' of human rights education:

FIGURE 1 Strengthening rights-holders ability to claim rights and duty-bearers ability to fulfil obligations through human rights education.



1.1 HISTORY AND FRAMEWORK

For more than 60 years human rights education (HRE) has been at the core of promoting a universal culture of human rights. The preamble to the mother of all human rights instruments, the 1948 Universal Declaration of Human Rights (UDHR), reads that “every individual and every organ of society” should “strive by teaching and education to promote respect for these rights and freedoms...” Most core conventions have provisions that reinforce this obligation on states to use HRE to promote knowledge of human rights standards and principles in general, and the instruments they are written into, in particular.² Thus, in the Convention on the Rights of the Child, Article 29 includes one of the latest standards on HRE.

The international instruments also envisage that HRE should be non-discriminatory and inclusive with special attention to vulnerable groups. Moreover, the ICESCR General Comment 13 of 1999 states that the role of education is both a human right in itself and an indispensable means of realising other human rights, adding that [education is a] means to empowering marginalised and vulnerable groups to lift themselves out of poverty and obtain the means to participate fully in their communities.

Regional instruments also emphasise the importance of human rights education in the promotion of human rights. For instance, Article 25 in the **African Charter on Human**

TOP 10 OF HUMAN RIGHTS EDUCATION

Human rights education should:

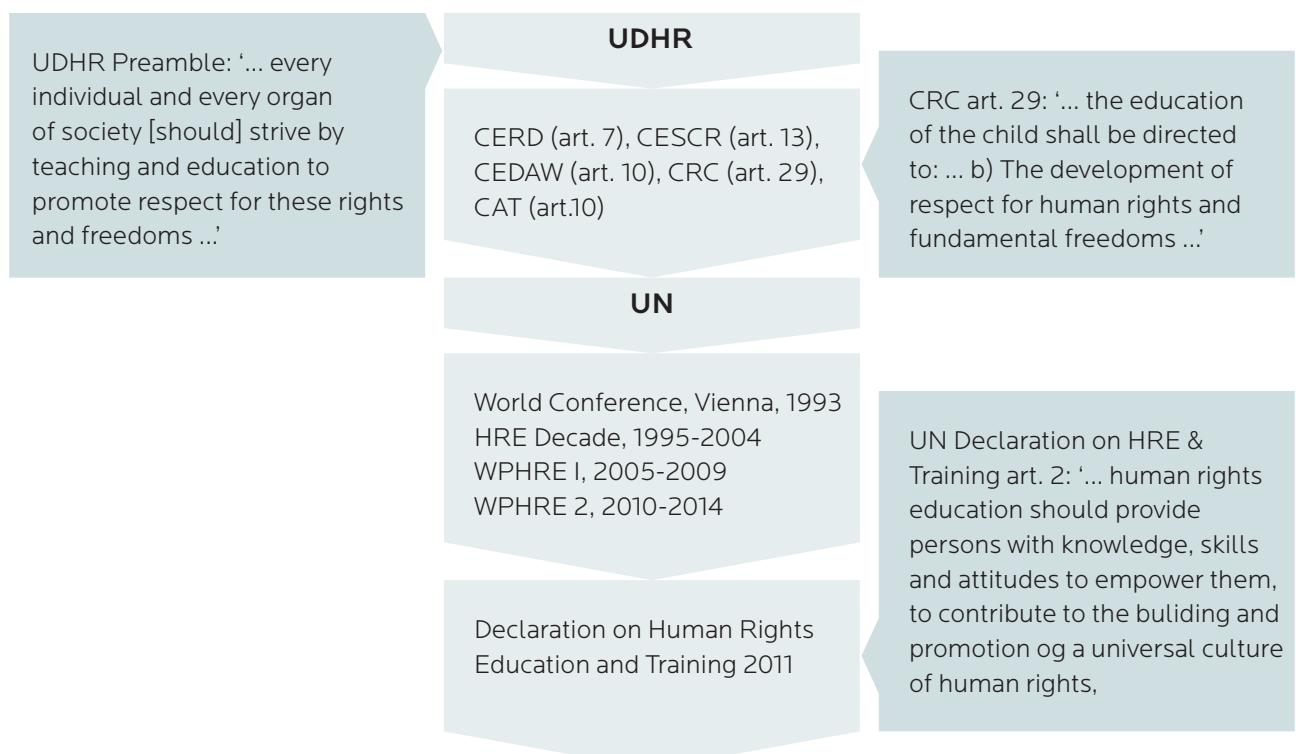
1. Build knowledge, skills, values and attitudes
2. Create action and change to build and promote a universal culture of human rights
3. Clearly link and refer to the human rights system, instruments and standards
4. Promote participation and empowerment
5. Promote accountability and rule of law
6. Promote non-discrimination, equality and the protection of vulnerable groups
7. Be learner centred
8. Be contextualised, concrete and local
9. Apply interactive and participatory learning methodologies
10. Be well planned and managed

and Peoples' Rights, provides that state parties have the duty to promote and ensure human rights contained in the charter through teaching, education and publication. The additional protocol to the **American Convention on Human Rights** in the area of Economic, Social and Cultural Rights, Article 13, reads that education should strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and peace. In a European context Recommendation No. R (85) 7 of the Committee of Ministers on Teaching and Learning about Human Rights in Schools of 1985 has directed HRE work emphasising that all young people should learn about human rights as part of their preparation

for life in a pluralistic democracy. In 2010 the Council of Europe **Charter on Education for Democratic Citizenship and Human Rights Education**³ entered into force with detailed recommendations for the Europeans states' work on HRE.

During the last two decades an international policy framework for HRE has been developed with recommendations on **how** to conduct HRE; stipulating what form, content and methodologies are to be used. In this connection, the **World Conference on Human Rights** made a recommendation in 1993 for⁴ a **UN Decade for Human Rights Education** (1995–2004) with the broad objective of

FIGURE 2 The International Framework for Human Rights Education



assessing needs, formulating strategies, strengthening programmes and capacities and developing learning material for both formal and non-formal education.⁵

That decade was followed by the World Programme for Human Rights Education (WPHRE) phases 1 and 2 which respectively focus on state primary and secondary education, WPHRE I (2005–2009), and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel, WPHRE II (2010-2014).⁶ All these efforts have culminated in the **UN Declaration on Human Rights Education and Training**⁷ of 2011 that in many ways summarises the earlier guidelines and recommendations.

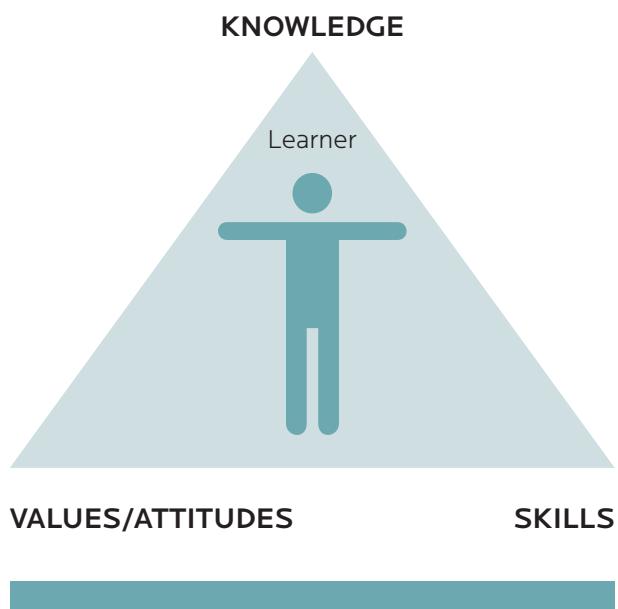
1.2 LEARNING DIMENSIONS: WHAT SHOULD HUMAN RIGHTS LEARNERS LEARN?

In all types of education there is always a learner who is required to learn something – but what exactly should human rights learners learn? In the **UN Declaration on Human Rights Education and Training** it is determined that "...human rights education should provide persons with knowledge, skills and attitudes to empower them, to contribute to the building and promotion of a universal culture of human rights".⁸

These three learning dimensions; **knowledge, skills, and attitudes** or values have been highlighted as central to all types of education since 1956 when Benjamin Bloom described them as 'Blooms Taxonomies'. Bloom wanted to challenge teachers to strive for a more holistic form of education, which was of greater use for and had a higher impact on the learners. In human rights education, it is crucial that all the three learning dimensions are firmly

addressed. It is not enough that the learners **know** about human rights, they also need to be able to **act** upon that knowledge to defend their rights and those of others. In order to achieve this, learners need the **skills** to apply, promote and protect human rights and the attitudes and values to actually do so.

FIGURE 3 Learning Dimensions



Examples of human rights learning points within the three learning dimensions are given in the table below.

EXAMPLES OF HUMAN RIGHTS LEARNING POINTS WITHIN THE THREE LEARNING DIMENSIONS⁹

KNOWLEDGE

- Human rights instruments and mechanisms
- International, regional, national human rights systems
- Three dimensions of human rights (civil and political, economic, social and cultural, as well as collective rights)
- History of human rights
- Human rights' background in philosophy, religion, law and politics

- Human rights principles:
 - Universality, inalienability, indivisibility, interdependence & interrelatedness, non-discrimination, equality & vulnerable groups;
 - Participation & empowerment;
 - Accountability & Rule of Law

SKILLS

Analytical skills:

- Apply human rights to reality: Identify the human rights at stake
- Identify human rights violations or shortcomings
- Distinguish human rights violations from ordinary crime
- Critical thinking; distinguish between fact and opinion
- Be aware of prejudice

Interactive skills:

- Active listening
- Respect different points of view
- Express own opinions
- Cooperate in group work

Problem-solving skills:

- Finding human rights information incl. how to use instruments and reports
- Make decisions, use judgement
- Solve conflicts and problems
- Make democratic decisions & build consensus
- Plans & tools for enhancing human rights in structures & systems learners are part of

VALUES/BEHAVIOUR

- Respect for self and others
- Value diversity
- Building self-knowledge and self-awareness
- Take responsibility for own actions and build a sense of social responsibility
- Confidence in own role and ability to contribute to human rights enhancement

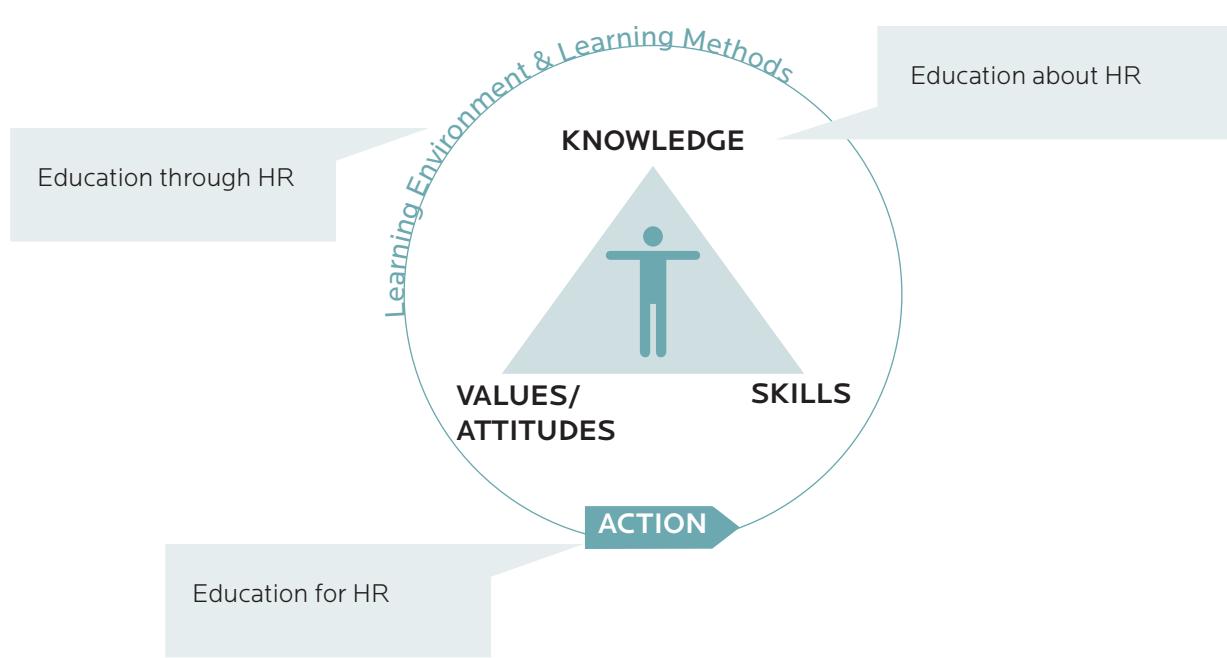
- Assess and understand others' motives
- Realise and address own and others' prejudices
- Curiosity and an open mind
- Empathy and solidarity – commitment to support people denied their rights

Human rights educators should apply the three learning dimensions when defining learning objectives and while developing and implementing educational programmes, ensuring that the programme addresses all dimensions. Of course learners will not be able to acquire a comprehensive knowledge of all human rights instruments, or all the skills necessary to apply them; nor indeed will they be able to change all their attitudes. The educator will still have to choose what to focus on and what to leave out, in accordance with the course aims, and participants' learning needs and background. Thus these learning points **should always be focused and angled further in accordance with the focus of the course or education session being conducted**, and they should also reflect learners' backgrounds, for example their age and level of maturity.

To capture the unique character of human rights education another set of learning dimensions is often added, namely education **about, for and through** human rights, as expressed in the UN HRE declaration:

- a) **About** human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- b) **Through** human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
- c) **For** human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.¹⁰

FIGURE 4 Learning Environment and Methods



'About' here in many ways covers what in Bloom's learning dimensions is called knowledge, although some references to skills and values/attitudes can also be found. 'For' refers to the aim of making learners able to act upon what they have learned. 'Through' adds in that the educator should ensure that the learning environment and learning methods also respect and promote human rights in practice. This will be addressed in the next section.

1.3 THE HUMAN RIGHTS-BASED APPROACH: HOW SHOULD HUMAN RIGHTS LEARNERS LEARN?

Learners are not only influenced by **what** you present, but **how** you present it. This means that if you want your learners to understand how to be inclusive and not to discriminate, the way you act and how you organise the programme will have to reflect that. In other words, if you want your learners to become participatory citizens, you should give them space to voice their opinions and share their experiences. We call it to 'walk the talk' or 'practise what you preach'.

To address the human rights learning dimensions, the human rights educator has therefore to create a learning environment and use learning methods which respect and promote human rights. In the UN HRE Declaration human rights education

is described, ideally, as, "... based on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments".

At DIHR we have found that the **Human Rights-Based Approach** (HRBA) can help to operationalize human rights principles into classroom practice as well as providing a guideline for the planning and monitoring of education programmes.

Originally developed as a method to apply human rights to the practice of development programming DIHR has found HRBA to be a useful guideline for all kinds of human rights implementation, including that of planning and carrying out human rights education. HRBA insists that we take the **rights-holders** and their entitlements and the corresponding **duty-bearers** and their obligations as a starting point in the analytical understanding as well as presentation of human rights. In a human rights education context this is relevant both when identifying target groups for education programmes and when planning and presenting the programme. At the beginning of this chapter this terminology is also addressed on a general level in relation to the understanding of human rights education.

HRBA, moreover, insists that we as educators define our learning **objectives** in relation to

PANEL – THE HUMAN RIGHTS-BASED APPROACH PRINCIPLES:

Participation
Accountability and the Rule of Law
Non-discrimination, equality & vulnerable groups
Empowerment
Linkages to the human rights framework – system and standards

human rights standards; i.e. what human rights are to be addressed? Finally, the human rights-based approach principles provide a guide to every step of the educational programming **process**, including context analysis, programme design, the implementation process, as well as monitoring and evaluation.

The human rights-based approach principles can be captured in the acronym **PANEL**:¹¹

In the following section we will focus on reviewing the significance of HRBA principles for HRE practice in the classroom. The impact of HRBA as a framework for planning will be addressed in **chapter 2**.

Although acronyms are good at simplifying complexity and present concepts in a way that is easy to remember, we will not follow the order of the **PANEL** acronym here, but rather present the principles in their logical sequence and context. We will also show how these principles are interlinked and interrelated as, indeed, all human rights are. Although you will find human rights specialists who will highlight one or the other principle to be **THE MOST** important principle cutting across all others, what you will learn here is that they are all equally important and are mutually reinforcing. At the end of the section a table presents an overview and summary of the principles for easy reference.

HRBA PRINCIPLES: **Linkages to the Human Rights Framework, System and Standards**

Whereas the other principles are action-oriented, this principle forms the foundation and the basis of human rights education. As for other types of human rights implementation, human rights education should be firmly linked to the human rights instruments – the articles in the conventions and the human rights standards which are stipulated there – and on

the mechanisms that monitor them. Human rights are not just beautiful ideas floating in space; they are legal instruments based on strong human values that we have agreed upon internationally, regionally and nationally. By ratifying them, States have agreed to fulfil these rights, and ensure that there are mechanisms in place to monitor how they are being implemented. The human rights system legitimises our work and what we teach and raises it above the level of good intentions.

This HRBA principle of linkages to the human rights framework reflects the application of what we noted under the human rights dimension of ‘knowledge’ or what the learner should learn, in the previous section. To apply this principle to human rights education means that you must be very clear about what human rights you are addressing in your education sessions and where they originate. This is done by relating overall learning objectives and session aims to specific rights and standards – and to the HRBA principles listed above. Any relevant gaps and recommendations found, for example, through the UN treaty body system or by a UN special rapporteur are identified, and the actual rights in the text are presented at – or they are looked up as part of – an education session. Learners should be aware of the human rights system that the human rights are embedded in, and build the skills to navigate within it and make use of it.

Linking to the human rights system also ensures a holistic treatment of human rights to reflect their **inalienability, indivisibility, interdependence and interrelatedness** as the action-oriented principles which ensure the **PANEL** principles are followed and adhered to.

Participation and Empowerment

Participation and empowerment go hand in hand and are very much interlinked in practice. In the practice of human rights education,

applying this principle means placing the learners' experiences, knowledge and reflections at the centre by regarding them as the starting point in the sessions, and by using examples which are close to their reality and interests. Underline the importance of learners and their background knowledge and experiences by including thorough **presentations of the participants**, and offering everyone the opportunity to present who they are, what background and resources they bring to the learning environment and how they can contribute to it.

The physical environment is also important, as a welcoming and pleasant learning environment shows respect for the learners and a willingness to take them and their efforts seriously. This includes making sure that the venue is tidy and clean, that there are, for example, flowers on the table, coffee and tea and snacks and maybe even lunch provided. Ensure too that the schedule includes adequate breaks and that the venue is both easy to access and find for participants. Last but not least, arrangements should be made for learners with special needs so they can take part on an equal footing with their peers (a topic we will return to when discussing the principle of non-discrimination, equality and vulnerable groups).

Reflecting this principle also means engaging learners in the education sessions through a variety of interactive and participatory learning methods and giving them responsibility for the learning process, through **participant presentations** etc. We should strive to engage those who find it difficult, and to show all that their participation is recognised and makes a difference by listening and by reacting to learners' opinions and suggestions. It is also a good idea to arrange **institutional visits** where learners can experience being listened to by duty-bearers or NGOs and to discuss with them as equals, face to face.

Discussing and clarifying participants' roles as rights-holders, and perhaps as duty-bearers as state representatives, and what they can do personally to follow up on and act upon human rights from their position is very important both to this principle and to the follow-up on it. Don't leave learners without any idea of how to act upon what they have learned. It is often beneficial to bring together learners from both duty-bearers and rights-holders and their spokespersons in NGOs as participants in the same course, or to get them to meet in a specific session. This will help to establish opportunities for joint action and present channels for participation that learners can continue to work with after the course is finished.

Accountability & Rule of Law

Broadly speaking, if you apply this principle to human rights education means that you set up acceptable and justifiable rules and then follow them in practice. This principle should be applied early in your planning process as it helps you to clearly express your learning objectives, to relate these to your learners' needs, to reflect them in the programme and sessions, and to be ready to adjust your programme as you get a clearer understanding of those needs. However, this does not mean that you have to abandon your programme – your thorough context analysis right at the start of the course or session will have already guided you in the right direction – but you may have to vary your examples, the time you spend on different issues, or perhaps add a new session. Thus a **Learning Needs Assessment** before the course or session, and/or at the beginning of the course or session is important, and creates the basis upon which learners can demand educators to deliver a course that corresponds to their needs. Educators should be 'held accountable' for both content and the process itself through on going **evaluations** that can be implemented by the participants

themselves e.g. after the session (set aside time to reflect and address it), at the start of each day, at the end of each week, or at the end of a course. In relation to educational activities, this principle is also about practising what you preach – and thus follows the principles outlined here.

Learners should be made mutually accountable for the learning process and the outcome of the course or session. Educators should show the way but also establish practices that give room for the learners to engage and be accountable for the joint process, as was also addressed under the previous principle. One way could be by jointly agreeing to **ground rules** for the learning environment e.g. insisting that participants are active, listen to each other and raise hands before speaking, or other rules which learners or educators find relevant and necessary. In this way, responsibility is shared with participants and all are mutually responsible for the process.

This principle can also be addressed by discussing **duty-bearers** and **rights-holders** in an education session, as mentioned in the principle above, and an examination of the role the learners have and can take to promote human rights in their context. This you can choose to take a step further, by helping participants to devise action plans or project proposals on how they can work with human rights after the session or course.

The **morning session** activity addresses several of these points at the same time. Here the learners, in small groups, take it in turns to arrange and implement a session each morning that: a) expresses participants' main learning points, and how they can use them in their work at home; b) evaluates and gives suggestions for the day ahead and; c) they conduct a small 'energiser'. This activity helps to create a regular stream of feedback in the direction

of the education programme and makes the learners co-responsible for its progress and everyone's continuous learning, as well as for creating a good learning environment.

Educators should also consider their own role in creating an environment conducive to learning in relation to these principles. This means, for example, ensuring that they arrive on time and manage time, providing workable schedules and allowing for adequate breaks. It also means making sure that equipment such as PowerPoint and sound equipment, is in working order before sessions start, and that printouts are ready on time, etc. Again this shows that you are being accountable, that you practise what you preach which will encourage participants to do what they agreed to at the beginning of the programme.

Non-discrimination, Equal Treatment and Vulnerable Groups

If we apply this principle to educational practices, this entails considering how to establish a diverse group of participants, with the inclusion of minority and marginalised groups including women, the disabled, the young and elderly, and a representative range of racial, ethnic, religious and language groups and sexual orientations and gender identities. As a starting point you need to apply diversity thinking in defining the target group and selection criteria, but you should also consider how to ensure that the programme invitation reaches and gets the attention of vulnerable groups. Be careful not to develop unnecessary selection criteria that will either discriminate against certain groups or be an insurmountable obstacle to others. Also, remember to address participants' special needs in terms of e.g. special dietary or religious needs, if they are disabled, or have a condition or special needs that you should take into account in the planning of the education programme.

To apply equal treatment to the learning environment is also about creating a space where all have equal opportunities to participate in the different ways they can. Thus the educators should make a special effort to include marginalised groups, but also to challenge any discriminatory patterns and underlying prejudices that may occur among participants. This should be done carefully, with consideration for the cultural and social context. For example it can be addressed in the way in which you compose groups for group work, and take input from participants in whole group discussions.

Bear in mind that treating all participants equally is not necessarily the same as treating them all the same. For example, you might need to make special allowances for women or ethnic minorities in the room if you want to get their opinion, or even to intervene if you sense they are not being given a chance to speak. Make sure to underline how diverse the group of participants is and all the different identities

they possess. Asking participants to introduce themselves by making a personal **coat of arms** is one activity which is good at achieving this.

Ahead of the education programme or session try to think of how you can present and involve the different resources the participants bring to the room, e.g. in the form of language, traditions and talents. A simple way to do this is to initiate '**energisers**'. For example, in multinational groups you can all sing your national anthems at the same time, or each nationality can show or teach the rest of the group a traditional dance from their country.

The table below presents an easily accessible overview of what the application of the HRBA principles for human rights education mean in practice, in terms of what learning environment and learning methods to strive for. It also provides examples of activities and classroom routines to apply. If you have internet access we recommend you watch DIHR's film: '**Human Rights Education and Learning Methods**'.¹²

HRBA PRINCIPLE	LEARNING ENVIRONMENT AND LEARNING METHODOLOGIES
Linkages to the human rights framework – system and standards	<p>Link learning objectives to human rights standards and principles</p> <p>Incorporate mechanisms and monitoring reports into the programme</p> <p>Address the international, regional and national systems</p> <p>Keep a holistic focus on human rights incl. inalienability, indivisibility, interdependence & interrelatedness</p> <p>Describe the history of human rights and its background in philosophy, religion, law and politics</p> <p>Examples of activities:</p> <ul style="list-style-type: none">• Learning goals referring to human rights system and standards• Human rights timeline• Is this a human rights violation?• Rephrase CEDAW

Participation and Empowerment	<p>Participation and empowerment go hand in hand</p> <p>Interactive methods that activate participants' experiences, knowledge & reflections</p> <p>Engage participants, create responsibility, active participation</p> <p>Create space for expressing thoughts and ideas</p> <p>Ensure everyone is heard</p> <p>Bring duty-bearers and rights-holders together when possible</p> <p>Examples of activities:</p> <ul style="list-style-type: none"> • Participant introductions incl. Coat of Arms activity • Morning sessions • Participant presentations • Group work • Participant assignments • Institutional visits
Accountability and the Rule of Law	<p>Set clear learning objectives and be accountable to them</p> <p>Respond to participants' needs</p> <p>Practice what you preach/ walk the talk</p> <p>Stick to timings and other agreed rules</p> <p>Introduce the concepts of duty-bearers and rights-holders</p> <p>Make participants mutually responsible for the learning and the learning environment</p> <p>Example of activities:</p> <ul style="list-style-type: none"> • Ground rules • Learning needs assessment – and follow-up • Morning sessions • Evaluations and follow-up
Non-discrimination, equality & vulnerable groups	<p>Address equality when defining target group, selecting participants and making groups</p> <p>Be inclusive for learners with special needs</p> <p>Create a space where all have equal opportunities to participate</p> <p>Respect cultural diversity and recognise holidays celebrated in different cultures</p> <p>Treating all participants equally is not necessarily to treat them all the same</p> <p>Challenge discriminatory patterns and underlying prejudices among participants and educators</p> <p>Example of activities:</p> <ul style="list-style-type: none"> • Ground rules • Ask about special needs • Learning needs assessment – and follow-up • Coat of arms

1.4 BEST PRACTICES IN EDUCATION

Seen in an overall perspective, successful education is based on three elements:

BEST PRACTICES IN EDUCATION

1. Learner-centred Education
2. Proper Learning Methods
3. Good Planning and Management



In this section the practical implications of these three elements will be presented, linking them to the practice of human rights education.

LEARNER-CENTRED EDUCATION

When we look at human rights education through a pedagogical lens we can find strong links to **emancipatory** or **critical pedagogy** represented, amongst others, by Paulo Freire (1921–1997).¹³ Based on his work with Brazilian peasants in the 1970s and 1980s, Freire aimed to teach his learners not only to read and write; he also taught them to look critically at society and its power relations and fight inequality by acting for themselves and taking responsibility for their own actions. The **critical consciousness** Freire wanted to create was therefore not just an awareness of society, but also a conscious willingness to act and change society. The learners had to learn this in an interaction between reflection and action that incorporated experiences from their new status and skills.¹⁴

Freire's ideas build upon the **progressive** and **experiential** pedagogy, represented by earlier theorists such as John Dewey (1859–1952). These pedagogical approaches challenged the former understanding of learners as being like 'empty vessels' that can and should be filled with knowledge transferred by the teacher – also called **petrol station pedagogy**. Instead, the knowledge and experiences in all learners backpacks should be respected, and learning seen as a dialectical process between the learner and his or her context. The focus is thus on **learner-centred education** where educational processes take participants' needs, abilities and interests as their starting point, with the teacher as a facilitator of learning. What the learners are to learn should be meaningful to them, and they should take an active part in learning and be empowered to act.

The practical implications of a **learner-centred education** methodology is that educators

need to base their approach on participants' backgrounds, contexts and qualifications when planning and implementing educational sessions. To do this you need to know your learners and their contexts well. This is why you should conduct a background analysis before your course or session starts and make a needs and interest assessment as part of your opening session. Try to organise your session and course so it follows your learners' logic and needs, and not an internal 'subject logic' or 'professional logic'. Remember that our interest in a subject, and our ability to understand and apply what we have learned, increase when examples are close to home and our view of reality. For this reason, you should strive to use examples that can make the global local, and the abstract concrete; examples which are relevant to the learners' social context and which they can connect to themselves, their families, communities and countries etc.

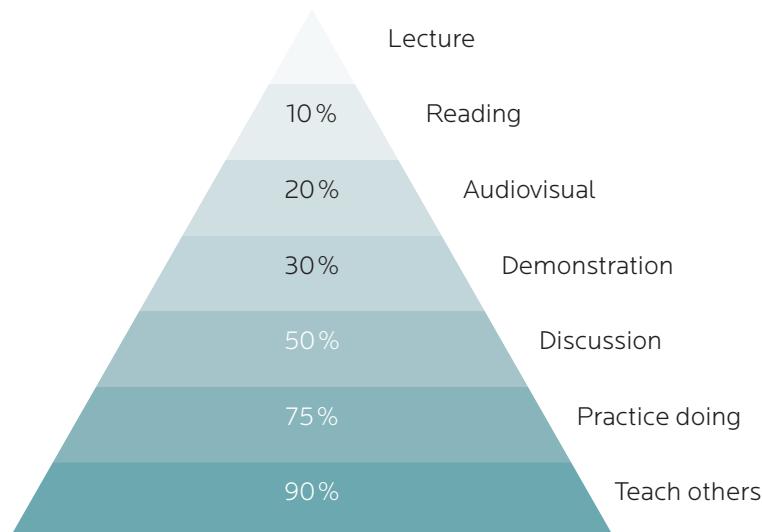
PROPER LEARNING METHODS

Instead of conducting traditional lectures, critical, progressive and experiential pedagogical approaches promoted **interactive learning methods**, with a focus on dialogue and providing learners with hands-on experiences to help them seek information and solutions for themselves.

These methods are also highly valued today and can be found in various versions. They have been updated on a continuous basis and adapted to present day conditions. Besides their ability to produce learners who can act upon what they have learned, interactive methods are also found to increase retention rates – learners simply become better at recalling what they have learned, the more interactive or participatory the methods that have been used.

LEARNING PYRAMID

Average student retention rates



Although educators need to include interactive and participatory methods in sessions and courses, it should be done in accordance with the needs of the participants and their contexts, and while balancing content and process. The educator needs to **vary the use of methods**, and to determine at what time facts should be presented, and when to use methods that allow participants to apply the facts and think them over. Balancing the programme and selecting which methods to apply, depends on the following factors:

- Education programme/session learning objectives
- Participants' learning needs and backgrounds
- The need to keep the attention of the participants over a specific period of time
- Time at your disposal, the number of participants, availability of equipment, etc.

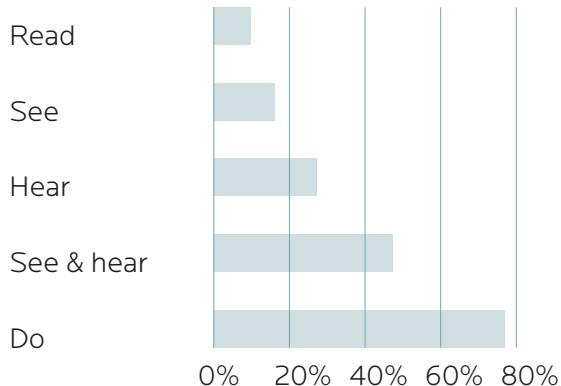
GOOD PLANNING AND MANAGEMENT

In order to be able to apply learner-centred and effective learning and appropriate learning methods, the educator needs to conduct good

educational planning and management. You need to make yourself familiar with the context of the education programme or session you are planning, the background of your participants and their needs and interests. Based on this you can establish the learning goals, which will then guide you in your detailed planning of content, learning points and course flow. Good planning will also assist you in balancing the learning methods used in the programme and, ultimately, allow you to evaluate the outcome of the whole programme. You also need to be able to manage the process of properly implementing your plans, in accordance with your chosen methods.

Methods for good planning and good management are presented in the following two chapters.

STUDENTS REMEMBER



**I hear it and I forget it
I see it and I remember it
I do it and I understand it**

Old Chinese saying

2. PLANNING HUMAN RIGHTS EDUCATION

OVERVIEW

Well begun is half done! Just like any other kind of activity or project, human rights education needs proper planning. This chapter presents a human rights education planning checklist you can print out and use to guide your planning process.¹⁵ The following pages cover the steps in further detail. Although the list is made step by step, the steps should be seen as interlinked and it might be advantageous to move back and forth between them. Furthermore in Annex 1 you will find an education programme preparation checklist that can help you deal with the practical, logistical arrangements related to these planning steps.

A. BACKGROUND ANALYSIS

Start your educational planning with a proper background analysis to uncover the interests and driving forces behind the educational activity you are about to plan, the practical framework for the session/programme in terms of duration, number of participants, etc. and identify the participants and their learning needs and interests.

STEP 1: CONDUCT A CONTEXT AND STAKEHOLDER ANALYSIS

A thorough analysis of the context of the particular human rights education (HRE) programme we are to develop is essential. The more we know about the context of HRE programmes the better they can be developed to target exact needs and thus achieve the greatest possible impact in terms of promotion of human rights knowledge, respect and protection and, eventually, a universal human rights culture.

We sometimes jump directly into the designing of HRE programme assuming we have all the information we need, as we have carried out a similar type of education course before, or we believe that those who have requested us to do the HRE programme have provided us with all the necessary information. However, by skipping the context analysis we run the risk of creating an HRE programme that will not address the overall human rights development goals, or the specific needs of the participants to successfully act towards these goals and thus it will not have a significant impact. If all the necessary information is available, then the analysis can be quickly carried out.

Starting with the human rights-based approach to the programming introduced in section 1.3 the analysis needs to address **which overall human rights development goals and standards** the HRE programme is intended to contribute towards. You will need to identify what learning process or change the HRE programme is a part of, and what the **gaps and challenges** are to achieving the human rights goals identified. You also need to **identify stakeholders and driving forces** in the process – including who the relevant rights-holders and duty-bearers are either because they participate in the programme or because your learners need to learn about them. In addition, you should hear or assess the stakeholders' visions and analysis of the course theme. For this you can refer to the international, regional and national human rights monitoring system, e.g. treaty body monitoring reports on the key human rights themes for your programme,

HUMAN RIGHTS EDUCATION PLANNING CHECKLIST

	Planning Step	Questions to answer
A. BACKGROUND ANALYSIS	Step 1: Context Analysis	<ul style="list-style-type: none"> • Who are the driving forces behind the initiation of the education? • What other activities will the course be a part of? • Who are the stakeholders and what are their interests?
	Step 2: Practical Framework	<ul style="list-style-type: none"> • When, how long? • How many participants? • Venue, teaching aids, translation?
	Step 3: Know Your Participants	<ul style="list-style-type: none"> • What nationality, ethnicity, religion, gender, language, age, education, job function, sector, experience, etc. do/should the participants have? • What background, qualifications and experiences do/should the participants have? • What knowledge and interests can you build on? • What resistance could you expect?
	Step 4: Define Learning Objectives	<ul style="list-style-type: none"> • What is the overall objective? (Think HR principles & standards) • What human rights knowledge, skills, values should participants master? • What kind of (new) practice should participants become able to undertake?
	Step 5: Decide on Content, Structure & Flow	<ul style="list-style-type: none"> • Which themes, issues and activities will you include in the programme? • What main points should be put across to the participants? • What should the flow of the points and structure of the course be? • Make a rough outline of the programme with realistic timing
	Step 6: Choose Learning Methods & Activities	<ul style="list-style-type: none"> • What interactive methods will you include in the programme? • How will you ensure variation in the learning methods? • What methods will address the learning goals and learners' backgrounds? • How to create a safe & empowering learning environment?
	Step 7: Set your team	<ul style="list-style-type: none"> • Consider educators' professional backgrounds, educational skills, diversity • Ensure dialogue with and information to educators on learning objectives, participants, learning methods
	Step 8: Prepare Education Material	<ul style="list-style-type: none"> • What you need/are available? • In what form should it be shared? (handouts, binders, memory sticks, website?) • Plan how to activate the material
	Step 9: Prepare the Evaluation	<ul style="list-style-type: none"> • What are the aims of your evaluation? • What are you interested in finding out? • Choose evaluation methods • Analyse and follow-up on the evaluation

C. EVALUATION

reports to the Universal Periodic Review, reports from the special rapporteurs, regional reports, national reports made by the National Human Rights Institutions, and NGO shadow reports on all three levels. If you are not that familiar with the human rights themes, or country in question, speak to colleagues or other stakeholders to get their advice. This analysis will help you deduce which learning objectives, themes, learning points and methods you need to focus your education programme on.

Even when the education programme is not the result of an external request, but has been initiated by your own organisation or institution, you should still consider what context the programme will be part of, and which processes it will be included in, or contribute to. **What impact do you want the education programme to have, and is it possible to reach that goal if the programme is not part of a larger process, project or cooperation?** However, it is sometimes enough to expect that a certain education programme simply contributes by sowing seeds for possible future changes. Just the fact that you have been able to bring participants together and address human rights issues may in itself represent a success. At other times you will need to consider whether

a short, one-off programme will have any tangible effect if it cannot be part of any other process: whether the effort is worthwhile, or whether it might even be counter-productive if the participants feel there is no room for manoeuvre, change, or follow-up.

STEP 2: GET AN OVERVIEW OF THE PRACTICAL FRAMEWORK

Your next step is to get an overview of the **timing and duration** of the education programme. The funding available sets a limit to the duration of the programme and the venue, and you may need to consider raising additional funds to accommodate your plans. When deciding how long the education programme should last, consider how much time participants will be able to spend away from their workplaces and homes and how long their attention span is, as well as how much time will be required to cover the learning points and programme content you wish to include.

The **number of participants** should not be too high in order to accommodate the participatory and interactive learning methodology that best supports human rights education. A maximum of approximately 20–25 participants suits that purpose, but it also depends on the group, and

EXAMPLE OF THE NEED FOR A PROPER CONTEXT ANALYSIS

DIHR was asked by the Danish Embassy in Zambia to assist with conducting an access to justice course for Zambian justice institutions. We have held many access to justice courses, and could easily have just drawn up a programme, but the context analysis shed light on the Danida supported 'Access to Justice Programme' in Zambia that the course was to contribute to, and its key elements which included improved communication, cooperation and coordination among justice institutions, improved accessibility, record keeping, etc. Together with an analysis of the key human rights and access to justice challenges in Zambia this informed which learning objectives, themes and learning points the course eventually focused on, within the broad subject of access to justice.

on whether you will be able work a great deal in smaller groups, or split the group among several educators. Also, you have to take into account the number of people the venue can accommodate.

The **venue** and facilities available for your education programme will play a major role in the success of the programme. Creating a safe and empowering learning environment is the keystone of any good education programme, and it is therefore crucial that the venue is appealing and welcoming and that the facilities are accessible and easy to use. This is especially important for education programmes lasting longer than one week, as the participants should feel comfortable, and be able to relax and enjoy themselves. Find and be quick to book a venue which is suitable for participatory and interactive learning methods, which can accommodate, for example, a horseshoe table arrangement, or a herringbone arrangement, where participants can see each other and break up into smaller groups. If you need simultaneous translation you will require enough space to accommodate soundproof boxes. It might also be a good idea to have adjoining rooms for group work, especially for working on longer participant and group assignments.

Check the venue for accessibility. This includes both the availability of public transport as well as the ability of the venue to accommodate people with disabilities. Check whether there is wheelchair access, suitable toilet facilities, sound equipment for the hearing impaired, etc. Find out whether there is good lighting and ventilation in the room. For instance, can you control the temperature in the room, are there blinds/curtains, does the venue accommodate the teaching aids you are planning to use (PowerPoint, film, sound, black or white board, interactive board, flip charts, etc.)? Finally you should check how you to order refreshments

and lunch. If you are not organising the venue yourself, you should be careful to follow up on those who have booked it regarding what facilities are available, and about what can be done to meet the programme needs if the venue does not accommodate any of them. Whatever you do, never just assume things will be the way you expect them to be.

If you need **translation services** you should try to obtain simultaneous translation. This has the advantage that the translation takes place at the same time as the presenter speaks, as opposed to consecutive translation which takes place after the presenter stops speaking. Consecutive translation makes the sessions twice as long meaning it will take longer to accommodate your learning points, and it will tend to be tiring for all concerned, both for those who need translation and those who do not. Moreover, consecutive translation limits opportunities for whole group discussions and participants tend to participate less in discussions. Unfortunately, simultaneous translation tends to be rather expensive, as it normally requires two translators per language, soundproof boxes, microphones and headsets for all. However, some translators are able to translate directly into a portable microphone while standing in the room listening to the participants and the educator. This option makes the sessions more interactive and requires less equipment.

STEP 3: SELECT PARTICIPANTS AND GET TO KNOW THEM

As educator you should try to ensure that you have the greatest possible influence on the selection criteria as well as taking an active part in the selection of participants. Sometimes it will all be up to you, while at other times you will have to deal with a group of participants other stakeholders have chosen. As far as your influence goes, you should consider how you can best apply the **HRBA principle of non-discrimination, equal treatment & vulnerable**

groups discussed in section 1.3. This means you should consider how to establish a diverse group of participants, with **representatives from minority and marginalised groups** including women, the disabled, the young and elderly, as well as a representative range of racial, ethnic, religious and language groups and sexual orientation and gender identity. For example, if the course is held for a group of NGOs you can ensure that a variety of NGOs representing different minority and marginalised groups is invited to apply for the course, and you can select a variety of NGOs from among the applicants.

You should also consider what **type of participants** you want included and whether they should be decision makers, or implementers. The advantage of decision makers as directors or heads of department is that they can decide that the whole organisation or institution should include the new learning points in their strategies, plans and methods. But sometimes they will not know all the details and challenges 'on the ground' and will not be able to change practices. The implementers, however, can change practices and maybe influence decision making higher up in the organisation. It can be an advantage to include both types of participant from each organisation/institution, but consider whether the presence of a superior might inhibit the participation of the implementer.

In any event, it is always an advantage to have at least **two representatives from each** participating institution, so they can support each other in the learning process while taking part in the programme, as well as in implementing the changes that need to take place when they return to work. Alternatively, you might be able to include two participants from the same country or type of institution or similar, which can support the learning process for participants. If possible, avoid including

numerically dominant groups, as there is a risk that they will dominate the agenda, and leave less space for other groups.

As highlighted in the discussion in section 1.3, which refers to the application of the principles of **Participation & Empowerment** and **Accountability & Rule of Law** to education programmes, it is often beneficial to **include duty-bearers and rights-holders** – or, more commonly, civil society organisations that represent different rights-holders – in the same education programme or in relevant sessions. This will help to create both a better understanding of what they often themselves see as 'opposition' groups, and their different roles and day-to-day obstacles, as well as creating fertile ground for establishing relations for actions and accountability measures. Deciding how to do this will depend on the type of education programme involved. For example, a course targeting the capacity building of NGOs at shadow reporting would naturally have NGO representatives as participants, but you could also bring in representatives of the state to present the state reporting procedures, and discuss the role of NGOs in the reporting cycle. Or you could change the objective and choose to conduct a joint reporting course addressing both the state and the shadow reporting and include both groups as participants. Based on your knowledge of specific target groups you might resist mixing them, because you believe that inter-group discussions will be unproductive and simply widen the divide between them. However, do not underestimate the power of personal contact, which is good at breaking down barriers and creating common understandings and maybe new common goals and enemies. But be very careful in your selection process and in thinking ahead about how you will manage the programme discussion sessions, group work, etc. However, if you meet the requirements necessary for

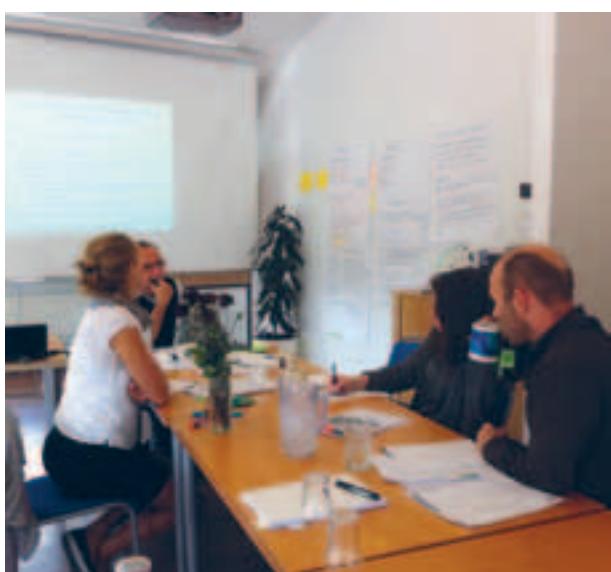
respect and learning further 'trench warfare' can be avoided. We will return to this topic in **Chapter 3 Managing Human Rights Education**.

A **participant application form** can be a useful tool in assisting your selection process and the process of getting to know your participants in detail. Consider whether it is useful weighed against the length of the programme and the time and influence you will have at your disposal to adapt the programme in accordance with the feedback you will get from it. In Annex 2 you will find an example of a participant application form for your inspiration. When adapting it to your own education programme, keep it short and avoid including superfluous. Ensure that you include questions directed towards the applicants' knowledge and interests in the programme's human rights theme, and try to make them as specific as possible. Take the opportunity to promote accountability for the follow-up and implementation of the learning process, by asking for a superior's recommendation and description of how the knowledge gained will be implemented and disseminated in the organisation concerned, and ask for the participant's signature as a pledge that this is

what they will do. Also remember to include questions on the **participants' special needs** i.e. dietary or religious needs, if they are disabled or have a condition or special needs that you should take into account in the planning of the education programme, etc. This will mean that you will not have to send an additional questionnaire to gain this information to the participants accepted for the course.

When a group of participants have finally been selected, your next step is to get to know them better, in order to establish the themes, cases and learning points that will interest and be relevant to them. For this you should establish their nationality, ethnicity, language, sex, age, etc., but also try to find out their position, the type of organisation or institution they come from, their educational background and field of work. It will also prove useful to make an extended table of participants with a **detailed overview of participants' background**. This information is both relevant to the planning of the programme, and can provide background information to presenters and for institutional visits. You might also consider including participants' dates of birth in your list, and then surprise them by celebrating their birthdays.

An important reason to carry out an analysis of the participants' background is to determine what **building blocks of knowledge**, or recognition of the substance, you can build on in your programme, what **learning gaps**, and what **resistance against learning** you can expect. While you can get an impression of the first by going through the participants' educational background, job function and experiences, it can be more challenging with the latter two. However, the context analysis will give you an idea of the overall process the educational programme will be part of, which will be assisted by the stakeholder analysis and a detailed questioning of key stakeholders. If you are not that familiar with the professional



background of the target group, ask your colleagues or the identified stakeholders to help you gain a more detailed insight.

STEP 4: DEFINE LEARNING OBJECTIVES

When planning an education programme we are often too hasty at putting together interesting sessions and programme building blocks. It is only natural that you want to get stuck in as quickly as possible, but you should not allow this to make you lose sight of the overall goal-setting process. Remember your obligation to apply the HRBA principle of **Accountability & Rule of Law** as discussed in section 1.3 and consider how you, by defining concrete objectives, are giving participants and possible donors or clients as well as educators, a benchmark to measure the outcome and value of the education programme against. In other words, you are being accountable.

Moreover, you are providing participants with a clear picture of the educational goal and ensuring that they understand and accept the programme. At the same time you are providing educators with an anchor to hold fast to in the planning process and the development of the contents of the programme, choice of learning methods, implementation guidelines, etc.

Work with different levels of goals including the overall learning objective of the education programme and sub-goals targeting the three learning dimensions discussed in section 1.2. Define what the **participants should be able to understand/know, , value and do** after the education programme as well as to what level/degree. Finally you should define the goals for each session as well as for the modules that structure the sessions.

EXAMPLE OF LEARNING OBJECTIVES

HUMAN RIGHTS-BASED APPROACH TO DEVELOPMENT PROGRAMMING (2 WEEK COURSE)

The overall learning objective of the course is:

To strengthen participants' competence in applying a human rights-based approach (HRBA) to development programming.

After the course participants will:

- Know about the human rights system and its implications for a HR-based approach to development, including the core principles of:
Participation
Accountability
Non-discrimination, equality & vulnerable groups;
Empowerment
Linkages to the human rights framework
- Value human rights as both means and an end for development processes, and value the human rights system, standards and principles as a framework for development processes
- Have the skills to use a HRBA in the programming and implementation of their own projects.

Formulate the learning objective and sub-goals as simply and concretely as possible, in a language that is easy for everyone to understand. Moreover, you should relate the objectives and sub-goals to the human rights framework and specific **human rights standards and HRBA principles** and to the gaps and recommendations identified in the monitoring system, as discussed in the HRBA principle, **Linkages to the Human Rights Framework, System and Standards** in section 1.3. Refer to the table in section 1.2 for examples of human rights learning points within the three learning dimensions.

To apply the learner-centred approach to goal setting means you should focus on **what situations the participants should be best able to handle** rather than on an internal 'subject' or 'issue logic'. Use the target group analysis in Step 3 as your starting point and make the goals correspond to the participants' background and experiences, needs and learning barriers and define the important learning points.

The **objectives and goals should be within reach of participants** within the time frame available. Be careful not to set the bar too high and frustrate the participants, nor too low and bore them. **Be realistic and work within** the time available and the context. Remember that not all participants have to become experts and that it is sometimes enough that gain knowledge of the basics and some idea of how to act on this information. After completing the education programme they can always explore and further develop this in practice in their workplace. Or maybe the aim is to make the participants experts in one particular practice, while for the general framework it is enough that they get an overall understanding.

Be explicit in **sharing the learning objectives and sub-goals with participants**. Not just in

writing before the programme starts, but also as an introduction to the programme and at the beginning of each module and session, as presented in the following Chapter 3, **Managing Human Rights Education**.

Your objectives and goals should not be set in stone. You should be **ready to adjust** them in accordance with the participants' needs. Maybe the group of participants does not meet the selection criteria you had identified? Or perhaps your background analysis was not sufficiently detailed to uncover the participants' **learning needs**? Or it may be that the assessment of the participants' learning needs and expectations on the programme's opening day described in section 3.1 shows a different preference or angle to the programme than you had planned? Then you should be able to adjust the goals and downscale or scale up the levels, shift angles, or replace sessions, rather than continue with a programme that will not meet the participants' needs and which they will not find relevant and which, in the worst case, will turn participants against the subject instead of making them support it. Adjusting objectives, goals and programme, does not need to be as drastic as it sounds. If you have carried out a thorough background analysis, most changes can be made simply by rephrasing goals and intros, and changing angles and the examples used in previously planned sessions. Other needs can be met by providing participants with resources in the form of reading material or prearranged meetings with experts.

B. PROGRAMME DESIGN

Step 5: Decide on Content, Structure & Flow	<ul style="list-style-type: none">• Which themes, issues and activities will you include in the programme?• What main points should be put across to the participants?• What should the flow of the points and structure of the course be?• Make a rough outline of the programme with realistic timing
Step 6: Choose Learning Methods & Activities	<ul style="list-style-type: none">• What interactive methods will you include in the programme?• How will you ensure variation in the learning methods?• What methods will address the learning goals and learners' backgrounds?• How to create a safe & empowering learning environment?
Step 7: Set your team	<ul style="list-style-type: none">• Consider educators' professional backgrounds, educational skills, diversity• Ensure dialogue with and information to educators on learning objectives, participants, learning methods
Step 8: Prepare Education Material	<ul style="list-style-type: none">• What you need/are available?• In what form should it be shared? (handouts, binders, memory sticks, website?)• Plan how to activate the material

B. PROGRAMME DESIGN

STEP 5: DECIDE THE CONTENTS, STRUCTURE AND FLOW

When developing your programme you will also have to **consider the content** (what should the learners learn?) and **the process** (how should the learners learn?), as addressed in Chapter 1: **What is human rights education?** Using your thorough background analysis and the learning objectives and sub-goals you have formulated, you should now decide:

- **What professional understandings and insights** do you want the participants to achieve?
- **What 'aha'- experiences and subject-relations** do you want the participants to have?
- How will you **apply the human rights-based approach principles** and how will you apply the educational best practices to your programme? This includes how to ensure that the participants can take co-responsibility for the programme and get to practise the skills the programme aims at building?

Start by establishing what **overall learning points and sub-themes** should structure the programme. It can be especially useful to structure longer education programmes into thematic modules of interrelated sessions, which will assist both participants and presenters to follow the logic of the programme. This will be further supported if you define module learning objectives, as suggested in Step 4, which both participants and presenters can refer to. Presenters can use these objectives while planning their own sessions and how they should contribute towards the module goals. Ensure you **engage in a dialogue with the presenters** while developing the programme and defining learning points, sub-themes and module objectives in order to ensure that they are relevant and doable.

The next part is to decide the **flow of the programme**: In what order should learning points and sub-themes be presented, and what methods should be used when. As discussed in section 1.4, the educator should here take a learner-centred approach and design the

education programme so it becomes **logical for the participants** and accommodates their needs, rather than blindly repeating some kind of internal 'subject logic', or 'professional logic' that seems self-evident to you as educator or to the presenters in the programme.

The overall programme as well as all its subcomponents, e.g. modules, sub-themes, sessions and session elements, should furthermore be **structured into three blocks**: a) Introduction & Opening, b) Content & Substance and c) Conclusion & Closing. The **Introduction** takes up just a small proportion of the total time, but should ensure that the participants' attention, interest and curiosity are awakened and that the environment is established as safe and conducive to learning. Moreover, the learning objective of the course, module or session is introduced here, along with what will happen during the course/module/session as well as how it relates to the other modules or sessions presented before and after this. **Contents & substance** take up most of the total time available. Each sub-theme or module should contain elements of presentation, reflection and theory, as well as cover some issues and examples and should include interactive elements which address the participants' own experiences and issues through dialogue, drawing out where participants themselves work with the area in question. Remember to vary the methods you use throughout the programme, as discussed in section 1.4, 'Best Practices in Education', and as we address in Step 6. The **conclusion and closing** part again only takes up a minor amount of the total time available in the programme/module/session, and contains a summary of the main points and how they relate to the rest of the programme; feedback from participants; and evaluations and maybe a consideration of how the participants can act upon what was presented.

As the final part of this step draft **a rough programme outline** defining time frames for the sessions and breaks. Start by splitting the modules or sub-themes broadly among the day(s) available for the programme and move on by breaking them down further into start and end times for the individual days, as well as lunchtimes and breaks. Try as far as possible to use the same basic schedule for each day so participants will find it easier to remember when you are to start in the morning and after breaks – as will you and the presenters. Define starting and ending times to be as close as possible to normal office hours for participants, so it will fit their normal schedule, or canvas the participants on what they consider a reasonable timetable. Arrange a longer lunch break midway in the day – for longer courses it should not be less than one hour – and shorter tea and coffee breaks of 15–20 minutes in the morning and in the afternoon. In between you should add even shorter breaks, as most people cannot concentrate effectively for much more than an hour. However, you do not have to put these into the programme schedule. Instead they can be included in session plans or left up to each presenter to manage. Breaks can also be used for more interactive group work, or interactive group work can be used for breaks. If you vary the programme with presentation and interactive methods, the participants can concentrate for longer without breaks. But do remember the breaks! The learners need time to reflect upon what has been said, to rest their heads and they need room for interaction with other participants and the educators. See Annex 4 for an example of a programme format. Remember that the programme guide given to the participants should provide an overview of the programme, but should not be overloaded with information. If you, as the educator, need more detailed information, keep it in your own overview or elsewhere, e.g. in the **Session Plan**, see Annex 5.

Be realistic about what is doable and avoid overloading the programme. Do not pencil in too many sessions for the day or week. For example six different sessions with different presenters in one day will split learning points into many parts, risk overlaps, will require additional time for the many introductions and conclusions, leave little time for interactive methods (which tend to take longer than presentations), and demand much in terms of adapting to a new presenter's learning methods etc. Try to stick to 2–4 sessions a day and let the variation be within the sessions themselves.

In shorter programmes of less than a day, there is a tendency to plan to present too many things at the expense of interactive sessions. This should be avoided, as it will make it more difficult to get learning points across. You will only frustrate your learners if you present them with a tour-de-force of one-way, speed presentations that will side-line them and give them the impression that they are not grasping the points, or of not having their learning needs fulfilled. As discussed in sections 1.3 and 1.4, participants learn while interacting with the learning points, relating them to their own experiences and by putting this knowledge into practice. Moreover, we should follow the HRBA principle of **participation and empowerment** in order to empower our learners to build and promote a universal culture of human rights. The solution is to cut the programme in order to limit learning points so there is enough time to discuss issues in depth using interactive methods. The longer the programme, the more time you can set aside for **participant assignments** of different kinds, allowing participants to practise their skills.

STEP 6: CHOOSE LEARNING METHODS & ACTIVITIES

In order to finalise the draft programme you put together in Step 5, you need to decide on what learning methods and activities to include

in the programme. The programme manager can put some methods and activities into the programme from the outset, while others will be included on the basis of a dialogue with the presenter. Whichever way is adopted, it will always be the responsibility of the programme manager to maintain an overview and ensure that there is the necessary variety in the programme.

As presented in section 1.4, **Best Practices in Education**, one of the elements of successful education is to ensure proper learning methods, which include **interactive learning methods** and a **variety of methods**, depending on the following factors:

Education programme/session learning objectives

- Participants' learning needs and backgrounds
- The need to hold the attention of the participants over a specific period of time
- The need to create and maintain a safe and empowering learning environment
- The time at your disposal, the number of participants, availability of equipment, etc.

With these factors in the back of your mind, you can decide on how to mix the learning methods in your programme, based on the table below and on the examples of activities presented in Chapter 4, **Activities**. The table below presents types of learning methods and their advantages and disadvantages as well as recommendations on how to use them.¹⁶ Note that the learning methods are presented in ascending order in accordance with the method's degree of interaction with learners. Please refer to the activity descriptions exemplifying different learning methods in Chapter 4, **Activities** for more detail.

OVERVIEW OF LEARNING METHODS IN ASCENDING ORDER IN TERMS OF INTERACTIVITY

Method	Advantages	Disadvantages	Recommendations
Lecture	<p>With limited resources you can present a large volume of knowledge in a consistent and logical way to a large audience.</p> <p>Fast introduction to new areas.</p> <p>Easy to plan and manage for the presenter.</p>	<p>One-way communication that leaves the participants passive and without responsibility for learning.</p> <p>Little room for interaction to relate to the needs and experiences of the learners.</p> <p>Little room for strengthening learners' skills.</p> <p>No assurance that learning takes place.</p>	<p>Structure the contents in accordance with learners' interests and needs.</p> <p>Make room for interaction and questions.</p> <p>Combine with interactive methods.</p>
Teaching Aids PowerPoint, illustrations, films, etc.	<p>Can illustrate complex learning points and relations which are difficult to describe in words.</p> <p>Are easy to remember.</p> <p>The variation and the activation of other senses capture learner's attention.</p> <p>Create dialogue.</p> <p>Address emotions and thereby learners' values and attitudes.</p> <p>Can address a large audience.</p>	<p>Need resources/ equipment and power.</p> <p>Can create unintended discussions.</p>	<p>Prepare how to use aids, ensure equipment works and make yourself familiar with how to use them.</p> <p>Do not use these aids without explanation or discussion; prepare questions and follow up.</p> <p>Be prepared to deal with learners' emotions.</p>
Dialogue, Whole Group Discussions	<p>Create interaction between learners.</p> <p>Learners can relate to own experiences.</p> <p>Learners build skills to argue, listen and analyse.</p> <p>Educators get feedback on the programme.</p>	<p>It can be difficult to formulate the right opening questions and to manage the process.</p> <p>Can take a long time.</p> <p>There is a risk that some participants will dominate.</p>	<p>Analyse what is interesting to discuss concerning the subject.</p> <p>Prepare clear questions.</p> <p>Consider question techniques.</p> <p>Be clear on own standpoints.</p> <p>Allow for other viewpoints.</p>

Method	Advantages	Disadvantages	Recommendations
	Learners take more responsibility for the process and learn from each other.		Manage and guide discussions. Wait silently for answers. Conclude and summarise.
Checklists, Questionnaires	Get all participants involved. Learners work directly with the content & reflect upon it. Easy for participants to follow.	Can take a long time to prepare. Can be inflexible and lacking in dynamism with no room for learners' own questions.	As above. Go around and assist learners. Can be used in group work.
Group Work Summarising, brainstorming, Group work	Easy to combine with other methods. Learners learn from each other and build skills to cooperate, analyse jointly, present opinions, listen and discuss. Learners take co-responsibility for the learning process. The method is dynamic and flexible and opens up for participants' own questions and ideas.	Takes time to prepare. Difficult to compose groups. Can be challenging to get groups to work well. Participants need to be able to work independently. The facilitator has to be prepared to cede full control. There is a risk that some participants will dominate. Whole group presentations afterwards can feel very dull and tedious; they are likely to make dynamics less active.	Keep group sizes to 3-7, ideally 5 Consider composition and the advantages of random versus conscious division. Prepare how the groups should work and present. Present tasks clearly and share in writing. Ensure enough time. Visit groups 3 times each (task understood, group dynamics, help to finish in time). Avoid too much repetition in whole group presentations.
Case Studies A description of a real or fictitious event	Learners apply what they learned to real life situations. They build skills to analyse, present opinions, listen and discuss. Learners are able to see a situation from different viewpoints. It addresses emotions and thereby learners' values and attitudes.	Can take long time to find or develop a relevant case. Participants might not be able to apply case studies/ lessons/ learning points of the case study to their own practice The group members can disagree on interpretation. Learners need to be able to work independently.	Case should illustrate learning points and be realistic and relevant to learners. The case should demonstrate a problem that is interesting for participants to solve. End by reflecting and discussing. Avoid too much repetition in whole group presentations.

Method	Advantages	Disadvantages	Recommendations
Role-play	<p>Participants need to be able to work independently.</p> <p>Learners gain ability to see a situation from different points of view and understand others' motivations and create solidarity.</p> <p>By acting them out, learners can practise dealing with problematic situations and test solutions.</p> <p>It appeals strongly to learners' emotions and thereby addresses their values and attitudes.</p>	<p>Can take long time to develop and prepare a play.</p> <p>Needs a very friendly and safe learning environment.</p> <p>Can be emotionally overwhelming.</p> <p>Requires detailed analysis to achieve learning points.</p> <p>Demanding on learners, both to analyse and to act.</p> <p>Learners need to be able to work independently and be extrovert.</p>	<p>Role-play should illustrate learning points and be relevant and realistic to learners.</p> <p>Create a safe and trusting learning environment.</p> <p>Make the participants familiar with the context of the play.</p> <p>Allow participants to volunteer for roles but... ...involve everyone as observers or in making suggestions.</p> <p>Give clear instructions and time to prepare.</p> <p>Make a stage.</p> <p>End by reflecting and discussion.</p>
Participant Assignments and project-oriented education	<p>By doing problem-oriented work, learners learn to apply their new knowledge to real life situations.</p> <p>The learners take a high degree of responsibility for their own learning.</p> <p>Creates engagement among learners and relates the programme to their experiences.</p> <p>Enhances skills to collect, analyse and present data, and cooperate with others.</p>	<p>Takes learners a long time to carry out.</p> <p>Learners need basic knowledge and to obtain the technical project skills needed.</p> <p>The facilitator also needs these skills as well as project and group coaching skills.</p> <p>Learners need to be able to work highly independently and concentrate for a long time.</p>	<p>Set aside sufficient time.</p> <p>Ensure learners have the required basic knowledge and have, or build, the technical skills needed.</p> <p>The facilitator needs basic knowledge of the subject, project methods and how to coach the groups.</p>

STEP 7: SELECT YOUR TEAM

When selecting facilitators and presenters for your programme you should consider their:

- **Theoretical and practical background** and its relevance to the programme contents;
- **Educational skills** and ability to apply different learning methods including interactive ones;
- **Diversity in backgrounds** in order to strive for diversity in profession and age, sex, race, ethnicity, cultural and national background, disabilities, sexual minorities, etc.

Moreover, you should consider when, or at what sessions, it would be appropriate to engage **academic presenters** with a more theoretical knowledge, or **practitioners** with a more practical approach, maybe working on the same level as the participants and able to speak to them on the same level. Perhaps the latter sessions would work even better as **institution visits** (as presented in Chapter 4 **Activities**). If the participants need to be able to identify closely with the presenter, it might be worth considering choosing someone of the same sex, nationality or region? Or maybe their presentation will be more effective and interesting if they have an unusual background?

The education programme manager with overall responsibility for the programme is also responsible for **ensuring proper information provision and dialogue with the presenters and facilitators**. As highlighted earlier, the manager should engage in dialogue with the presenters to understand the target group and define learning points and content in order to develop the programme in detail. The manager should share the information from the background analysis, including learners' backgrounds and learning needs, the learning objectives and expectations of the session goals, and how the programmes interrelate. The manager should also discuss learning methods to ensure a

variation in the sessions and between sessions. Be ready to assist the presenter with ideas for interactive methods, or to engage facilitators to assist them in carrying out parts of their sessions, and to find cases and background information relevant to the target group to use in the sessions. Help presenters to see their sessions as part of the whole programme and encourage them to take ownership of the programme.

It can be helpful to share background information about the course and participants in writing, as well as educational guidelines and the learning methods recommended, for the presenters to refer to when they start preparing. In Annex 3 you will find a Background Analysis Format you can use in your planning process and for sharing with presenters, etc.

STEP 8: PREPARE EDUCATION MATERIALS

Carefully selected or properly developed educational material can provide great support to the participants' learning process. But **limit the volume** of material; overloading participants with superfluous background material will be experienced as pointless by participants, and they will probably never



put this additional material to use. It may even prove counter-productive, by confusing participants or obfuscating the learning process.

Consider the **type of education material** you need and have available, and get suggestions and ideas from the presenters.

First of all you will need to share the **basic course information** with the participants. That is the learning objectives, the programme, list of participants and presenters (with contact details for further cooperation); logistics such as where to stay, how to find the venue and get around, where to eat, social activities, pick up times, per diem and travel reimbursements, weather, insurance, medical care, etc. Some of this information is, of course, only relevant if you invite participants from other countries, but there might also be practical issues to address for participants taking part in programmes in their own countries. We recommend that you share basic information with participants in a welcome letter ahead of the programme, but it is advisable to include it in the education material as well and share it with participants on the first day, to ensure everyone has it.

In order to apply the HRBA principle **Linkages to the Human Rights Framework, System and Standards** discussed in section 1.3, participants should learn which human rights standards form the framework for the themes of the education programme in the international, regional and national human rights **instruments**. Also you should identify what monitoring reports in the treaty body and special rapporteur mechanisms may be relevant. **Guidelines and text examples of how human rights are applied** in relation to the programme theme will help to empower the participants to act and thus help you to apply the HRBA principle **Participation and Empowerment**. Again, limit the number and

length of texts and consider whether it would be better to use short abstracts for example, or other simplified versions of the instruments.

PowerPoint slides, hand-outs and assignments also count as educational materials. Ask the presenters to share them with you early on so you can have them printed out in advance of the programme, or at least ahead of their session, so participants can refer to them. Some presenters are hesitant to share slides before they present, as they are afraid that the participants will not follow the presenter but just read the hand-outs. However, this happens rarely in practice. It is our experience that having the slides in print during the presentation helps participants to concentrate, as they are not trying to copy down the slides, but can just add their notes to them.

Consider in **what form the education material** is most easily shared with participants and put to use during the programme and afterwards. For shorter presentations or courses

PARTICIPANTS' VIEW OF THE DIHR COURSE WEBSITE:

“I have been accessing the course website every single day from the date I got my login details.”

“The website is useful and will continue to be an interactive tool for uploading and downloading of essential materials”

“I expect to use it in the future also to enhance the interaction with the colleagues”

Participants in the DIHR courses Human Rights-Based Approach to Development Programming, 2009 and Strengthening Access to Justice Institutions in Zambia, 2009

handouts might be sufficient, whereas longer programmes call for a better overview with tables of contents for more extensive material. This larger amount of material can be collated in a binder or on a memory stick or a special website that participants can log into. For some of our longer courses DIHR collects session material and key texts in a course binder, while additional reference material, links etc., and are only shared through the website www.humanrightscourses.dk. Here participants and educators can log into the course and get a full overview of all course material, including basic course information with photos of presenters and participants, module-organised materials, reference texts and links. Moreover, the website has a discussion forum and an upload function where the participants and educators can upload additional material and photos.

A last comment on the education material is that it should be **put to use during the programme**. If the material is not used during the course, there is a real risk that it will not be used at all. Thus plan how and when it can be used, and talk to the presenters about what material is available to the participants and when to use it. For instance you could get them to look up the standards in the instruments, check the full text in treaty body recommendations or country treaty body reports, or ask participants find the relevant reference text you are referring to, etc.

After the programme the material should look like it has been in use, with highlights, comments, etc. A further step in assisting participants in using reference material could be to include a **session on how to find human rights information**, with the UN website as the starting point. In this way the participants will be better equipped and empowered to find relevant and updated information in the future. For these types of activities, consider **making laptops available** to the participants during

their stay. This will help them to get the full use out of the course website and make it easier to carry out participant assignments during the course.

Step 9:
Prepare the Evaluation

- What are the aims of your evaluation?
- What are you interested in finding out?
- Choose evaluation methods
- Analyse and follow-up on the evaluation

C. EVALUATION

STEP 9: PREPARE THE EVALUATION

When you plan your evaluation, start by reflecting upon the **purpose of your evaluation**. Do not simply initiate an evaluation because you feel you are supposed to, but make sure to reflect upon how you **can use** it, and have a plan for how you **will use** it. No one will benefit from wasting time and energy on a poorly-planned evaluation that will end up gathering dust on a shelf unused.

The evaluation of education programmes often has several purposes:

- It gives **participants** a feeling of closure and completeness, and of being heard, and provides them with the opportunity to reflect on what they have learned and what they will do in the future;
- It gives you as **educator** input on how well you reached the learning goals, and allows you to collect information for improving and further developing the programme, the education methodologies and teaching skills applied by you and other presenters;
- It can provide input to possible **funders** about your performance as a host, the output of the programme and how it will contribute to the overall process it might be a part of;
- Sometimes evaluations are made to **control participants' qualifications** through exams or tests, to see whether they meet expected performance levels.

As discussed in section 3.1 Evaluations provide one way to apply the principle of **Accountability & Rule of Law** to education programmes.

By evaluating our programme we can hold ourselves accountable to the participants and possible end-beneficiaries of the programme (rights-holders). This can be called **downward accountability**. We can also hold ourselves accountable to our funders, the state we are working in, or our own management. This can be referred to as **upward accountability**. When planning and carrying out your evaluation, you should be careful to keep downward accountability in focus and avoid a situation where donor demands overshadow your obligations towards participants and rights-holders.

Your next task is to establish **what you are interested in finding out**. This depends on the purpose of the evaluation, the type of education programme, and what you will be able to change and follow up on. Areas commonly addressed are:

- Did the education programme achieve the selected learning objectives and possible sub-goals?
- How well was the programme managed (facilitation, logistics, scheduling etc.)?
- Did the programme have the desired impact (including the intended enhancement of knowledge and changes of attitude and skills/ practices among participants)? Were there any unintended impacts?
- Was the programme cost effective?
- What are the lessons learned?¹⁷

Often we are also interested in finding out the long-term impact of the education programme: whether the participants are able to apply what they have learned in practice when they return to their normal contexts and whether they can sustain the changes over time.

It is not always a straightforward process to obtain the answers we need. One of the pitfalls in making evaluations is to focus too much on simple and easily measurable data, such as the number of hours worked each day and people's satisfaction with the venue, whereas things that can be hard to measure, such as the achievement of learning goals and changes in attitude, have a tendency to be superficially treated. Often we will ask participants to measure their satisfaction with the programme. This might be good for estimating how they regarded their hotel and transport to and from the venue, but less good at measuring other aspects of the programme. Even when participants are specifically asked to express their satisfaction with the programme and sessions, they will often focus on trivial details such as the educator's personal appearance or whether they felt entertained or bored. This is not the same as providing feedback on whether they learned something or not.¹⁸ Of course we should also be interested in participants' levels of satisfaction, but they should not be the only criteria. Ideally participants should also evaluate their own performance, and whether they have engaged themselves in the programme and taken new ideas on board. We should therefore deploy methods that can measure whether key learning has taken place.

Thus, when we **choose evaluation methods** to fulfil our evaluation purpose and the areas we are interested in finding out about, we need to combine several methods. In practice it is often done automatically. As educators we will usually collect impressions as we implement the programme: e.g. are participants

attentive? Do they ask good questions? Do they experience 'aha' moments, complete impressive assignments, etc. The constant use of participatory methods with plenty of room for participant interactions provides us with an idea of their learning progress and perceptions. At the same time we will often carry out a more formal evaluation at the end of the programme. It is important to go about both processes in a structured way and ensure that the impressions are collected, shared and compared with the formal evaluations. This combination of evaluation methods will provide you with the best results.

Often the choice is formulated as being between oral and written evaluations. Both have their merits so how should educators choose between them? Written evaluations provide potentially more opportunities for frank and critical feedback than oral evaluations, as they can be made anonymously, but at the same time there is a risk that participants will not fully understand the points raised, as they do not have the opportunity to ask clarifying questions as they would in an oral evaluation. The oral evaluation, moreover, gives more room for a joint dialogue where participants and educator together can create new ideas on how to further develop the programme. Again, we would recommend a combination of evaluation methods.

At DIHR we often combine several evaluation methods in our education programmes to support the different purposes of our evaluation and to ensure a thorough understanding of the perceptions, output and impact of the programme. During longer programmes participants are engaged in **morning sessions**, which include some time to reflect upon and make suggestions about the sessions they have had the day before. The facilitator collects information on the session content and form acquired in this way. At the end of each week

participants are often asked to carry out **group evaluations** where they discuss their learning points for the week and the form and content of the programme. The groups then upload their evaluations to the course website. During the programme participants work on **group assignments** that they present towards the end of the course. These provide an accurate picture of the participants' knowledge, attitudes and the skills they have obtained.

On the last day of the longer DIHR programme participants fill in a **written evaluation** in either in hardcopy or in the electronic form available on the course website. This evaluation contains statements which the participants rank as well as open questions. On the final day of the programme we also conduct an **oral evaluation**, where participants are asked to fill in two 'mega post-it notes'. One is for describing the most important things they have learned during the course, and the other is for writing down what they will do as follow-up to the course when they return home. Participants are often asked to **write a letter to themselves** summing up what they have learnt and to remind them about how to act upon what they have learned. We then scan the letters and send them to their authors 2–3 months after the course has ended. Sometimes we include an **impact evaluation form** that which features questions regarding the use of the tools and knowledge acquired during the course. This gives participants the opportunity to reflect upon how they have put them into use.

When you choose which form of evaluation to use you should, of course, also consider the length of your programme, the number of participants, and the time you have at your disposal to analyse and follow up on the evaluation. For example, with shorter DIHR education programmes of 1–2 days we may well stick to conducting an assignment as part of the programme and doing a short

written evaluation, combined with posing the questions from the post-it exercise mentioned above in a whole group session, capturing the statements on a flip chart, adding also whether the participants have any suggestions for improvements to the programme, and finally conduct the 'write a letter to myself' exercise.

Please refer to the Closing Activities in Chapter 4: **Activities** for a detailed activity description of the presented evaluation forms.

Be wary of potential pitfalls in the evaluation process. Make sure to **ask the right questions** to get the answers you need and understand **how to analyse the answers** you receive. Asking participants to **evaluate each session on a scale from 1 to 5** might provide a useful indicator of which sessions worked best. This may help you to decide which session to prioritise next, and, potentially, which presenters to choose. It will also help you to identify which presenters you might need to work with to assist them in developing their sessions and methods. But, as noted previously, it may also simply be indicating which presenter was most popular, put on an entertaining film or made the participants laugh; perhaps one who 'sweet-talked' the participants and avoided potentially conflictive areas of discussion, although such difficult exchanges are important in a human rights programme. On the other hand, a session ranked low by the participants might indicate that the participants did not like the presenter or trust their background, or that other presenters could, by mistake, have already covered the learning points that the low-ranked session was supposed to. Moreover, the previous session could have ended late leaving no breaks before the new session, making participants too tired to learn. Also the time of day, day of the week, etc. all have an influence. Thus, when interpreting results, rely on your observations as facilitator as well, and use all the inputs you get from the various methods.

And remember to discuss this with presenters when you give them feedback on their sessions.

The answers to open questions such as '**what were the most important things you learned during the programme /each module?**' and '**what does this mean to you?**' will give you an idea of how much participants have absorbed of the most important learning points, the vocabulary presented, and will show to what extent they refer to both the knowledge and to the values and skills dimensions of the programme. '**What will you do to follow up on what you have learned when you return home?**' will tell you even more about the participants' values and skills and how they will act.

Be very careful how you treat feedback from participants in the oral evaluations, as this is also a potential source of misunderstanding. Listen carefully to the participants and do not interrupt and evaluate what they say. Only ask questions for clarification, and remember to thank them for each contribution, but do not start to explain and defend yourself or the programme. These are the participants' opinions and they have the right to express themselves freely. Listening carefully is the best way for you to learn and improve your methods and planning.

Always strive to limit the number of questions you ask, especially in written evaluations, but also in the oral evaluations. Do not ask questions 'just in case' and waste both participants' time and your own. There is a danger that participants will grow tired of filling in forms and either stop responding to questions or start answering them superficially. Also it will take too much time from the programme, and for you, to analyse what may turn out to be meaningless answers afterwards.

As noted in the opening of this section, the evaluation has to be **put to use and followed**

up upon. By filling in such forms participants will experience a feeling of closure and completeness and of being heard. By building on participant feedback you are indicating that you take their input seriously. As a programme manager consider what you can learn from the feedback and how you can use this to improve the next programme. Give feedback to the programme team on the overall evaluation of the programme, and individual feedback to the presenters on their sessions. Make sure that you share the outputs within your organisation to improve your programmes e.g. in debriefing sessions with other programme managers and maybe key presenters. Also consider how to give feedback to funders or donors; however, bear in mind that they will probably prefer a written report. Make it short with main points highlighted at the beginning with the results of written evaluations and closing exercises as annexes.

At DIHR we write up longer evaluation reports at the end of long courses. This captures the results from the written end evaluation, the 'post-it note' exercise, and the general impressions from the morning sessions, the group evaluations and the assignment, as well as the observations the educators have made throughout the course. The report is shared with the donor and saved with the other programme documents for the next time a similar programme is to be planned. The results are conveyed to other programme managers in a debriefing session and the feedback from the sessions is then shared individually with the presenters. For shorter programmes the evaluation is often documented as photos of the feedback from the 'post it' exercise or what was captured on the flip chart, together with a document collecting the results of any shorter written evaluations, if they took place, and a page of main points from the programme manager or educator. Again, the results are shared with relevant colleagues and possible funders.

2.1 PLANNING A SESSION

If you are only to plan a session as part of a larger education programme and you are not responsible for the overall planning of the programme, you are perhaps just looking for a guideline on how to plan a single session. However, you should note that the **planning of a session follows the same planning steps as the planning of the full programme**. The difference is that you as a presenter at a session do not have to conduct a full analysis, but should expect to get most of the information from programme managers or in a dialogue with them.

To prepare the planning of your session you should ensure to get from the programme manager the answers to the questions listed in the **human rights education planning checklist** presented at the beginning of this chapter. This ensures that you will then receive a list of participants well before you finish the planning of your session, as well as receiving the programme learning objectives, information on how your session is supposed to contribute to them, and a draft programme. Discuss the objectives of your session and the participants' background and how they interrelate with the programme manager: You are the specialist and will probably have a more detailed knowledge of the subject. Also, discuss the learning methods that will be used during the programme and, if possible, which of these can be expected to be used in the sessions before and after your own session, and what teaching aids are supported at the venue. Enquire about what type of education materials will be shared with the participants, and how you could contribute to that, and in what way the programme will be evaluated. Decide whether the planned evaluation of your session is sufficient to allow you to develop your session further, or discuss with the programme manager whether you can include your own mini-evaluation during the session.

Based on this background analysis you can plan your session, supported by Steps 5 and 6 in programme design, and the questions listed below:

GUIDING QUESTIONS FOR THE PLANNING OF A SESSION

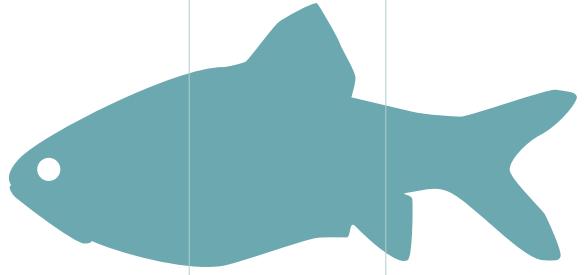
1. Get the background analysis from the programme manager, i.e. programme context, participants' backgrounds/list of participants, learning objectives (see Annex 3 for the format)
2. Define session objectives
3. Make a list of sub-topics and main learning points (max. 7) for your session
4. Decide the order of the sub-topics and learning points based on the learners' logic (see Step 5 and section 1.4)
5. Choose learning methods, activities and teaching aids that will support your session and ensure variety (see Step 6 and Chapter 4 Activities)
6. Make a session plan with a rough draft of the timeline (see Step 5 and Annex 5: Session Plan)
7. Develop the details of each section of your session with notes or manuscript
8. Go through the session plan again with a critical eye: Have you set aside sufficient time? Are the methods varied enough, without overloading participants? Is the logic clear?
9. Produce and collect teaching aids, material for activities and education material

When planning your session you should **structure it in three overall blocks**: a) Introduction & Opening, b) Content & Substance, c) Conclusion & Closing, just as the overall programme, as introduced in Step 5. See also section 3 for inspiration on how to unfold the structure and guidance on how to manage the session in practice.

The three-block structure is often described as the 'communication fish', with the small head standing for the introduction, the body representing content & substance and the small tail the conclusion and closure.

The **session introduction** should be short, but create interest in and motivation for the topic and introduce the session objectives and how they relate to the overall programme and possible module objectives. It should help to create a safe environment that is conducive to learning by making the participants feel welcome and giving them space to take the floor. It can be useful to start with an example, a case study, a presentation of yourself and your work and experience with the topic, a quote or a question, and to ask the participants for their experience with the topic, their expectations and concerns about it. Avoid initiating your session by apologising about your lack of teaching experience, or the fact that you do not know enough about the subject in question. If you do that, you are in effect telling the participants that you are about to waste their time and that it is not worthwhile for them to listen. Remember that at this specific time, in this place, you are the best at presenting this topic. You do not have to be the world's leading specialist in the topic – and remember, sometimes specialists are not the best educators and transmitters of their own findings. You just need to be good at highlighting the main learning points and structure and presenting them in a way that is meaningful to the participants, as well as

'Introduction'	'Middle'	'End'
<ul style="list-style-type: none"> - Initially, I will first... - First of all I will.... emphasise - The first argument 	<ul style="list-style-type: none"> - I believe that... - I argue that... - The main argument of this case is... 	<ul style="list-style-type: none"> - I can conclude that... - Summarising, it can be said that... -Overall, it can be said... -My arguments, thus point towards...



building on and utilising the experiences they already have.

The body of the fish, the **content & substance** of the session, should occupy the bulk of the total time available. Here you should address and unfold your main learning points, elements of theory and field experiences, reflections, issues and examples, as well as interactive elements which address the participants' own experiences and issues. Time should be allocated for dialogue and to allow the participants themselves to work with the substance of the topic. Remember to vary your learning methods and arrange for short breaks.

The tail of the fish, which represents the **conclusion & closing** part of the session, only takes up a short part of the total time available in the session. It should contain a summary

of the main points, which can be given by presenters or participants or both together. Include ideas about how to implement what has been learned and sum up how participants can act upon what has been presented to actively engage in human rights, share literature and provide links for further reading and contacts. Refer back to the learning objectives presented at the beginning and mention how they have been addressed and take feedback from participants. You might also find it useful to conduct a short evaluation on if and how the objectives have been reached.

3. MANAGING HUMAN RIGHTS EDUCATION

3.1 OPENING THE PROGRAMME – GETTING OFF TO A GOOD START

Organising a good start to an education programme will help to create a firm basis for the rest of the programme and its eventual success. The **opening part of an education programme** contains five main elements:

ELEMENTS IN THE OPENING OF AN EDUCATION PROGRAMME

1. Introduction to the seminar or course:
 - Course learning objectives; what knowledge, skills and attitudes/values will be addressed?
 - Schedule, the order of the sessions, start and finish time, breaks
2. Participant introductions
3. Setting up ground rules
4. Conducting learning needs assessment
5. Practical issues Transport, meals, refunds and per diem, farewell dinner, flights, equipment, etc.

Please refer to the ‘Opening Activities’ section for inspiration on specific activities for the programme opening

You can vary both the order of the elements and how you choose to implement them at the start, depending on the length of your education programme, the participants and their contexts. But don’t be afraid to try something new and more complex than you are used to – you will feel the reward in terms of participants’ enhanced interest and thinking out of the box. In this section we will introduce things to remember at the opening of an education programme, including the opening elements. In **Chapter 4 Activities** you will find detailed examples of opening activities.

Like any good host you are responsible for **creating a welcoming physical environment and for being prepared for your ‘guests’**. This includes having the venue ready for when the participants arrive, with chairs and tables in the best order; whiteboard and PowerPoint ready; the room tidy and aired; programme, educational material, paper and pens on the tables; directions to the venue, welcoming signs and the title of the education programme on the doors; flowers and water on the tables, coffee, tea and biscuits ready, etc. Having these things ready will also allow you to be relaxed and composed when participants arrive, and show that you have done your utmost to create a good atmosphere and an environment conducive to learning. As presented in section 1.3, these preparations show that you respect your learners and indicate that you take your role as educator seriously and intend getting the most out of the time you are to spend together.

Being present in the room before the programme starts helps to create a good atmosphere and a sound basis for more effective learning. It shows the participants that you are ready for them and helps to ease the nervousness that the participants might feel. Being early gives you a unique chance to learn more about your participants, so go around, shake hands and ask them who they are, what brought them there and what interests them about the education programme etc. Are they from countries or institutions that you know? If so you can explain why you or your colleagues visited them, and they will feel you are interested. During this initial phase, you may even find a topic to follow up on during the education programme.

You are the host, so **ensure you make a proper introduction** of yourself and your institution/organisation. This may be a task carried out by the course management and perhaps you can also include a welcome from your director/vice director/department head, or similar. In each session the presenter will introduce him/herself. Start by telling the group the background to the education programme, and why your organisation and you personally are interested in the topic, and what you are looking forward to getting out of the programme. Get the ball rolling by asking participants to introduce themselves. Choose which method to use for introducing participants depending on the length of the course and the background and characteristics of the learners. In Chapter 4 **Activities**, you will find suggestions on what methods to use for introductions.

Regard the introduction as more than just a formality. It is also a way for people to get acquainted with each other so you get off to a good start, and create a positive atmosphere. Not least, it is a way for you as educator to obtain important information on participants' backgrounds and interests, and for participants

to get a first impression of each others' capacities. Be creative in the methodology so the learners feel energised and open to learning new things from the very beginning.

As human rights education is **learner centred** (see section 1.4), and we want to apply the **HRBA principle of Accountability & Rule of Law** as presented in section 1.3, the **identification of learning needs and expectations** – and how to take account of them – is of central importance. As described in Chapter 2, Steps 3 and 4, identifying participants' needs and expectations is part of the background analysis that forms the base for developing the education programme. But this needs to be qualified at the beginning of the programme, where participants can be heard directly by the course management and possibly by presenters as well. This will guide the actual roll out and implementation of the planned programme. The process can be repeated by each presenter in the different sessions, if need be, and if the overall input has not already addressed this topic. However, avoid making participants feel they are doing the same thing in each session, just because the presenter and the course manager have not exchanged inputs on this. In Chapter 4 **Activities** you will find examples of how to conduct a learning needs assessment.

When **presenting the overall learning objectives and programme goals** as part of the programme introduction, we are applying both to get full use of out of the course website and to conduct particular participant assignments during the course, i.e. the **principle of Accountability & Rule of Law** and the **principle of Participation & Empowerment**, as presented in section 1.3. We show participants that we take them and their time seriously, and that we have done our outmost to put together a programme that fits their needs. By unveiling the details of the programme we empower them by engaging

them and making them co-responsible for the learning process. Remember to present how the programme sessions and modules target the objectives, and be ready to adjust the goals and sessions in accordance with learning needs and expectations. Do not worry about this having an adverse effect on the programme. As discussed in Chapter 2, Step 4, the adjustment of objectives, goals and the programme in accordance with the new learning needs and learning expectations assessment, does not need to be as drastic as it sounds. If you have done a thorough background analysis, this can mostly be done by rephrasing goals and intros, and changing angles and examples of already planned sessions. More can be done by providing the participants with resources in the form of reading materials or pre-arranged meetings with experts. But be open nevertheless to create new sessions if need be.

As presented in section 1.3 on the HRBA **principle of Accountability & Rule of Law, making ground rules** for the learning environment and for how you will work together is an important part of establishing an atmosphere of mutual commitment between learners and educators. See Chapter 4, **Activities** for how to set up ground rules.

Remember to set aside enough time to start the programme properly. The exact length of the opening depends on the total amount of time available, and the length of the different sub-components will vary from programme to programme. The following table presents an example of an opening for a two-week course for international participants.

EXAMPLE OF THE OPENING DAY OF A TWO-WEEK COURSE

CONTENTS

15 min	Welcome and introduction
	<ul style="list-style-type: none"> · Welcome to DIHR, by the Deputy Director · Short presentation: Course Man. & participants. NB name & function · Presentation of the day's programme
20 min	Presentation: Intro to DIHR as a National Human Rights Institution
20 min	Presentation: Introduction to Denmark
	<ul style="list-style-type: none"> · Presentation of film on Denmark · Show film (10 min), Q & A
45 min	Activity: Intro to participants – Coat of Arms (see Chapter 4, Activities)
15 min	COFFEE Break
30 min	Presentation: Course Materials & Practicalities
	<ul style="list-style-type: none"> · Materials and resources: <ul style="list-style-type: none"> - Bag, binder, memory stick, books and hand-outs - Computer: sign for loan, try logging in - Course website presentation, how to log in, what to find · Practicalities <ul style="list-style-type: none"> - Per Diem, dinners at Danish homes? and farewell dinner - Transport: by train & bus
20 min	Presentation: Course Contents
	<ul style="list-style-type: none"> · Learning objective & programme contents · Course learning methodologies, active participation & morning sessions (see Chapter 4, Activities)
20 min	Activity: Ground Rules (see Chapter 4 Activities)
45 min	Activity: Learning Needs Assessment w. Post-it notes (see Chapter 4 Activities)
60 min	Lunch
60 min	Presentation: Introduction to Human Rights-Based Approach
15 min	COFFEE Break
70 min	Activity: Initiating HRBA Participant Assignments (see Chapter 4 Activities)
	<ul style="list-style-type: none"> - Presenting and grouping interests on human rights and development - Intro to assignments
10 min	Collective tidying up and goodbye.

3.2 TIPS ON FACILITATION OF THE LEARNING PROCESS

To create a good learning process one must strike a balance between making participants feel safe by creating a positive learning environment while challenging them on their knowledge, opinions and skills. As educator, you can support this process by making yourself visible, engaging yourself by taking the lead and making use of a range of interactive facilitation techniques. In brief than, the key to facilitating a good learning process for participants can be listed as follows:

- Create a positive learning environment
- Be visible and take the lead
- Use interactive facilitation techniques

CREATING A POSITIVE LEARNING ENVIRONMENT

Participants should feel accepted, respected and safe enough to speak their mind, without being corrected, mocked or disciplined by the presenter or other participants. That requires

good group dynamics supported by interactive activities. Participants need to learn how to argue their points and listen to others, and to give constructive feedback in a positive and friendly atmosphere. The facilitator and presenters take the lead in creating this atmosphere by encouraging participants to speak, nodding as they formulate their opinions, and complimenting those who dare speak. As educator you should use constructive feedback methods and teach participants to give constructive feedback to each other.

The educator should also make sure that the same people do not dominate discussions; that there is a pleasant atmosphere and that no one bullies or interrupts others. Agree with the participants upon a set of **ground rules**, see section 3.1, place them on the wall and refer to them when needed, and encourage the participants to do the same, which they will usually do automatically. Use the different facilitation methods listed in the table below to assist you in creating a positive learning environment. And remember that it should be fun to learn: a good laugh can open our minds to take in new things and helps to energise the room. This is not the same as turning everything into a joke, but to have fun is not a sin and does not interfere with serious learning. Make room for **energisers** (see Chapter 4, **Activities**) that make people smile, laugh and reflect at the same time. They can also be used to strengthen group dynamics and activate different parts of the participants' minds and bodies.

TIPS FOR GIVING CONSTRUCTIVE FEEDBACK:

- Start and end with a positive comment, even if you find it hard to find, e.g. focus on the intention: “Your start was very good when you...you made a good overview on the flip chart...”
- Formulate critique as your opinion and not a fact: “As I see it”... “I heard...”
- Describe rather than evaluate: “When you read from the PowerPoint, I found your voice got monotonous...”
- Reformulate critique as recommendations: “I would suggest that you develop this further by...”

BE VISIBLE AND TAKE THE LEAD

Recognising and complimenting participants for their opinions is not the same as the educator agreeing to everything they say. Likewise, to create a positive learning environment is not to be confused with being overly focused on socialising and cosiness; the participants are there to learn something.

You should, as educator, take responsibility for the learning process upon yourself, be visible in your opinions and take a lead in managing the learning process. You are not one of the participants but an authority in the learning process. Based on your professionalism and engagement in the education programme themes and the process of creating learning with and among the participants you should not hide at the back of the room and just observe what happens, or sit and check your emails or text messages, but be 100% present and take the lead with enthusiasm, energy, charisma and inspiration – it is contagious!

Think about the way you speak; does it sound like you are falling asleep, or are you varying the tone of your voice – and your body language? Are you sitting at the table hiding behind the computer, or are you moving around the room, approaching and establishing eye contact with participants as they speak? Are you gesticulating, etc.? Do you speak a language that the participants understand, do you listen and are you open to their ideas and inputs? Try using yourself and your personal and professional experience – unsuccessful as well as successful – as an example in the education

programme. It will make the session more authentic, make the participants understand better and encourage them to share their own experiences and thereby help them to relate to the theme and incorporate learning points. Engage the participants and give them responsibility for the learning process and the facilitation and thereby strengthen their accountability and their ability to take what they have learned to other audiences.

Educators should strive to avoid stereotyping their students and implement the HRBA principle of **non-discrimination, equality and vulnerable groups**, as discussed in section 1.3. You should avoid over-simplifications and allow room for participants to express feelings and different opinions. And you should not turn a blind eye to disagreements in the group, but rather watch out for them and tackle potential conflicts and intervene; bearing in mind that expressing disagreement is also healthy. Indeed, everyone should learn to respect the fact that people have many different opinions and to go 'after the ball, rather than after the man'. See **section 3.3 Challenging Situations and How to Work With Them**, for more on this topic.

3



TIPS FOR EFFECTIVE PERSONAL COMMUNICATION:

- Vivid and varied voice
- Clear and energetic articulation
- An eye contact where you calmly look over the participants without focusing too much on any one participant
- Eager and firm gestures with hand and arms

Christiansen & Rosenkvist (2005):
Voksenundervisning – formidling i praksis

Do not be put off by all these recommendations to you as the educator. Don't forget that we are all different, and have different facilitation styles. Everything can be overdone, and the best way to develop your skills as an educator is to become aware of your strengths and weaknesses. Ask the programme manager, participants and your colleagues about what they think of your facilitation style, read the evaluations carefully and test new methodologies, and it will help you to find out what methods and styles suit you as educator and meet the needs of participants.

Also, remember that it is okay for you to say, "I don't know" to questions. You are an educator not an oracle or a walking encyclopaedia. One way to address this problem – if relevant to the subject – is to invite participants to answer the question themselves if they are able, or ask them to look up the answer or to think about it for the following day. You can also offer to check information for another day, or invite a specialist or another presenter to address a particular topic.

USE INTERACTIVE FACILITATION TECHNIQUES

If you vary learning methods and facilitation techniques you help to keep participants attentive and speak to different parts of their brains and engage other ways of learning.

As described in sections 1.3 and 1.4, the use of interactive methods which focus on dialogue and providing learners with hands-on experience of seeking information and solutions helps to support human rights education skills and values. The table below presents a number of facilitation techniques that will assist you in creating a positive and interactive learning environment.

INTERACTIVE FACILITATION TECHNIQUES

What	When & Why	How
Paraphrasing	Useful when a participant speaks unclearly Helps participants to think aloud	Use your own words to reiterate what the participant said. Look for the participant's reaction
Deepen points	Useful when the participants have difficulty in making the point clear. Used with paraphrasing	"It sounds like..." "Can you say more about..." "Do you mean...?"
Mirroring	Builds trust. Helps establish facilitator's neutrality	Repeat speaker's exact words with neutral voice and body language. Maintain a warm and accepting tone of voice regardless of what is said
Encouraging	Useful at the early stage of a discussion. Helps the shy to participate Doesn't put anyone on the spot	"Who else has an idea?" "Women have been talking, let's hear from the men" "Can anyone give an example?"
Intentional silence	Gives the participants space to organise their thoughts	Eye contact and alert body language with participants, while saying nothing for a few seconds. If you are waiting for only one participant, hold up your hand to stop others from talking
Brainstorming	To help make a list of ideas quickly without discussing it. Combines mirroring and paraphrasing	Start with a concise description of the task, e.g. calling out pros and cons. Suspend judgement. "I want everyone to express their opinion"
Stacking	Help people take turns when several people want to talk. Let people know when it is their time to speak	"Would all of those who want to speak raise their hand?" "X, you are first, Y is second. Does anyone else have something to say?"
Tracking	Keep track of various lines of thought. Shows that several elements of a topic can be discussed and treats all equally	"It sounds like we have several conversations going on: One is about xx, one is yy – am I getting it right?"
Balancing	Helps round up group discussions by asking for other viewpoints	"Does anyone have a different view?" "Are their other ways of seeing it?"
Listening for Common Ground	Validates areas of disagreement, and focuses on areas of agreement. Shows participants have something common to build upon	"Let me summarise what I am hearing from each side..." "I am hearing a lot of disagreement but also agreement". "Sounds like...have I got it right?"
Time out	Acknowledge and provide space for disagreements, hostility and bad vibes in the learning environment. Dismantle and reduce hostility by addressing it and asking participants for help to move on	"I sense there is a lot of disagreement/anger in the room. What do you think is the reason for that?" "I hear someone is saying A and someone is saying B – is that true?" "What should we do about that? Do we have to agree?" "How can we move on?"

3.3 CHALLENGES – AND HOW TO WORK WITH THEM

Human rights education is more challenging than teaching most academic subjects. It raises difficult and fundamental questions about human behaviour, cultural diversity and insists on complex answers to why people have been denied their rights. Human rights deeply engage our values and involve our feelings and opinions, and can seriously challenge participants' world views and preconceptions. As a result, human rights education can easily lead to heated debates and injured feelings which the educator can experience as personally challenging and overwhelming. This can cause the educator to resort to **inappropriate reactions** such as:

- Being reluctant to address controversial issues such as, for example, discussions on anti-discrimination and equality that can raise very strong feelings about male and female roles and responsibilities and the rights of groups such as, homosexuals;
- Hurrying through their manuscript in a one-way communication style, to avoid controversial discussions;
- Resolving to use their power to suppress difficult participants, by singling them out and shutting them up.

These reactions should be carefully avoided. Keep in mind that human rights education is about accepting different opinions and building the skills to discuss them. They build on an international set of human rights standards and principles. Accept that they are – and should be - continuously being developed and challenged in the field. Instead of trying to suppress resistance you should acknowledge and meet it and react to it in a positive and flexible way. In this section we will present some of the common challenges you can experience in managing human rights education programmes, and give tips on how to work with them.

TIPS ON HOW TO REACT TO LACK OF RESPECT FOR PUNCTUALITY

- Help the group adopt a rule about punctuality while agreeing to **Ground Rules**, see Chapter 4, Activities;
- Be a good example by arriving on time and respecting the schedule/breaks. Arrive 30 min. before the programme starts on the first day, and be ready before all sessions start with e.g. hand-outs on the tables and with the PowerPoint projector running;
- Avoid waiting until everyone is present, as participants should feel it is important to be present at the beginning of a session. If you wait, they will come in late the next day or session too;
- Before breaks be careful to announce the time when the participants should be back in the classroom. Make sure everyone hears it and write it on the flip chart or board;
- Tell participants what will happen after the break/the next day, so they know there is something interesting worth showing up for;
- Take up the issue of relevance with participants: Is the programme not targeting their needs? Is it too general or too difficult and challenging? Do they feel insecure? Work hard to address participants' interests and needs;
- Vary your learning methodologies and facilitation styles.

LEARNING RESISTANCE

Educators will sometimes experience direct or indirect resistance to learning among participants. Such resistance can be experienced as e.g. continual challenging of the educator's learning points or standpoints, foot-dragging when it comes to participation in activities and loudly expressed doubts about the value of the methods. It may also manifest itself in continuous attacks on the practicalities of the education programme, and criticism of minor delays in breaks, problems with refreshments, or how quickly printouts are handed out for example.

The reasons can be many. Maybe the human rights subject as such is challenging to the participants, as it challenges their worldview, or they might be projecting a feeling of being treated as inferior in other situations onto you, or reacting to conflict at work, etc. Also, they may simply be reacting to the fact that you are moving too fast and not varying your learning methods, or using methods that are too challenging for the group. In the following table you will find tips on how to react to learning resistance.

LACK OF RESPECT FOR PUNCTUALITY

Sometimes participants do not respect the schedule and are absent when the programme starts, arrive late from breaks, leave early or do not show up at all. This will disrupt the learning process as you, the educator, will not have the time you had planned to reach the identified learning points. In addition, participants and the presentation will be disturbed and attitudes towards the learning process will lack seriousness and accountability. In the table below you will find tips on how to react to poor punctuality.

TIPS ON HOW TO REACT TO LEARNING RESISTANCE

- Remind yourself that human rights education is about accepting different opinions and building the skills to discuss them;
- Accept that not all resistance should necessarily be stymied. You do not have to agree on everything;
- Think what is positive about the resistance, e.g. at least the participant is active, and maybe you can turn the energy into progressive learning;
- Use ice-breakers, see Chapter 4. Activities, to make the group comfortable with each other and when disagreements later occur;
- Refer to the Ground Rules, see Chapter 4. Activities, and the points the group agreed upon there about respecting different views. And remember to end on a positive note.
- Acknowledge the resistance and address it e.g. by making a time out where you say you can feel tensions in the room, identify the opinions and ask whether it is okay to disagree or for help to maybe solve the problem, see Section 3.2.
- Try out new education methodologies or facilitation styles, or ask the participants for new methods or to take over the facilitation;
- If one person continues to obstruct the learning process, you can talk to the participant in private and point out the challenges, ask for solutions and discuss ways the person can help to improve the learning environment. As a last resort the participant can be asked to leave the group;

DECLINING ENERGY LEVELS AND PARTICIPATION

At times the educator will experience declining energy levels in the room and less participation in discussions and activities. This is quite natural as adults in particular are not used to being in a classroom for long periods of time, and the topic may be new and challenging, and perhaps participants are reacting to the fact that they have to relate to many unfamiliar people and a second language. Do not continue as usual, as it will be a waste of both your and the participants' time, but try to address the declining energy levels and participation. If the participants otherwise seem energetic and talkative, but just need a long time to start an activity, it could be because they did not understand the terms of the assignment. Repeat the terms of the assignment, and ask the group if everything is clear. The table below gives tips on how to react to other situations involving declining energy and participation.

PER DIEM CULTURE AND SITTING ALLOWANCE

Sometimes educators will encounter participants who expect to receive extra payment for taking part in education programmes. It could be in the form of what is called a 'sitting allowance' – a payment for simply showing up. Or it could be in the form of extra reimbursements which the educator cannot meet without violating administrative and financial regulations e.g. participants' expectation of receiving a high per diem or to receive per diem at all when all meals are already paid for as part of the programme; that transport is refunded without receipts; or that there is some type of salary refund, although the participant is already being paid their monthly salary. The best way to avoid conflicts and misunderstandings around per diem and allowances is to manage expectations clearly and from the outset of the programme. Ensure that you inform carefully about reimbursements and per diem in the

TIPS ON HOW TO REACT TO DECLINING ENERGY AND PARTICIPATION

- Have a break and get some fresh air into the room;
- If possible, end the day early (if a longer course);
- Move more around the room and vary your tone of voice;
- Vary your learning methodologies, use more interactive learning methods and facilitation styles;
- Use energisers;
- Do something unexpected, e.g. go outside and do a physical activity or ask the participants to discuss something in small groups while they walk;
- Adjust course contents if they are either too general or too detailed;

information brochures for the programme, the welcome letters to participants etc. and repeat this information on the first day of the course. If need be you can explain the accounting rules and procedures you are to follow. Sometimes it is also worthwhile to explain the overall budget of the programme and your organisation, as it will puncture the myth that you have large sums of money that you are keeping to yourself.

3.4 CLOSING THE PROGRAMME – COMMITMENT TO FUTURE ACTION

A good ending and round-up of the education programme is as important as getting it off to a good start. The **closing part of an education programme** contains four main elements:

ELEMENTS IN THE CLOSING OF THE EDUCATION PROGRAMME

1. Summary of learning points
2. Commitment to follow up
3. Evaluation
4. Ceremony to mark the end of the programme

Please refer to the 'Closing Activities' section for inspiration to specific activities

The order of the elements may vary, and the way you choose to carry out the closing elements depends on the length of your education programme, the participants and their contexts. But don't be afraid to try out something new and experimental – participants will show more interest if there is some thinking 'out of the box'. Here we will introduce things to remember at the closing of an education programme. In Chapter 4, **Activities** you will find detailed examples of closing activities.

At the end of the education programme you should set aside time for a **summary of the learning points**. This element provides the participants with a feeling of closure and completeness, and will help the final learning points to fall into place. Start by repeating the learning objectives and carry on with a short recap of the programme and summary of learning points and how they refer to the learning objectives. You can conduct the

summary yourself, or with other presenters, ask the participants to do it, or a combination of all of these. At the very least, it is a good idea to ask participants to share their main learning points, as it is fulfilling for them to get a chance to speak and share their views, and it will give you as educator a good insight into what extent you reached the established goals. Initiate the session by sharing what you have learned yourself, e.g. new insights into the theme, new experiences drawn from participants' practice, or new education methodologies, etc.

As discussed in section 1.3, a human rights education should ultimately lead to action. For this reason you should never end a programme without addressing how participants can **follow up** and act upon what they have learned. For longer programmes it is important to address the topic of how to actively engage in human rights several times in the programme, which you can summarise here, while for shorter programmes you might just address it as one of the concluding remarks. Encourage participants to **commit themselves to follow up** on the programme, by asking what they can and will do to spread information about and implement what they have learned. In this way you can implement the HRBA **principle of Accountability & Rule of Law**. Remember, it describes a mutual commitment which means that this is also the time that you as educator must elucidate what you will do as a follow-up to the programme, e.g. forward material or contacts to participants as promised, or change specific elements of the programme, etc.

Conducting an **evaluation** of the programme is key to providing a good closure of the education programme. As described in Chapter 2 Step 9, **Evaluation**, evaluations help us to apply the HRBA **principle of Accountability & Rule of Law** by holding ourselves accountable to the participants and possible end beneficiaries to the programme (rights-holders), our funders

and our own organisation. As described in detail in Step 9, we recommend that you always organise a short oral evaluation, to give the participants time to verbalise their thoughts directly. This is an important way to create a feeling of closure. Remember the importance of how you receive feedback – be open, silent, and listen well.

The participants – and you as educator – can experience the closure of an education programme as a very solemn moment. You have made a journey together and have gained new insights into society and yourself; you have developed new ideas and activities for the future and perhaps established new friendships. It can be very rewarding to recognise this special atmosphere with some kind of **ceremonial event to mark the occasion**. Depending on the length of the programme and the amount of time you have spent together, it might be sufficient to combine the other closing elements with thanks from the educators, and e.g. your organisation director or a representative from the funding organisation. But you could also invite a minister or key human rights person to make a closing speech, or ask a representative of the participants to speak. Other activities might include handing out diplomas in turn and shaking the hand of each participant, distributing group photos, or arranging a farewell lunch or dinner, etc.

NOTES

1 UN (2011): **Declaration on Human Rights Education and Training**, Art. 2, 1, A/HRC/RES/16/1

2 Including CERD Art. 7, ICESCR Art. 13, CEDAW Art. 10, CRC, Art. 29, CAT Art. 10. In addition, the UNESCO Convention against Discrimination in Education (1960), Art. 5, 1, a) and the ILO Convention concerning Indigenous and Tribal Peoples in Independent Countries (No.169, Arts. 30 and 31) also address education as a means to secure human rights).

3 CoE (2010): **Charter on Education for Democratic Citizenship and Human Rights Education**, adopted by the Council of Europe on 11 May 2010.

4 UN (1993): **Vienna Declaration and Programme of Action**, Paras. 33 & 82

5 UN (1996): **Plan of Action for the UN Decade for Human Rights Education** A/51/506/ Add.1

6 More information may be found at <http://www2.ohchr.org/english/issues/education/training/programme.htm>

7 UN (2011): **Declaration on Human Rights Education and Training** A/HRC/RES/16/1

8 UN (2011): **Declaration on Human Rights Education and Training**, Art. 2, 1, A/HRC/RES/16/1

9 The learning points are inspired by the UN Guidelines for National Plans of Action for Human Rights Education and CoE (2002) Compass.

10 UN (2011): **Declaration on Human Rights Education and Training**, Art. 4, A/HRC/RES/16/1

11 The acronym PANEL was developed by Amparo Tomas (2005): **A Human Rights Approach to Development – Primer for Development Practitioners**. The human rights principles also normally include universality & inalienability; indivisibility; and interdependence & interrelatedness. However, the HRBA principles focus on action-oriented principles, and place the others under 'linkages to the human rights framework – system and standards'.

12 DIHR (2010): **Human Rights Education and Learning Methods**. www.humanrightscourses.dk/index.php?id=284

13 Flowers, Nancy (2003): **What is Human Rights Education?**

14 Paulo Freire (1996): **Pedagogy of the Oppressed**. Anna Maria Freire & Donaldo Macedo (1998): **The Paulo Freire Reader**.

15 The checklist was inspired by a general adult education checklist 'The 7 planning phases of education' in Christiansen & Rosenkvist (2005): **Voksenundervisning – formidling i praksis**, which is here adapted for human rights education and education in an international context and informed by DIHR's experiences with education and educator needs.

16 This list was inspired by Christiansen & Rosenkvists' description of education methods in **Voksenundervisning – formidling i praksis** (2005), and UNEP, **More on Developing and Delivering Training**, <http://www.unep.org/IEACP/iea/training/guide>

17 Flowers, Nancy et al. (2000): **The Human Rights Education Handbook – Effective Practices for Learning, Action and Change**.

18 See also Christiansen & Rosenkvist (2005): **Voksenundervisning – formidling i praksis**

4. HUMAN RIGHTS EDUCATION ACTIVITIES

ACTIVITIES OVERVIEW

	Title	Theme(s)
OPENING ACTIVITIES	Participant Introductions	Participant Introduction
	Coat of Arms	Participant Introduction
	Ground Rules	Learning Environment
	Learning Needs Assessment	Learning Needs
	Morning Sessions	Morning Session
HUMAN RIGHTS ACTIVITIES EXEMPLIFYING DIFFERENT LEARNING METHODOLOGIES	Human Rights Squares	Introducing Human Rights/Any rights
	Human Rights Timeline	Introducing Human Rights/Any rights
	Diamond Cards	Introducing Human Rights/Any rights
	UDHR and WWIII	Universal Declaration of Human Rights
	Draw Your Ideal: Police Officer	Human Rights & Policing, Law Enforcement, Access to Justice
	Case Study: Human Rights Violation Or Not?	Applying human rights
	Case Study: Country Of Oppressia	Civil & political rights
	Case Study: Pastoralists & Cattle Breeders	Applying human rights
	Story Telling: The Sheep People & The Goat People	Conflict Mediation
	Moot Court: Access To Medicine	Right to Life & Dignity, HIV/AIDS, Conflicting rights
CLOSING ACTIVITIES	Role Plays: Acting Out Rights	Universal Declaration of Human Rights/ Any rights
	Rating By Moving: Voting With My Feet	Applying human rights
	Group Work: Rephrase CEDAW	Women's rights
	Checklist: Right to Access to Information	Access to Information
	Presentations by Participants	Access to Justice
	Participant Assignments: Sketching HRBA projects	Human Rights-Based Approach/ Any rights
	Institutional Visits	Applying Human Rights
	Energisers	Learning Envrnmt, Diversity, Conflict, a.o
	Teaching Aid: Power Point	Teaching Aid
	Teaching Aid: Graphic Facilitation	Teaching Aid
	Teaching Aid: Human Rights Film	Teaching Aid
	Learning Points, Actions, Evaluation	Reflection on Learning
	My Backpack is full of..	Reflection on Learning
	Letter to Myself	Reflection on Learning
	Change Back Again	Reflection on Learning
	Written Evaluation	Reflection on Learning

Duration	Type of Activity/Learning Styles	Page
10-30 min	Interaction, Reflection	65
40-60 min	Creative	66
10-25 min.	Group Discussion	68
15-20 min.	Presentation, Reflection	69
20 min. each. morn.	Group Discussion, Presentation, Reflection	70
20-30 min.	Motion, Interaction, Experience Sharing	72
10-25 min.	Reflection, Motion, Experience Sharing	74
10-25 min.	Reflection, Discussion, Creative	75
30-40 min.	Reflection, Discussion	76
45-60 min.	Creative, Reflection, Group Work, Discussion	78
40-60 min.	Case Study, Group Work, Discussion	79
40-60 min.	Case Study, Group Work, Discussion	81
50-70 min.	Case Study, Group Work, Discussion	83
30 min.	Story Telling, Discussion, Reflection	85
60-90 min.	Group Discussion, Motion	87
20-60 min.	Creative, Motion, Reflection, Discussion	90
60 min.	Motion, Discussion, Reflection	92
60 min.	Group Work, Reflection, Discussion	93
60 min.	Group Work, Reflection, Presentation	94
10-30 min.	Reflective, Group Presentations	97
1 hr. to 2-3 ds	Reflection, Investigative, Problem solving, Group Work, Presentation	98
1-3 hrs.	Reflection, Discussion, Experience Sharing	100
5-20 min.	Energiser, Motion, Social Activity	101
NA	Presentation	104
NA	Visualisation, Group Facilitation	106
30-120min	Film, Reflective, Discussion	107
15-30 min	Reflective, Visualisation	108
30-45 min.	Reflective, Creative	110
15 min. +flw up + 3 mths.	Reflective, Commitment	111
15 min.	Reflective, Motion	112
10-20 min.	Reflective	113

PARTICIPANT INTRODUCTIONS

Opening Activities	Duration	No. of participants	Short Description	Preparation	Materials
Participant introduction	10–30 min	<30	Various	None	Pen and paper for each participant
ACTIVITY AIM:				Activity Type: Interactive, reflection	
<ul style="list-style-type: none"> • To introduce participants to each other and give the educator an idea of their background • To acknowledge participants as a resource & create a basis for learner-centred education • To create a good learning environment by inviting participants into the room 					

HOW:

1. INTRODUCTION

Choose a form of introduction corresponding to the length of your session or course. Here we present some shorter forms, while the activity 'Coat of Arms' or the energiser 'All those who', exemplify longer introductory activities better suited to courses lasting a week or more.

Tell participants that everyone in the room needs to get acquainted. Explain that we all possess resources and experiences that we can learn from, and encourage them to share these with each other throughout the session/course. Start by introducing yourself in such a way that participants use this method to present themselves. Assist participants in case they forget something while introducing themselves.

2. MAKE THE PRESENTATIONS

a) Take a round (10–15 min)

Take a round where each participant introduces him or herself. Draw inspiration from the questions below, and adapt them depending on whether you have a separate needs assessment activity:

- Name, title/work area, organisation, country?
- Example or challenge you have in the area of the session theme?
- Why are you attending the session/course?
- What are your learning needs?
- What human rights do you work with?

- What do you expect to take home with you from the session/course?
- Complete the sentence: 'I believe everyone should have the right to...'

b) Neighbour Interviews (15–30 min)

Ask participants to interview each other in pairs. Afterwards they will present each other to the rest of the group, so they should listen carefully. Choose some of the questions above, and maybe add:

- What makes you unique?
- What is your family background?
- What is your educational background?
- How did you get to where you are now?

c) Bring an Object (15–20 min)

Ask everyone to bring an object from home that says something about themselves, maybe in relation to the subject (e.g. you as a teacher). Make an exhibition and let each participant explain what their object means.

3. SUMMING UP & REFLECTION

Sum up by saying that the presentations show a great variety in backgrounds, knowledge and experiences. This is a great resource for the course, and the participants should dig into that resource and share with each other during the course and the breaks.

COAT OF ARMS

Opening Activities	Duration	No. of participants	Short Description	Preparation	Materials
Participant introduction	40-60 min	2-25	Participants draw their personal coat of arms and then present it	Imagine drawing your own coat of arms	1 A3 size of card per participant (different colours) 1-2 large tip marker pens per participant (different colours)

ACTIVITY AIM:

Activity Type: Creative/Participant Presentation

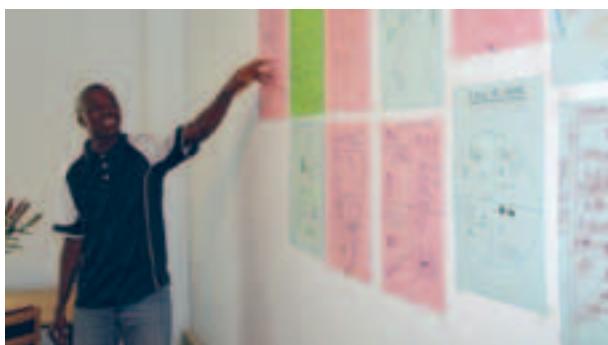
- To give participants a thorough introduction to each other
- To acknowledge participants as a resource & create a basis for learner-centred education
- To create a good learning environment by ensuring the participants take ownership of the room

HOW:

1. INTRODUCTION:

Describe the importance of getting to know each other well when you are to spend a long time together during a course. All participants bring a rich resource of knowledge, skills and experiences into the room and the activity will give insight into that.

We will present ourselves by drawing and presenting our personal coat of arms.



Coats of arms at DIHR Conflict management course 2010

Coats of arms were worn by knights so that they could identify each other in battle. Symbols such as animals, flowers, tools, instruments and hearts decorated their flags and shields. Nowadays, kings and presidents, countries and universities, etc. use coats of arms on their flags, buildings and letterheads to represent their uniqueness.

2. DRAW A COAT OF ARMS:

Ask all participants, facilitators and assistants present to draw a personal coat of arms on a piece of card. Remind them that they are only allowed to use symbols and drawings – no text! They should write their name, and a motto if they like. You can add their photo too if you want – remember to have a camera and a colour printer available.

Participants have 10–15 min to draw their coat of arms.

Tell them to divide the card into four squares, expressing e.g.:

1. Personal life incl. family, hobbies, etc.
2. Educational and professional background
3. Present work and tasks
4. Expectations to the course

See the drawings and photos below as an example. The categories can be revised in accordance with what is relevant to your education programme.

When the time is up, one by one each person attaches their coat of arms to the wall and presents it for two minutes each. In order to get things moving, start with the facilitator. Make sure participants stick to the time limit and help shyer participants to present if necessary.

3. REFLECTION & SUMMING UP:

Sum up by saying that the presentation shows a great variety in backgrounds, knowledge and experiences. This is a great resource for the course, and the participants should dig into that resource and share it with each other.

Source: Adapted from 'Våbenskjold' in Christiansen, Mogens & Gert Rosenkvist (2005): Voksenundervisning – Formidling i praksis

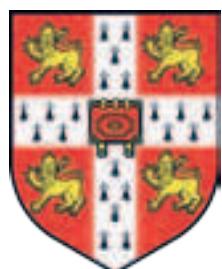
EXAMPLES OF COATS OF ARMS



Coat of arms of Zambia (1964)



Coat of arms of Pope Benedict XVI (2005)



Cambridge University coat of arms (1573)



Royal coat of arms of Denmark (1819)

GROUND RULES

Opening Activities	Duration	No. of participants	Short Description	Preparation	Materials
Learning Environment	10-15 min	10-25	Participants jointly define rules for the learning environment	Ask yourself what is needed to facilitate the learning environment	Flipchart paper and large markers

ACTIVITY AIM:

Activity Type: Group Discussion

- To ensure an environment conducive to learning
- To make the participants mutually accountable for the success of the course by using participatory methods
- To establish rules that can be referred to by the facilitator, presenters and participants throughout the course

HOW:

1. INTRODUCTION:

Tell participants that in order to ensure that everyone gets the most out of the course you should agree on some ground rules. These are not the trainer's rules, but rules to be agreed on by participants, for the participants' benefit, and are for both participants and trainers to follow.

Rules are not just for children; indeed human rights should be regarded as a set of rules and we also need rules for the learning environment. We bring in different backgrounds, experiences and expectations, and we need to form a common ground.

2. LIST GROUND RULES:

Ask participants: 'What do we need to agree on in order to create a good learning environment?' Try to involve as many participants as possible – 'What do you think?' Let the participants talk. Allow for silence if they need time to think, before you assist. Ask participants for help to get the right formulation. If need be, you can suggest things: 'What about...?' 'What if...?' Add your own points at the end, and ask if they can agree to them.

Examples of rules might include: respecting each other, valuing differences, listening,

participating, turning off mobiles/putting them on silent, being punctual, confidentiality (e.g. invoking the Chatham House Rule), closing laptops when not in use in the session, etc.

3. REFLECTION & SUMMING UP

Sum up the contents of the list or its main elements. Remind participants that they have all agreed to abide by rules, and that you will encourage them to use them and refer to them if needed. Tell them that these rules also apply to the trainers.

You might choose to mention that these rules are a practical example of the human rights-based approach known as principle of accountability – by making ground rules we are being mutually accountable.

Place the ground rules in the training venue and display them throughout the course/training. Refer to them when needed.

TIP:

You can replace the written ground rules list with drawings made by participants on post-its. This will allow for a slower process where participants have more time to think, and will ensure everyone contributes.

LEARNING NEEDS ASSESSMENT

Opening Activities	Duration	No. of participants	Short Description	Preparation	Materials
Needs Assessment	15-20 min	Any	Participants present their learning needs	Familiarise yourself with the learning objectives, and prior needs assessment	Large markers, Flipchart paper, large post-it notes

ACTIVITY AIM:

Activity Type: Presentation, reflection

- To ensure learner-centred education
- To make participants mutually accountable for the session/course by engaging them
- To show your accountability to the learners' needs

HOW:

1. INTRODUCTION:

Start by introducing the learning objectives and main themes of the session or course. If you have already made a written assessment prior to the session you can also describe the main needs identified. Tell participants that this is the overall framework for the session/course, but that in order to make it more relevant to them we need to know their learning needs and special interests.

2. THE NEEDS ASSESSMENT:

Choose a form of needs assessment that fits the length of your session or course. You can find some examples here:

a) Taking a round (10–15 min)

Ask participants to state one by one what they wish to learn or gain from the course. Write their answers on a flipchart, if possible grouping them as you go along. Do not write the same point several times, but perhaps keep a tally next to the point each time it is mentioned.

b) Prepare post-its (15–30 min)

Hand out mega post-it notes in different colours and large-tip marker pens. Ask the participants to write their learning needs on the post-its. They should write a maximum

of 1–2 and only as bullet points or headlines, not long sentences. After approximately five minutes, ask one participant at a time to explain their post-it and stick it to the wall or a board. Take a break, preferably a lunch break or other longer break. During the break you rearrange and group the needs into themes, maybe giving them headings.

3. SUMMING UP & REFLECTION:

Place the list of learning needs on the wall and leave it there for the entire session or course to refer back to. Tell the participants which subjects will be touched upon in which parts of the session or course and which subjects you will not be able to address, and perhaps how they can find the information they need through independent study.

Ensure that you follow up as promised, and ask participants to remind you to do that.

MORNING SESSIONS

Opening Activities	Duration	No. of participants	Short Description	Preparation	Materials
Morning Session	20 min each morning	10-25	Participants take charge of reflection and feedback on sessions.	Make copies of the morning session description and bring a number of energisers.	Copies of morning session descriptions. Collection of energisers.

ACTIVITY AIM:

Activity Type: Group Discussion

- To ensure learner-centred education
- To make the participants mutually accountable for the course or session by engaging them
- To create space for reflection and feedback for participants and as input to course management
- To get the day off to a good start

HOW:

1. INTRODUCTION:

Tell participants that their input to the programme is very valuable. Explain that they will take it in turns, in small groups, to be responsible for a 'morning session' which will reflect upon what they have learned the day before.

Each morning session should address:

- Main learning points:** What they – and their colleagues – felt to be most important and interesting. How they can use and apply what they have learned back home. Ensure they do NOT try to repeat all that was said and done.
- Evaluation & suggestions:** What was good about the way the presenters presented, how could it be improved/what was missing?
- Energiser or cultural event:** a game, a dance, a song, which will make us enjoy, think, laugh and feel prepared for the day.

Engage your colleagues as much as possible!

2. PARTICIPANTS' TASKS:

The morning sessions are prepared in pairs or small groups.

The group meets at the end of the day to discuss their views and decide how they will

organise the morning session and what type of energiser or cultural event they will include. The energiser can perhaps be combined with the joint reflection.

They can ask the course facilitators for help to plan, and provide inspiration for energisers.

The morning session takes 20 minutes and should start on time.

TIP

- The facilitator can chair the first morning session to present an example of a best practice, and/or coach the first group closely, as the first session will provide a model for what follows.
- The morning sessions should be based on oral communication and reflective rather than descriptive. They should avoid PowerPoints and too much writing.
- Support the groups in their sessions as needed, by engaging in their session, but avoid taking over. Help them to time their activities. Do not assess the points they make except to clarify.
- Afterwards lead a round of applause for the group and give some short feedback.

MORNING SESSION DESCRIPTION

OBJECTIVE:

- To create space for reflection on the events and contents of each day
- To get the day off to a good start
- To provide course management with input for course content and programme planning

HOW:

- In pairs or small groups.
- The group meets at the end of the day to evaluate the day's contents and learning methodology and discuss how to use what they have learned. You will decide how to present your opinions and views and what type of energiser or cultural event you will include to get the day off to a good start. Maybe the two can be combined?
- The following morning your group 'takes the floor' and you present your findings and your energiser/cultural event, involving your fellow course participants as much as possible.
- The morning session takes 20 min and must start on time.

WHAT:

- a) **Main learning points:** What are the most important things you have learned from the day? (ONLY MAIN POINTS – do NOT make a full summary of the day ☺). How can you use and apply what you have learned back home? You can also ask your colleagues what they thought was the most important.
- b) **Evaluation & suggestions:** What was good about the content and learning methodologies in the presentations? What suggestions do you have for improvements?
- c) **Energiser or cultural event:** Conduct an energiser, icebreaker or cultural event such as a dance or singing, a game, etc. This will create a good learning environment by helping us to learn more about each other, ensure team building, maybe learn more about human rights or make a point about the day – AND ensure that we have a laugh too ☺

HUMAN RIGHTS SQUARES

Introducing Human rights	Duration	No. of participants	Short Description	Preparation	Materials
Human Rights Squares	20-30 min	10-35	Participants ask each other questions on human rights	Make copies of the sheet 'human rights squares' Think of answers to the squares.	Make sure that there is a copy of the sheet for each participant

ACTIVITY AIM:

Activity Type: Movement, experience sharing

- To show that human rights are all around us, and we all know something about human rights
- To make the participants see and use each other as resources
- To make all participants meet each other and break the ice

HOW:

1. PREPARATION

Make a copy of the copy sheet for each participant

2. INSTRUCTIONS

Hand out the copy sheet.

Using members of the group as sources of information, participants are asked to find answers for as many squares as possible and then write them in the squares.

Each answer should come from a different person, who must then initial that square. Try for a range of countries to be represented; think international! Stop when time is called.

3. SUMMING UP AND REFLECTION

Get feedback from participants on how they managed to fill out the sheet. Ask people to put up their hands if they were able to fill in more than five squares ... ten ...etc., until you have a top scorer.

Go through the chart and share answers. Ask participants to mention the ones they found particularly difficult and share ideas, (they may ask you for ideas so make sure you have at least one idea for each square yourself).

Some points to make

- Human rights are all around us and affect our daily lives.
- We know more about human rights than we may think.
- There are lots of issues raised by human rights. Our assumptions about them may be questioned by someone else.

Source: Adapted from David Shiman (1999): Teaching Human Rights, presented in Flowers (2000): The Human Rights Education Handbook.

HUMAN RIGHTS SQUARES

- Using members of the group as sources of information, name an example for as many of the statements as you can and write your answer in the square.
- Each answer should come from a different person, who must initial that square for you.
- Try to represent a range of countries; think international!
- Stop when time is called.

A human right	Country where human rights are violated	A document that proclaims human rights	A group in your country that wants to deny rights to others	A country where people are denied their rights because of their race or ethnicity
An organisation which fights for human rights	A film about rights	A singer who sings about rights	A right your parents had/have that you do not	A country where human rights situation has improved recently
The type of human rights violation that most disturbs you	A novel about rights	A right sometimes denied to women	A right that all children should have	A country where people are denied their rights because of religion
A human right not yet achieved by everyone in this country	A place where people claim right to establish nation or homeland	A human right being achieved around the world	A right of yours that is respected	Someone who is a defender of human rights

Source: Adapted from David Shiman (1999): Teaching Human Rights, presented in Flowers (2000): The Human Rights Education Handbook

HUMAN RIGHTS TIMELINE

Introducing Human rights	Duration	No. of participants	Short Description	Preparation	Materials
	30–45 min	10-25	Participants create a joint human rights timeline	Make a frame for the timeline, see underneath	Flipchart paper (or black or whiteboard) Marker Pens Small post-its/cards

ACTIVITY AIM:

Activity Type: Reflection, Movement

- To get talking about what human rights are
- To show that human rights are all around us, and that we all know something about human rights
- To enable participants to regard and use each other as a resource

HOW:

1. PREPARATION

Make a frame for the timeline shown below, using flipchart paper on the wall, with large post-its or card, or drawn up on a blackboard or whiteboard.

2. INTRODUCTION TO PARTICIPANTS

Hand out post-its or cards in three different colours. Then ask participants to write down one human rights event on each: a) one personal, b) one national and c) one international. Ask them to place these events on the timeline.

3. SUMMING UP AND FOLLOW UP

When everyone has placed their events on the timeline, go through the events one by one. Start with the global, then national.

Ask participants to elaborate and explain.

Note if there are many similar events, and ask whether participants think some important events are missing. Ask who would like to share their personal events and let participants explain these one by one. Don't force anyone to divulge sensitive information.

Let the timeline hang on the wall throughout the course and refer to it when relevant.

NOTE:

The activity can become very emotional as participants' personal events may include disturbing experiences such as torture and ethnic discrimination.. Ensure that there is a supportive atmosphere and be ready to assist participants who find it difficult to cope. It is OK if they do not want to explain their event; it is enough that we can read about it.

Source: Adapted from Chris Cavanaugh (1999): CA workshop, presented in Flowers (2000): The Human Rights Education Handbook.



4

TIMELINE

1900 1910 1920 1930 1940 1950 1960 1970 1980 1990 2000 2010

Personal

National

International

DIAMOND CARDS: RANKING HUMAN RIGHTS STATEMENTS

Introducing Human rights	Duration	No. of participants	Short Description	Preparation	Materials
Diamond Cards	30–45 min	10-25	Collective prioritising of human rights statements	Copy and cut out the diamond cards	Nine diamond cards for each group
ACTIVITY AIM:			Activity Type: Reflection, creativity		
<ul style="list-style-type: none"> • To start talking about what human rights are • To present and acknowledge the dilemmas and conflicts that surround human rights • To discover one another's different viewpoints and agree a pattern of priorities 					

HOW:

1. INTRODUCTION:

Tell participants that there are many opinions and statements about human rights. This activity is about prioritising nine statements about human rights in accordance with the participants' opinion about which statements are the most important.

The exercise is called 'diamond cards'. They will have to prioritise the cards by placing them in a figure that looks like a diamond. Draw the following figure on the board or flipchart and ask participants in small groups to form the same figure with their nine cards, with the most important statement at the top, and the least at the bottom.

2. PRIORITISING STATEMENTS:

Divide participants into small groups (max. 5) and give each a set of nine diamond cards. They now have 15–20 min to prioritise the nine cards and place them in the diamond form. The statement they think is most important should

be placed at the top of the diamond, followed by two cards on the next line down, then three, then two and finally the least important at the bottom. If they find it necessary, they can create their own 'very important sentence' and replace one of the others with it.

3. SUMMING UP & REFLECTION

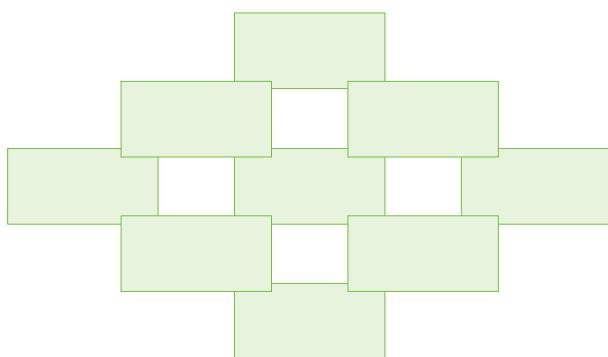
Ask groups to present their top three choices to all participants and to briefly explain how they arrived at this decision. If you find you have more time, and think the participants will not get bored, you can ask them to explain a few more layers of the diamond. You can choose to collect the most common top three statements among all groups on the board.

Follow up by asking participants the following questions:

- Can you give examples of who made the statement, or in what context it was made?
- What world views and perceptions does the statement stem from?
- What kind of understanding of human rights do the statements give you?

TIP:

The statements could be replaced by any other statements you would like to rank e.g. you could rank rights, for example, from UDHR or the Convention on the Rights of the Child and in this way discuss the rights thoroughly.



DIAMOND CARDS STATEMENTS

HR do not apply in non-western societies	HR value the rights of the individual at the expense of the community	HR can create conflicts and unrest
HR should be respected in all states and for all human beings	HR are being misused by interest groups	HR create too much of a focus on law and too little on duty
HR are necessary to secure peace	HR contain basic rights for all people, but they are applied differently in different countries	The West is trying to export HR to other cultures

UDHR AND WORLD WAR II

Introducing Human rights	Duration	No. of participants	Short Description	Preparation	Materials
UDHR and WWII	30–40 min	10-35	Participants relate UDHR to history or WWII	Make copies of the sheet for all participants	Hand-outs with the copy sheet, Flipchart
ACTIVITY AIM:			Activity Type: Reflection, Discussion		
<ul style="list-style-type: none"> • To give the participants insight into the UDHR • To relate human rights to historical events and violations 					

HOW:

1. INTRODUCTION:

Introduce the participants to the Universal Declaration of Human Rights (UDHR), by telling them that although it is a soft law declaration, it is the mother of the later conventions, and one of the most translated documents in the world. Give a bit of historical background about the people who drafted it and about how it was developed after the Second World War and how it reflects the human rights atrocities that took place during that war.

Ask participants to identify some of the historical violations that took place during World War II and get them to link these to the rights contained in UDHR. Draw the following table on the board or a flipchart.

Human right	Violation
e.g. Freedom of movement	Construction of ghettos for housing of groups with no movement in or out

Now share the copy sheet on the UDHR as a hand-out.

2. RELATING RIGHTS AND VIOLATIONS:

Divide participants into pairs or small groups and ask them to identify violations that took place during the Second World War and corresponding human rights as they are described in the UDHR. Ask them to write their answers down in a similar table to the one you have just drawn. After 10–15 minutes collect the results for the whole group. Start by asking how many answers there were. Then ask the groups to add their answers to the table in the whole group session, gathering information from all the different groups. Do not duplicate answers.

3. SUMMING UP & REFLECTION:

Ask participants what thoughts this activity brought to their minds. Have they ever connected human rights to WWII before? Has this changed the view they had on human rights? Or on WWII?

Source: Adapted from the activity 'The origins of modern human rights law', in Australian Human Rights Commission (2010): Understanding human rights

SUMMARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal, despite differences in skin colour, sex, religion and language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone else your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until proven guilty.
12. Everyone has the right to ask for help if someone tries to harm them, and no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

DRAW YOUR IDEAL: POLICE OFFICER

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
HR & policing Law enforcement. Access to Justice, etc.	45-60 min	4-30	In groups participants draw the ideal police officer	None	Flip Chart paper for each group Large tip marker pens in different colours

ACTIVITY AIM:

Activity Type: Creative, reflective, group work, discussion

- Visualising different understandings of police and their role in participating countries
- Initiating discussions among the participants and in plenum
- Creating new dynamics within groups e.g. challenging traditional hierarchies as the most high-ranking individuals may not be the best artists and get to present the drawing

HOW:

1. INSTRUCTION

Divide the participants into groups of max 5 persons. Ask them to draw the ideal police officer using symbols and colours. Ask the participants to avoid or minimize the use of text. What does he/she look like, what does he/she carry, etc? They have 10-15 min.

Each group should choose a presenter to present their drawing. Help the groups to get started if they do not have any ideas.

2. PRESENTATIONS

Each group presents their ideal police officer and comments on their choices. Allow for comments and inputs from the other groups.

3. SUMMING UP & REFLECTION

Ask the participants to point out particular traits they've spotted in the drawings and have them emphasize the similarities and differences between drawings. You could point out: "Why hasn't anyone drawn ...?" or "All of you have drawn a man/woman – why is that?", for a more nuanced discussion.

TIP:

- Do not drop this activity because you are worried that 'VIPs' and high ranking people will reject it. The activity has been successfully tested with all types of participants, and appeals to anyone who is inspired by visualisation as an alternative to talking and writing.
- As a variation, participants can draw a judge or e.g. a human rights capable or empowered person or activist, a human rights-based development worker, or other key person in your course or session.
- Participants can also be asked to add drawings to the same figure in turns, each supplying extra details to the others drawings.



A human rights based development worker. HRBA course in Helsinki 2011.

CASE STUDY: HUMAN RIGHTS VIOLATION OR NOT?

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Applying Human Rights	40-60 min.	10-35	Participants decide which problems are human rights violations	Make three flip-over sheets for the three cases	Flip-over paper Small post-its or cardboard cards Marker pens

ACTIVITY AIM:

Activity Type: Case study, group work, discussion

- Relating human rights to real-life examples
- To address the complexity of human rights

HOW:

1. INTRODUCTION

Prior to this activity, prepare three flip-over sheets. Write case 1 on the top of one, and divide the sheet in two with a line vertically, writing 'Yes' on one side and 'No' on the other. Do the same for cases 2 and 3. Hang the three flip-over sheets on the wall.

Case 1		Case 2		Case 3	
Yes	No	Yes	No	Yes	No

Hand out 3 post-its (or pieces of cardboard) to each participant and ask them to write their initials on each one of them. Tell the group that they are to apply human rights to real examples concerning three specific cases. Emphasize that human rights are multifaceted but that not all bad things in the world indicate a human rights violation. Sometimes it is just an ordinary crime or a social problem.

2. PRESENT THE CASES:

Tell the participants that you will now present the cases one by one, and afterwards they should go and place their post-its on the flip-

over sheet for each one, in accordance with whether they think the case presents a human rights violation or not.

Case 1: A shop owner is frustrated by the number of crimes being committed by the mafia in his home town. The mafia have visited his shop several times to force him to pay protection money. One evening he writes a letter to the local newspaper criticising the mafia in his hometown, after which he receives anonymous threats. The next day he is found shot dead on the street. Is this a human rights violation or not?

Case 2: A female labourer is employed to harvest millet on a farm. One evening on her way back from the fields, the landowner appears, follows her into the forest, and rapes her. The next day the labourer contacts the police to report the crime, but the police refuse to record it arguing that there is not enough evidence to make a case against the landowner. Is this a human rights violation or not?

Case 3: A young boy loses both his parents to AIDS, and as he has no relatives to take care of him, he ends up living on the streets. He has no

access to proper food or shelter, nor can he go to school, as he spends all his time searching for food and a place to sleep. Is this a human rights violation or not?

3. SUMMING UP & REFLECTION

After presenting the three cases you ask the participants to attach their post-its. You then continue with an introduction to human rights and finish it by returning to the three cases. Ask whether any of the participants want to change their answers from earlier the same day. If so let them re-position their post-its.

Make all participants stand in a half circle at the flip-over sheets and go through the cases one by one. First ask the participants if anyone wants to explain why they placed their post-it at Yes or No. Ensure the participants that this is difficult, and that human rights are not that easy to capture, and then present the answers to the cases listed below. Emphasise that, the key to whether it is a human rights violation or not depends on whether the state is the perpetrator or not.

Case 1. This is not a human rights violation. That the man is killed is a crime, but it is not a violation of his human rights. You can argue that the state has an obligation to protect its citizens, but as long as they have systems in place to prevent, investigate and prosecute crime, they are living up to that obligation. Some participants might argue that the shopkeeper's freedom of speech is being violated, but that is not the case, as he was not prevented from writing to the newspaper.

Case 2. This is a human rights violation. The rape of the farm labourer is not a human rights violation but a crime. But the lack of state protection of the crime victim, when the police deny to take the case, is a human rights violation. The victim has the right to have her case properly investigated and handled.

Case 3. This case is more difficult and is an example of the complexity of defining human rights violations. As the child is an orphan the primary duty-bearers – the parents – are gone, and the state becomes the full duty-bearer with obligations to take care of the child. This includes the fulfilment of the right to food, housing and education. But as the rights are economic, social and cultural rights, the state is only obliged to the progressive realisation of these rights, as it says in the ICESCR: ...'[to] take steps... to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.'

If the state were denying the child access to school based on e.g. the child's gender or ethnicity it would be a human rights violation based on discrimination. But if the state in the example does not have the required resources they are not violating the rights of the child by not fulfilling these economic, social and cultural rights. However, some states have included a bill of rights in their constitution protecting the right to food, housing and education or have national legislation protecting it. In that case the legal right is much stronger, and thus the violation much clearer.

TIP:

- If you find that the participants are uncomfortable or too shy to put their names on the board, you may allow them to make the answers anonymously.

CASE STUDY: COUNTRY OF OPPRESSIA

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Civil and Political Rights Rule of Law	40-60 min.	12-40	Participants are introduced to ICCPR through case study	Make copies of the case and ICCPR	Copies of the case Copies of the ICCPR Flip-over paper Marker pens

ACTIVITY AIM:

Activity Type: Case study, group work, discussion

- To apply human rights to a case
- To unfold the ICCPR
- To get a deeper understanding of human rights

HOW:

1. INTRODUCTION TO THE ICCPR

'Introduce the participant to the International Convention on Civil and Political Rights (ICCPR, 1966):

- 'The ICCPR amongst others, includes the right to freedom of conscience and religion, the right to be free from torture, and the right to a fair trial.
- Most of these rights are not absolute, e.g. it may be legitimate to limit a right in order to protect national security, public order or the general welfare of a democratic society.
- Some rights, such as the right not to be held in slavery and the right to be free from torture are absolute.
- The ICCPR has two Optional Protocols; one on taking complaints and another on the elimination of the death penalty.

2. WORKING WITH THE CASE

Divide the participants into groups of 4-5 and hand out the case described on the next page, and the ICCPR. Ask them to read the case to themselves, or read it aloud yourself.

Ask the participants to identify:

Which human rights are at stake in the case?

They have 15-20 min. and can find help to identify the relevant human rights in the copy of the ICCPR you handed out. They should write down the results on flip-over paper and prepare their answers as well as decide who will present it to the rest of the participants.

If the participants are quick to identify the human rights concerned, you can ask them to also note down the specific articles in the ICCPR which relate to the violation.

3. SUMMING UP & REFLECTION

Ask the groups to present their results in plenum. It will be exhausting to hear all groups say the same, so start with one group mentioning 2-3 human rights being violated and let them explain why/when in the case, and then continue to the next group to hear what they can add, etc. Comment on their presentations and add rights they might have forgotten.

Afterwards you can ask the group whether they know of similar examples from real cases and ask them to share them.

MISS FREEDIA IN THE COUNTRY OF OPPRESSIA

A country called Oppressia is run by President Tyranos and his government which has been in power for the past 15 years. Miss Freedia is the editor of a small newspaper in Oppressia, which she and a group of friends have run for the past 8 years. She voted for Mr. Tyranos 15 years ago, because he promised to reform the social system and bring the country into the modern age. He did not however follow through on his electoral promises and instead turned out to be interested only in extending his own power base. After his first period in office he amended the Constitution to remove the limitations on how long a president could remain in office.

Miss Freedia has as editor written several critical articles in which she points out some of the human rights violations which take place in Oppressia and which the government is mainly responsible for. In her most recent editorial she firmly criticized the president for increasing poverty in Oppressia. Furthermore, she explicitly pointed out some of the gravest human rights violations carried out by the president and his government during the last couple of years.

The editorial is published in the Sunday paper and on Monday morning Miss Freedia receives a command from the Minister of Information stating that she is no longer allowed to work as editor because she is spreading lies about the president and his government. In future she must ask permission to publish articles or otherwise contribute to the public debate.

Miss Freedia and her friends decide to demonstrate against this order in front of the president's office. They notify the police on where and when the demonstration will take place but the police say that the demonstration is illegal. This only makes the group more determined so they go ahead with their plans.

Three days later the group walks from the newspaper towards the president's office with banners proclaiming their cause. Before they reach their destination they are met by the police who immediately start to violently break up the demonstration. The police beat the demonstrators with their batons and use tear gas. Miss Freedia and her friends are badly injured. Miss Freedia is taken into police custody and jailed. No doctor is called.

In police custody Miss Freedia is interrogated while having to stand in a painful position, blindfolded and verbally abused. During the pre-trial detention Miss Freedia is locked in a small cell with 12 other inmates (6 males and 6 females) and only 6 beds. The electric light in the cell is constantly lit and Miss Freedia becomes ill because the prison food is inadequate.

After several weeks a guard tells Miss Freedia that she will see a judge the following day. Miss Freedia asks what crime she is accused of but the guard responds by slapping her face.

The following day Miss Freedia is brought before a judge and after just 10 minutes the judge sentences her to five years imprisonment for spreading defamatory rumours about the president. She is also prohibited from using the internet ever again in accordance with the newly amended Criminal Code. Miss Freedia was not allowed any legal representation and she recognized the judge as the president's brother in law. Miss Freedia is escorted back to her cell to begin serving her sentence

What human rights are at stake in this case?

Source: Case developed by Christoffer Badse, DIHR Human Rights Course 2008

CASE STUDY: PASTORALISTS AND CATTLE BREEDERS

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Applying Human Rights	50-70 min.	12-40	Participants apply human rights to a case	Make copies of the case	Copies of the case Flip-over papers Marker pens

ACTIVITY AIM:

Activity Type: Case study, group work, discussion

- To apply human rights to a case
- To unfold and get a deeper understanding of human rights

HOW:

1. INTRODUCTION

Give the participants an introduction to human rights. Divide them into groups of 4-5 and hand out the case described on the next page, and the UDHR found in the activity 'UDHR and the WWII'. Ask the participants to read the case, or read it aloud yourself.

2. WORKING WITH THE CASE

Ask the groups to answer the following questions:

a) What are the human rights issues at stake?

Group 1: Concerning Mr Brainy?

Group 2: Concerning Mrs Daisy?

Group 3: Concerning Mr Nosy?

Group 4: Concerning the dead cattle breeders?

b) How would you handle the human rights issues if you were:

Group 1: A human rights lawyer?

Group 2: A woman NGO activist?

Group 3: An NGO lawyer who works on reporting and complaining to UN bodies?

Group 4: A local politician?

If the participants already have some knowledge of human rights, or you want them to work with the case over a longer period,

you might consider mixing the questions up, or making them more challenging for the participants to answer as shown in the following example.

3. SUMMING UP & REFLECTION

Ask the groups to present their results in plenum. Comment on their presentations and add rights and issues they might have forgotten.

Afterwards you can ask the participants whether they recognize the situations described in the case, and if they are willing to share some of their own examples. Many of the problems of the case may seem to the participants to be issues of development but are in fact also human rights issues.

TIP:

- The case describes a typical (West) African conflict situation but has features that are recognisable within a broader context, including an Asian context. Consider whether the case will be suitable for your objectives and participants; would the participants have to recognise the setting from their own countries, or is it relevant that they learn about this context?

PASTORALISTS AND CATTLE BREEDERS

Ganzania is a country in transition; a young and fragile democracy. The Ganzanian government has signed and ratified the core international human rights instruments. There is however still a lot to be achieved in the field of development, human rights and the fight against corruption. The country is very poor, its only wealth coming from mining gold and bauxite.

Mrs Daisy lives in a small village with her husband. He is a disturbed man and despite several interventions by some of the village elders, he is violent to his wife. In order to help Mrs Daisy, the chief of the village has given her a small parcel of land on the outskirts of the village in order for her to grow vegetables and sell them, which contributes both food and money to the household.

Two journalists from the capital, Mr Brainy and Mr Nosy, are doing interviews in the villages of the region to find documentation about alleged land disputes. The authorities have expropriated land from villagers, in order to help a multinational firm, CanGold, exploit large gold reserves in the region. Mr Brainy and Mr Nosy, who write for a famous opposition newspaper, want to investigate allegations from NGOs that the locals have been deprived of their land without compensation. Because of the journalists' interest in the gold excavation business, the local police, in close cooperation with a private security firm hired by CanGold, are following their movements.

One day, a group of pastoralists pass by the village. On their way to a waterhole, the cattle walk through most of the parcels and small fields on the outskirts of the village and destroy the crops. Mrs Daisy's vegetables are destroyed. Some of the young men in the village get very angry about their food supply being destroyed and follow the pastoralists. They find them by the waterhole, where the cattle are drinking. A fight starts and two of the pastoralists are beaten to death by the young villagers. The other pastoralists run away, taking as many of the cattle as possible with them.

A couple of days later, a large group of pastoralists gather and walk towards the village to get revenge. They are upset about the death of their two young family members. They also think that the villagers have stolen some of the cattle and eaten them. In the village, Mr. Brainy and Mr Nosy gather the villagers to hear their story about the land situation

and the role played by CanGold. Suddenly, the pastoralists arrive creating major confusion among the villagers. A fight starts. The journalists intervene in order to calm people down. Unexpectedly, the police arrive. As the police have heard about the previous fight between the villagers and the pastoralist, two trucks with armed policemen are sent. In trying to restore a peaceful situation, the police make use of their weapons. One young pastoralist is killed.

The two groups are separated. On the one hand, the pastoralists want the police to investigate the deaths at the water pit and the theft of their cattle. They can point out the young villagers who did it.

On the other hand, the villagers are still upset about their crops being destroyed and the attack on the village. The police, realizing that they do not have the manpower to start investigating the case, force the pastoralists to leave the place. One of the police trucks follows them away from the village. The police also decide to arrest the two journalists saying that they have caused the second fight in the village. They take both of them away in the other truck.

Calm returns to the village, but the food is now scarce. During one of his fits of rage Mr William chases his wife out of the house and refuses to take her back. Instead he marries another woman from the village. Mrs Daisy has no parcel of land anymore, no house and no means of subsistence; her husband has given her nothing. For a while, she lives with one of her sons, who has barely enough to keep his own family alive. However, rumours of her having bewitched her former husband, who has fallen badly ill, have started to circulate in the village and soon the situation is untenable. The Chief and the elders ask Mrs Daisy to leave the village.

Some weeks later, two bodies are found in the bush: Mrs Daisy has died of thirst, hunger and exhaustion. Her body is found 50 km from the village.

Mr Brainy meanwhile has been shot in the head and his body is found close to the CanGold gold mine. Marks on his body shows that he has been tortured. Mr Nosy remains missing.

Source: Case developed by Stephanie Laguette, Senior Researcher at DIHR, DIHR HRBA Course January 2009

STORY TELLING: THE SHEEP PEOPLE AND THE GOAT PEOPLE

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Conflict Mediation	30 min	-	Participants discuss human rights based on a story	-	-

ACTIVITY AIM:

Activity Type: Storytelling, discussion, reflection

- Making the participants reflect on human rights
- Making the participants reflect on course aim and goals

HOW:

1. INTRODUCTION

This particular case can be provide a welcome break between several sessions of more traditional presentations.

Tell the participants to listen to the story you are about to tell them without taking notes – just listening. Continue by saying that the story has been handed down for generations and then tell it or read it aloud to the participants (see story on the next page).

2. SUMMING UP & REFLECTION

When you have finished reading the story ask the participants what they thought of it, what thoughts the story brought to their minds and how they think it relates to the course theme and human rights.

The lessons of the story are many. But one is that parties in a conflict often have much in common; in their stories and interests and needs. And if you can see the other as a human being you may be able to focus on the real issues, on the commonalities, and on finding solutions that restore the balance of the relationship. It is all about “retaining the others’ humanity”.



Amollo Maurice shares “The Sheep people and the Goat People” story with participants at a DIHR/DFC Conflict Transformation Course 2011.

THE SHEEP PEOPLE AND THE GOAT PEOPLE

There are two villages, inhabited respectively by the sheep and the goat people. They live close together but are separated by a stream. Both communities are dependent on the stream to provide water for their animals. Both groups rely exclusively on their herds.

One day while the animals were drinking a boy from the sheep people threw a wooden club high in the air. He was practising with the club in order to scare off hyenas which would otherwise harm his sheep. Unfortunately the heavy club landed on the other side of the stream and killed a goat.

The boys herding the goats ran home to their village to tell people that somebody from the sheep people had killed a goat. People from the village couldn't believe that. They were devastated. So they called for war immediately.

The goat people were proud and said that they would not sneak up on the sheep people but would send a messenger to inform them that they would attack the following Friday. The sheep people also got very angry and responded that this meant war. Everyone in the villages began to prepare for battle.

On the Friday morning the armies of both groups met at the designated place. But before the battle started the Elders suggested that each group should instead choose the best warrior among them, and that these two would then fight to decide the outcome. The winner's group would then be the masters, and the loser's group would become the slaves of the victors.

The two men who were chosen fought long and hard. All the others cheered and shouted. However, they were evenly matched and neither man could gain the upper hand. When it started to get dark the people from the villages went home to cook their meals. They would return to see the fight continue the next day.

The two fighters put down their weapons, lit a fire between them and sat in complete silence waiting for the dawn to break.

In the middle of the night one of the men asked the other: Why are you fighting me? The other responded that he was fighting him because otherwise he and his family would become slaves. He had a son, and if they were slaves the beautiful stories that the grandfather was telling his son would be forgotten and lost.

The other man was silent for a while. Then he said that he had a daughter. And the grandmother of his daughter told such beautiful stories – and that would all be lost if they were to become slaves and forced to separate and work for the other village.

The first man sat in silence when he heard this. Then he started to tell some of the stories that were told to his son by the grandfather. They were almost the same stories that were told by the grandmother to her grandchild from the other community.

The next day the people from the two villages returned to see the fight continue. But the two warriors just stood in front of one another, put down their weapons quietly and walked the other way.

All the villagers shouted 'what is the matter?', 'would you not fight for our dignity?', 'would you not fight to avoid becoming slaves of the other?' And the men told the villagers about the beautiful stories the other had told him and said that they could not fight a man with such stories.

Source: Adapted from Amollo Maurice, Kenyan Educator, presented at various courses at DIHR.

MOOT COURT: ACCESS TO MEDICINE

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Right to life and Dignity HIV/AIDS Conflicting rights	1½ hrs.	9-30	Participants prepare and carry out a trial on access to HIV medicine	Copy the trial role cards and find space for plenary and small group work. Divide up the groups.	Trial role cards Possibly a collection of international & regional human rights conventions

ACTIVITY AIM:

Activity Type: Group Discussion, Motion

- To develop an understanding of the complexity of human rights issues
- To experience and compare different ways of making decisions
- To develop communication and co-operation skills

HOW:

1. INTRODUCTION

Start by explaining/reading the following to the participants:

'HIV/AIDS is a very serious epidemic throughout the world. Millions of poor people are suffering and dying unnecessarily because they cannot afford the expensive drugs they need. Their only alternative is to use cheaper copies of the drugs. The leading pharmaceutical companies are against this. They wish to protect their property rights and have joined forces to prevent any State from copying and selling their products at cheaper prices.'

In 2001 the pharmaceutical companies started legal action against the South African Government, which was distributing and selling cheaper copies of the anti-HIV/AIDS drugs.' Now you will carry out the trial that addressed the conflict between property rights and the right to life and dignity.

2. GROUP PREPARATIONS:

Divide the participants into four groups of equal size and power to represent a) Pharma Inc., b) the South African Government, c) members of the Treatment Action Campaign (TAC) and d) Judges.

Distribute the trial role cards to the appropriate groups.

Give the groups 25 minutes to read their role cards and prepare their cases and/or questions for the trial. Each group must also select a spokesperson to represent the group and one or two resource persons to back the spokesperson up and help answer questions during the trial.

3. TRIAL:

Invite the groups back into plenary and seat them in their four groups as in a court, with the judges at a table in the middle, and the three groups on chairs in a half circle around the judges.

Pharma Inc., the S.A. Government and TAC each have 5 minutes to present their positions and raise any questions. The judges introduce the groups in turn.

The judges now have 10 minutes to answer any questions raised by the groups, and to summarise the different arguments and positions. The judges then make their verdict.

4. REFLECTION:

End the activity by reading out this extract from the court's ruling on 19 April, 2001:

'The purpose (...) to promote cheaper access to drugs (...) is a commendable purpose, and, in the context of the HIV/AIDS epidemic, a constitutional obligation of the highest order

linked to the duty of the State to respect, protect, promote and fulfil a number of fundamental rights including the rights to human dignity and life (held to be the source of all other rights) (...) There is no merit to the (...) challenges to the Act made by the applicants (i.e. pharmaceutical companies)'

Encourage participants to reflect on the trial and then go on to identify the key human rights issues behind the trial. Key questions may include:

- Have you heard about this case before?
- What were your initial assumptions?
- Did they change during the activity?
- What were the key human rights issues behind the trial?
- How do these issues relate to your own social reality?
- What are the implications for people where you live?

Source: Adapted from the activity 'Access to Medicaments' in CoE (2002): Compass

TRIAL ROLE CARDS

COPY 1/4

TRIAL ROLE CARD: PHARMA INC.

You are a group of senior Pharma Inc. executives. Your company is one of the world's leading producers of pharmaceuticals. You have bought the rights for the commercialisation of key HIV- and AIDS-related medicines. You need to maintain your profit margin and to please your shareholders. Thus you wish to protect the company's right to set the selling price of your products, keeping in mind the research costs, production costs, and the wages of your work-force. To allow another company to simply copy and sell your products

at a lower price would jeopardise your profit and the sustainability of your company. You have therefore joined forces with other leading pharmaceutical companies to prevent any State from allowing the copying and selling of your products at cheaper prices, and to sue them if necessary. You have started legal action against the South African Government.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

COPY 2/4

TRIAL ROLE CARD: TREATMENT ACTION CAMPAIGN

You are a group of activists representing the Treatment Action Campaign (TAC), South Africa. The Campaign claims that the State has the responsibility to provide cheap access to drugs, particularly in the context of the HIV/AIDS epidemic. The government has responded and has started importing cheaper drugs.

You also claim that it is the responsibility of the State to make financial provisions for patients

and organisations struggling with HIV/AIDS diseases.

However, the South African Government has been brought to trial by pharmaceutical companies to prevent any copying and selling of their products at cheaper prices. Therefore, you have decided to join forces with the government to defend the role of the State in providing cheap access to drugs.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

COPY 3/4

TRIAL ROLE CARD: SOUTH AFRICAN GOVERNMENT

You are senior officials in the South African Government. Your government is trying to respond to the request of the pharmaceutical companies who have started legal action against you. Pharma Inc. is trying to prevent any State from allowing the copying and selling of their products at cheaper prices, that is, below the retail price of their own products. In principle you agree with Pharma Inc's. position. However, popular movements, led by the

Treatment Action Campaign (TAC), claim that it is a constitutional obligation by the State to provide cheap access to drugs, particularly in the context of the HIV/AIDS epidemic. You have responded to popular political pressure and have started to allow the import of cheaper (copied) drugs from countries such as Indonesia.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

COPY 4/4

TRIAL ROLE CARD: JUDGES

You are the group of judges who are presiding over the attempt by leading pharmaceutical companies to prosecute the South African Government and to prevent it from allowing the copying and selling of their products at cheaper prices. Activists representing the Treatment Action Campaign (TAC) are defending the government position.

Your role is to invite the three parties in turn to present their respective positions. At the end of the presentations you should not make a judgement or come to conclusions. Your job is to help to clarify issues and to summarise the arguments in support of the conflicting claims.

The core of the problem is how to resolve conflicting claims to human rights. The defence (the government and TAC) claim the rights to life and dignity, and the prosecution (Pharma Inc.) claim the right to property.

The official court records put it like this: "The rights to life and dignity are the most important of all human rights, and the source of all other personal rights. By committing ourselves to a society founded on the recognition of human rights, we are required to value these two rights above all others. And this must be demonstrated by the State in everything that it does, including the way it punishes criminals."

Versus

"The right to property is protected by section 25 of the South African Constitution which states the following: "Property 25 (1): No one may be deprived of property except in terms of law of general application, and no law may permit arbitrary deprivation of property".

You should prepare questions to the three parties. You will have ten minutes to ask your questions and listen to the answers.

ROLE PLAYS: ACTING OUT RIGHTS

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Any	20-60 min.	-40	Participants conduct role plays	Depending on type: Copy UDHR or core conventions Divide the groups.	Depending on type: Copies of UDHR or core conventions

ACTIVITY AIM:

Activity Type: Creative presentation, motion, reflection, discussion

- To make concepts concrete by exemplifying them or by analysing conflicts
- To experience unfamiliar situations or identities on one's own body
- To develop empathy and appreciation of different point of views

HOW:

1. INTRODUCTION:

Choose a form of Role Play that fits the length of your session or course. Here we present a few different forms. Tell the participants that role play is a way of making difficult concepts concrete, allowing people to experience an unfamiliar situation or identity and to develop empathy – and providing a bit of fun at the same time. Introduce the activity you have chosen from the examples below.

2. CONDUCT THE ROLE PLAY:

Example a: Create Images (20-30 min)

Ask for a volunteer to think of a human rights problem from his or her own experience. Tell the volunteer to build an image of the problem by getting the other participants to act it out. Ask in plenary for suggestions to how to make the image present the problem in the best way. Then ask the volunteer to gradually change the image into an ideal one – what would be the best situation without the problem. Afterwards discuss what it takes to change the problematic situation into an ideal one.

Example b: Charades (20-60 min)

Make copies of the short format of the UDHR from the activity 'UDHR and World War II' in accordance with the number of groups and cut

them out so each article is separate. Divide the participants into groups of 4-10 and ask them to sit in separate corners of the room. Ask the groups to choose one participant to start as actor, and give each actor the same article. They should now act out the article to their own group, without saying anything. The first group which guesses which right /article the actor was acting out, wins the round and all groups continue with a new actor acting a new right/ article. Do not carry on too long, but stop when the participants are still having fun and count which group has guessed most rights/articles and announce them as the winners.

Variations: Instead of the UDHR you can use articles from core conventions or principles for access to information or access to justice that you have presented during a session or course.

Example c: Acting Dramas (30-60 min)

Divide the participants into groups of 4-5 (e.g. the table people are sitting at). Ask the participants to plan a drama of 5-10 min. of a problematic situation or human rights violation relevant to the session or course. For example it could be a demonstration, a situation in a prison or court, domestic violence, women's political participation, applying a human rights



approach in your organisation, etc. All the group members should have a role. The groups present their role plays to each other.

Variations:

- Freeze: Freeze the play and ask the actors to describe their emotions, or ask the other participants to offer different suggestions to solve the problem that is being acted out.
- Role Reversal: Stop the drama and ask the actors to exchange roles and continue acting from that point.
- Street Theatre/Forum Theatre: To raise public awareness human rights plays can be performed in public places often inviting the participants to take part. It can be very effective and is also a good method to spread information to illiterate audiences.

3. SUMMING UP & REFLECTION

Ensure time to thoroughly discuss the role plays. Start by explicitly restating the purpose and learning points of the activity. Ask what took place and how it relates to human rights. Ask the participants if they enjoyed the role play and what thoughts and feelings it provoked in them. Be sensitive to the feelings that it might have caused in the actors and the audience.

Source: Adapted from the activity 'Dramatizations' in Flowers (2000): The Human Rights Education Handbook

RATING BY MOVING: VOTING WITH MY FEET

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Applying Human Rights	60 min.	15-30	Participants formulate their opinion and hear others	Choosing your main question and four opinions matching it	Paper and pen for all participants
ACTIVITY AIM:			Activity Type: Motion, discussion, reflection		
<ul style="list-style-type: none"> • To express opinions and argue for it • To train to listen to others opinion and express agreement and disagreement 					

HOW:

1. INTRODUCTION

Tell the participants that they are to take a stand on a difficult question. They can choose between four different opinions, represented by the four corners of the room. Tell the participants which opinion is found in what corner of the room.

Choose a question and four corresponding opinions that fit your theme. Participants can also choose one of the opinions. Underneath you find two examples:

Example A: How can we avoid terrorism?

Corner 1: More police and surveillance

Corner 2: More development assistance

Corner 3: More information on human rights

Corner 4: More education in schools

Example B: How can we protect children against sexual abuse?

Corner 1. Accept lower standards of evidence against suspected perpetrators

Corner 2. Give civil servants more power to remove children from their parents

Corner 3. Educate school teachers to identify signs of abuse

Corner 4. Educate children to fight sexual abuse

2. EXPRESSING OPINIONS:

Ask the participants to choose a corner, and to discuss in pairs with people from the same corner the reasons they have chosen that corner.

After about 5 min. ask the participants from one corner to meet up with participants from another corner. All participants should now interview a person of a different view, on why they have taken that standpoint. They should listen very carefully. Afterwards ask some of the participants to share the opinion and arguments of the person they interviewed in plenum. They should be fair and precise and keep their own opinion out of it.

3. SUMMING UP & REFLECTION

Ask the participants:

- How did you find the exercise?
- What was it like to discuss their opinions with people they didn't agree with?
- How did they feel about summarising the other person's opinions?
- In what other situations might you find yourself disagreeing with other people?

Make the point that conflicts crop up everywhere, even in the most well functioning communities or democracies, and we need to be able to listen and understand different opinions.

TIP:

- Variation: The activity can be simplified by drawing a line with 'yes' at one end and 'no' at the other, and ask the participants to take a stand on different statements, e.g. those from the 'Diamonds Cards' activity.

Source: Adapted from the activity 'View Corners' (in Danish Holdningshjørner) in Rasmussen & Wybrandt (2011): Medborger Værktøjskassen

GROUP WORK: REPHRASE CEDAW

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
CEDAW	60 min.	20-25	Participants rephrase CEDAW and discuss national situation	Copy CEDAW Make yourself familiar with the CEDAW terminology	Copies of CEDAW Paper, pens Possible flip-over

ACTIVITY AIM:

Activity Type: Group Work, Reflection, Discussion

- To raise awareness about women's rights and discuss viewpoints on women's rights
- To make the participants familiar with legal terminology
- To create cooperation among learners

HOW:

1. INTRODUCTION TO CEDAW (10 MIN):

The Convention on the Elimination of All Forms of Discrimination against Women (1979):

- Consists of a preamble and 30 articles
- Defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination

CEDAW Addresses:

- Equality of men and women in the legal system;
- Discriminatory laws & adoption of new laws;
- Tribunals to ensure protection of women;
- Equal access to and opportunities in political and public life (incl. voting and election), education, health and employment
- Women's reproductive rights
- Culture & traditions impact on gender roles.

2. GROUP WORK WITH CEDAW TRANSLATIONS (15 min + 15 min):

Divide the participants into groups of 4-5 and give each of the groups part of the CEDAW to translate into non-legal everyday language. Remind them to decide how to present.

You can choose how they should present e.g. using a flip-over, or orally.

The groups present their translations in plenum one by one. Allow time for comments and clarifications from other groups, and assist with your own clarifications. It takes about 20 min.

3. DISCUSSION ON NATIONAL SITUATION (10 min +10 min):

Ask the groups to discuss the situation of women in their own country(ies). You can help them with these questions:

- a) Are there human rights in your country that men enjoy as a matter of course while women have to make a special effort to have acknowledged?
- b) Are there areas of life where women are expected to act through a male intermediary?
- c) Does your constitution say anything about women and women's rights?

Ask the groups in plenary to share the main parts of their discussions.

TIP:

- Group size: Keep the groups small to allow for more intensive discussions and give more reluctant learners the time to speak.
- Variation: The activity can be carried out with any other convention or legal document according to the course objectives and learners interests.

Source: Adapted from the activity: 'Paraphrasing the CEDAW' in European Training and Research Centre for Human Rights and Democracy (2006): Understanding Human Rights – Manual on Human Rights Education.

CHECKLIST: RIGHT OF ACCESS TO INFORMATION

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Access to information	60 min	5-25	Participants work in groups to answer questions from a checklist	Make copies of the checklist	Copies of the checklist
ACTIVITY AIM:		Activity Type: Checklist, group work, reflection, presentation			
<ul style="list-style-type: none"> • To apply principles of access to information to participants' own institutions and organisations • To strengthen participants' knowledge and skills on access to information • To make abstract principles more concrete 					

HOW:

1. INTRODUCTION (20 MIN.):

Introduce access to information to participants, e.g.:

- International Standards
- The right consists of:
 - Access to public documents in general
 - Access to personal files
 - Open meetings
 - Openness in general
- It is the oxygen of democracy
 - Leads to responsive public service – guardians, not owners of the information.
 - Right of the individual to information – and to correct errors.
 - Knowledge enables informed choices and the claiming of rights.

2. GROUP WORK WITH CHECKLISTS (20 MIN.):

Divide participants into groups of 4–5 in accordance with e.g. the country and the type of institution or organisation they come from.

Ask each group to go through the checklist below by applying it to their own organisation or institution. Remind them to decide how to present their findings. Inform participants that they will not be able to answer all the questions, and to skip those they do not know the answer to.

3. SUMMING UP & REFLECTION (20 MIN.):

Ask the groups to present their main findings and discussions to the whole class by focusing on these three questions:

- Where did your institution do well?
- Where is there room for improvement?
- What can be done to improve access to information in your institution?

If time allows you can get the other groups to comment on the presentations and make suggestions about what institutions can do.

TIP:

- **Group size:** Keep the groups small to allow for more intensive discussions and give more reluctant learners the time to speak.
- **Variation in materials:** a national checklist on access to information may be found in The Openness and Access to Information Manual
- **Thematic variation and relevant materials:** Other checklists can be found in e.g. Jacobsen, Annette Faye (2008) ed: Human Rights Monitoring on for example the right to a fair trial, freedom from torture, rights of asylum seekers, minorities, principle of non-discrimination etc.

Source: Adapted from Louise Krabbe Boserup et al. (2005): An Introduction to Openness & Access to Information.

OPENNESS CHECKLIST AT INSTITUTIONAL LEVEL

Legal framework	1. A legal framework on openness applies to the institution.	2. Staff have access to legal framework.
	3. A policy of openness/service has been adopted by the institution (information strategy, service strategy) incorporating openness as a crosscutting element of all activities.	5. A procedure has been developed for multimedia approaches to information (meetings, e-government, TV, radio, local newspapers, news bulletin, letters) in order to optimise communication with citizens.
Procedures	4. Procedures have been developed for provision of information upon request and at the institution's own initiative.	6. An information support system has been established for the staff to enhance communication with the public. (Electronic) filing system, database, intranet)
	7. There is a single access/point of entry to the institution, e.g. supported by a one-stop shop, a homepage or a service handbook.	8. Professional staff is responsible for handling public information and press relations (press officers, service officers, a webmaster).
Information is provided on own initiative	10. The institution provides information about its activities and functions on its own initiative.	12. Lists of daily mail sent to/from the institution are made available to the public (preferably on a webpage or at a one stop shop desk).
	11. The institution has established a maximum response time for citizens'/media enquiries if this is not defined by law (applications, enquiries, complaints, requests for / access to documents)	13. The library of the institution serves as information centre of the institution (service handbook, internet access, access to development plans etc.).
	14. Evaluations of the institution are made public.	4

OPENNESS CHECKLIST AT INSTITUTIONAL LEVEL

Public participation is encouraged	<p>15. Public hearings take place prior to major decisions with national or local level implications (town and country planning, budgeting, sector policies, education, environment, welfare).</p> <p>16. Key meetings, such as city council meetings, are open to the public along with agendas and minutes of meetings.</p>	<p>17. User Boards have been established to enhance openness about – and participation in – service delivery.</p> <p>18. Citizen advisory groups/panels have been established to discuss broader policy issues and to enhance communication with the institution on development and service delivery.</p>
Strengthened openness capacity	<p>19. The leadership of the institution demands or encourages the staff to upgrade their openness capacity.</p>	<p>20. The institution shares information with other institutions regarding best practice.</p>
Accountability	<p>21. The institution has established benchmarking or evaluation of its administration. Findings are reported to the public.</p>	<p>22. The institution provides information about its budgets and accounts.</p> <p>23. The institution has transparent bidding and tender procedures for public procurements.</p>
Mechanisms to review & control institution exist	<p>24. The institution has set up an internal complaints mechanism and/or accepts appeals of its decisions.</p> <p>25. Public bodies review and control the institution.</p>	<p>26. The institution respects decisions and/or recommendations of review and control bodies.</p>
Monitoring	<p>27. NGOs monitor the information performance of the institution.</p>	

Source: Adapted from Louise Krabbe Boserup, et al (2005): An Introduction to Openness & Access to Information.

PRESENTATIONS BY PARTICIPANTS

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Access to Justice	10–30 min per presentation	5–20	Presentation of institutional organisation, flow and challenges	Contact participants if they are to prepare something prior to the course	Your preferred type of presentation aids

ACTIVITY AIM:

Activity Type: Reflective/group presentations

- To give participants a voice and acknowledge their knowledge and contexts
- To ensure mutual commitment to a joint learning process
- To keep experience in the centre of the process and support participant reflections

HOW:

1. INTRODUCTION

In a course on access to justice for justice institutions, ask participants to prepare a presentation of their institution, including its organisation, structure, procedure, flow and challenges prior to the start of the course.

During the course introduce participants to core elements of access to justice and the flow of justice, and the role of the different justice institutions.

2. MAKING THE PRESENTATIONS:

Spread over the course, participants are asked to make their presentations with room for questions and discussions. The presentations could be made in relation to sessions on their institution's role or, for example, in relation to visits to sister-institutions in the country where the course is taking place.

3. SUMMING UP AND REFLECTION

Be careful to facilitate the feedback and discussion session to allow for in-depth questioning without the presenters facing heavy criticism from participants.

Ask presenters and participants how the participant's presentation relates to the issues presented in the specialist presentations and to institutional visits you have made.

TIP:

Variation: You can also ask participants to prepare presentations on specific challenges in their work. For example, the following list is used in the DIHR course on a Human Rights-Based Approach to Development Programming as a starting point for addressing the human rights-based approach to development, and for group formation. For example you can ask them to address:

- What is the challenge or the problem?
- Who is not getting access to what?
- Why do they not have access?
- Who are the stakeholders?
- What is being done?
- Are there any especially vulnerable groups or people being discriminated against?
- Variation: You can also ask participants to prepare short presentations on their national human rights challenges, projects or on specific themes they have worked with.

Source: Developed by Maria Løkke Rasmussen, Education Specialist at DIHR, for the DFC/DIHR course Strengthening the Capacity of Access to Justice Institutions in Zambia, 2009.

PARTICIPANT ASSIGNMENTS: SKETCHING HRBA PROJECTS

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Human Rights-Based Approach	1–3 days of 2–3 week course	10–30	Sketching HRBA project proposals in groups	Assignment description Identifying material	Computer Memory stick Access to information Mega post-it notes

ACTIVITY AIM: Activity Type: **Reflective, investigative, problem solving, group presentations**

- To get hands-on practical experience of the course's central themes
- To relate interest, experiences, prior knowledge and contexts to the course theme
- To learn from other participants' experiences, contexts and knowledge

HOW:

1. INTRODUCE A HUMAN RIGHTS-BASED APPROACH:

The participant assignment is carried out as part of a two to three-week course on the human rights-based approach (HRBA) to development programming. Ensure the programme introduces:

- The human rights framework
- HR standards define project goals, reports identify gaps, and human rights principles define the process
- HRBA principles = PANEL: Participation; Accountability & rule of law; Non-discrimination, Equality & vulnerable groups; and Linkages to the human rights framework
- The implication of the HRBA principles for the programming cycle

2. INTRODUCE THE ASSIGNMENT:

Highlight the assignment's objective, expected contents and length. Share a written assignment description you and the participants can refer to throughout the task (see example on the next page). Emphasise that it is the process that matters and that the aim is not to write a lengthy report. Describe which sources of information are available, e.g. access to computer, internet and library, a session of finding information on the UN website, UN reports, country and NGO reports, course material collected on a course website, etc.

Describe how the participants are to present their findings at the end of the course.

3. GROUP FORMATION

Facilitate a process whereby participants can form groups in accordance with their interests, to ensure their motivation and the applicability of this theme to their home country context. You could, for example, ask participants to write themes on 1–2 mega post-its/large cards, which they would like to turn into HRBA project proposals.

Ask them to present their ideas one by one with their experiences of the theme as the starting point. At the same time gradually cluster them into overall themes on the wall. Together write headings for the clusters, e.g. 'women's rights', 'education', 'water & sanitation', 'ethnic minorities', 'access to justice', etc.

Ask participants to select 1–2 groups they are interested in and give them a chance to talk to each other, before asking them to choose one of them. Aim for a group size of 3–6, with a mix of nationalities and organisational types.

4. WORKING WITH THE ASSIGNMENT:

Give the groups time to work with their assignment during the course. In this way you will ensure they have sufficient time to work seriously with the topic, instead of in the

evenings when they are tired after the day's programme. Go around and help them to overcome academic barriers or problems with group dynamics and assist with the information searches. Consider calling in colleagues or specialists with specialist knowledge or skills related to the groups themes, to inspire and inform the groups.

5. PRESENTING THE PROJECT PROPOSALS
Set aside one day for groups to present their assignments and give feedback. Give each group 15 minutes to present their main findings and points, and allow time for feedback from other participants. Instruct the participants in giving positive and constructive feedback. Start by highlighting what was good about the assignment before moving on to providing suggestions about what the group should include when they return home and implement their project

TIP:

- Variation: The assignment presented here can also be adapted as a half-day activity during a two-day course
- Variation: Other assignments could be to develop an action plan of how to apply e.g. principles of access to justice to the participants' practice in a justice institution. Developing activities and actions, with dates and responsible persons, risks, etc.

PARTICIPANT'S VIEW OF THE ASSIGNMENT:

"The assignment was an opportunity for me and my group to put all the knowledge obtained in the last three weeks to use. It was a good way to use the HR framework, the analysis of the problem and the context and then the project planning, implementation, monitoring and evaluation of the problem identified. It was therefore a good way of summing up the knowledge gathered during the course".

A participant in the Course Human Rights-Based Approach to Development Programming, DFC and DIHR 2009

Source: Developed by Maria Løkke Rasmussen, Education Specialist at DIHR, DFC & DIHR courses on Human Rights-Based Approach to Development Programming, 2009–2011

INSTITUTIONAL VISITS

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Applying Human Rights	1–3 hours	10–35	Participants visit selected Danish institutions	Make appointments with institutions Arrange for transport	

ACTIVITY AIM:

Activity Type: Reflection/experience sharing

- To provide a practical perspective on theoretical knowledge taught on a course
- To give participants hands-on experience of practical working methods and organisation
- To give participants a chance to reflect on their own practice by seeing alternatives

HOW:

1. PREPARATION:

Find relevant institutions that work with topics related to the course. For example the Parliament, the Ministry of Justice, the Ombudsman, the Court Administration, a court, the Police Academy, a police station, the Prison and Probation Service, a prison, a local government office, a primary school, a children's NGO, etc.

The visit can take place in the participants' own country, a neighbouring country or far away. The point is to give the participants a chance to challenge the idea that things can only be achieved in one way, to provide inspiration, and to get a reality check.

Make sure that you provide adequate background information to the institutions you are to visit so they know the purpose of the visit, who will visit, and what their interests are.

2. ORGANISING THE VISITS:

Give participants a short introduction to the chosen institution and the purpose of the visit before you go there. Ensure you ask relevant questions relating to your course (if your host/presenter has not addressed these issues).

3. SUMMING UP & REFLECTION:

Remember to sum up the visit, either just after the visit or the next day. Ask the participants:

- What was most interesting about the visited institution?
- Which questions were answered and which weren't
- Do you see any differences from the procedures used in your own institution/countries?
- Did it give inspiration to take on or to avoid certain methods or procedures in your own contexts?



Visit to Danish Parliament, DIHR course 2011.

ENERGISERS

Theme	Duration	No. of participants	Short Description	Preparation	Materials
Diversity, conflict, etc.	5–20 min	10–45	Different, see each.	None	None

ACTIVITY AIM:

Activity Type: Energiser, movement, social activity

- To raise energy levels in the room between presentations
- To emphasise a learning point by experiencing it and then to incorporate the experience
- To raise group spirits and create a good learning environment

EXAMPLES OF ENERGISERS:

1: FORM A LINE (10–15 MIN)

Ask all participants to stand up and form a line in the room, front to back, with the shortest person in front, and the tallest at the back. It has to be done quickly, so the participants need to move fast! The facilitator hurries on the group and afterwards goes through the line and asks participants their height.

Ask participants to form a new line with the one born earliest in the year in front and the one born latest in the year at the back. The participants are not allowed to talk, but can only use sign language! The facilitator hurries on the group and afterwards goes through the line and asks participants the date of their birth.

Closing comments: When working with human rights we need to be observant of each other and our differences, even though we might not speak the same language. Specify in accordance with your target group.

2: ALL THOSE WHO... (15–20 MIN)

Form a circle of chairs but with one chair placed in the middle. The number of chairs should match the number of participants. The facilitator starts by sitting on the chair in the middle. Your task is to move to a vacant seat among the chairs in the circle occupied by the participants. To do so you share a personal feature about yourself; such as "I'm a mother/father" (or grandmother, teacher, speak Spanish, or other personal skill, accomplishment, etc.). All the participants who also fit this description now have to stand up and change seats and in the confusion of swapping seats the person in the middle should try to move to a chair in the circle. That means another person has to sit in the middle and share a new feature, etc.

Closing comments: The point of the exercise is to get to know each other better. Ask participants how they felt about the exercise. Tell them that although we are all different, we share many common features. We all belong to many different groups.

3. FIST FIGHT (8-10 MIN)

Ask participants to stand up and get into pairs facing each other. Ask one person in each pair to close his/her hand tight in a fist. Ask the other person to try to open the fist using any means they can think of. After a while ask them to change roles.

Closing comments: Ask the whole group whether anyone succeeded in opening the other persons' hand. If they did, ask them to explain how. Tell them that most of them probably have tried to use force to open the hand of the other person. This is something we sometimes do without even thinking. But did anyone try just to ask: 'Would you be so kind as to open your hand?' Many conflicts could be avoided if we simply thought about the measures we use, and how we choose to use them. Contact with each other, and with human rights should be as gentle as possible.

4. GYMNASTICS (5-10 MIN)

Ask participants to stand up and guide them through a short gym and stretching class: reach for the sky and remember all those wonderful new ideas you got today. Touch your toes and think about how you have used your experiences and knowledge today. Stretch to the left and remember what you have learned from that person today, stretch to the right – yes that person also taught you something. Roll your shoulders forwards, roll your shoulders backwards. Roll your head to the left, roll your head to the right. If culturally acceptable ask participants to give each other a shoulder massage in pairs, or in a line or a circle. You can end the session by asking all participants to stand in a circle, reach out their right hand, pat their neighbour's shoulder and say: 'well done! Thank you for nice session!'

5. DANCE YOUR TRADITIONAL DANCE (15-20 MIN)

If you have a group of people with many different ethnic origins you can ask them to show the rest of the group how they dance where they come from. They can also choose one person from another country and teach them a traditional dance, and then later present this. Alternatively, everyone could be taught the dance.

Closing comments: Observing eachothers different dance traditions reminds us of the cultural diversity of the group at the same time as it teaches us something about the participant dancing, and his or her cultural background.

6. SING YOUR NATIONAL ANTHEM (5 MIN)

You could also ask all the participants to stand up and sing the first verse of their national anthem – at the same time! If the participants are from the same country you can ask them to sing their favourite song at the same time. It might sound horrible but it has a very energising effect

Closing comments: Even though we come from many different countries we aren't that different from one another. Our music and languages might be quite different but there are many similar tones and structures.

7. UNTANGLE US! (15 MIN)

Ask someone from the group to leave the room. Ask the rest of the group to stand in a circle hand in hand. Then ask them to tangle themselves up by walking over and under each other's arms without letting go of each other's hands and making 'knots' in the circle. Ask the person who left the room to come back and try to untangle the group. Often it is very difficult but after a while you can ask the group to help the person.

Closing comments: We experience many challenges but if we help each other we can untangle most of them.

8. WE STAND TOGETHER (10 MIN)

Ask the participants to get together in pairs. Tell them to sit down on the floor back to back, hook their arms together, and then stand up leaning against each other. Some will not be able to do this.

Closing comments: Ask them what the activity meant to them, what does it symbolise? We can support each other, lean on each other, etc.

9. DEMOCRATIC WEB

Cut 5–6 pieces of twine into 4–5 metre sections and place them in a spider web shape on the floor, with all strands crossing each other in the middle. The facilitator then takes a short piece of string and ties the other strands together in the middle. He/she then ties a pen to the middle facing downwards and places a bottle underneath. The participants are asked to form a circle and each hold on to one end of a string. Select a person to guide the rest to work together to get the pen into the bottle. Repeat the exercise with different guides, with the participants holding the string between their teeth, and in their hand with their eyes closed.

Closing comments: Ask participants to reflect on the exercise. Ask them how it relates to issues as leadership, democracy, etc.

Source: Devised by Garba Diallo at Krogerup Højskole at DIHR conflict management courses.



TEACHING AIDS: POWERPOINT

Teaching Aids	Duration	No. of participants	Short Description	Preparation	Materials
PowerPoint	NA	Any	Computer animated presentations	Prepare PowerPoint slides	Electricity, computer, PowerPoint projector

ACTIVITY AIM:

Activity Type: Presentation and various

- Support educators learning points by visualising them
- Creates curiosity, interest and variation in methods by including different media
- To structure learning points

HOW

1. POWERPOINT OR NOT?

PowerPoint is increasingly used as a teaching aid all over the world. It enables the presenter to prepare their presentation in advance in great detail, and to include different media such as photos, film and sound. But they are not always the right solution.

You need electricity, and the slides can act as a barrier to direct interaction with the learners. If the slides contain too much information/ or are overused they can distract attention from the content, and the slideshow can easily set a speed that is too fast for the learners to digest the learning points. If used throughout a course, participants can get bored and feel 'force-fed'. A direct talk to learners supported by simple teaching aids such as a black- or whiteboard, or flipcharts can sometimes be much more dynamic and direct than a slideshow, which might force you to stick to one track.

Thus start by deciding whether a PowerPoint presentation is the right thing in your context. Look at the advantages and disadvantages listed below.

2. PREPARING YOUR SLIDES

First think about the learning objective for the session and the main learning points you want

to convey to the participants. A general rule is to stick to a maximum of seven learning points.

Just as you structure your session, you need to structure your PowerPoint presentation. You need a beginning: an introduction to what will happen; you need to present your learning points, and you need to tie up the ends when you finish. Structure your PowerPoint slides around your learning points. Often the process of making the slides helps you to structure the session.

When preparing your slides you should remember they are a teaching aid to accompany your presentation for the benefit of the learners, and not your full manuscript. If you need notes, then write them underneath each slide and print them out separately. Participants cannot absorb long sentences while listening to you. Be careful therefore to limit the number of slides, the information on each slide and the words on each line. Focus on key points, figures, drawings and photos to illustrate your points. And do not add 25 slides just because you would like participants to have them for reference afterwards. Such material should be given as separate hand-outs.

Work out ways to use the PowerPoint to get participants' attention by making them laugh,

be amazed, surprised or puzzled. An effective way to do this is to start with an example or mind-provoking statement that participants can react to. Or you could simply use photos throughout a presentation. Also, respect your participants by making the PowerPoint look as professional as possible by checking errors and misspellings, and ensuring the same fonts and e.g. heading font sizes are used throughout.

3. PRESENTING YOUR POWERPOINT:

As with any type of presentation, you should remember to advise participants on how you will take questions – i.e. as you speak or after each section for example.

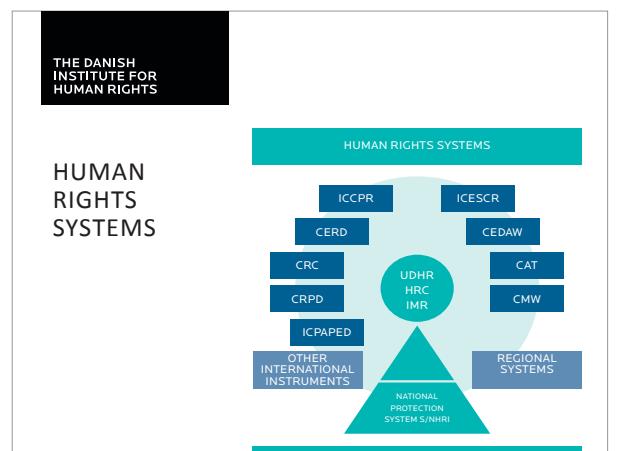
Remember to look at participants and not sit down and hide behind the computer screen. Place the computer so you can see the slides on its screen and do not have to turn away from the participants to look at the projector screen.

Switch the projector off when you are not using it to relax people's eyes and ears and allow for more free interaction. Remember to mix PowerPoint presentations with other teaching aids and methods such as flipchart/board, group work, activities that allow the participants to be creative or move around, etc.

TIP:

In countries which suffer from frequent power outages, be prepared to print out slides both for yourself and possibly also for the participants.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> Can be prepared ahead of time and reused Can assist the teacher in structuring his or her material and in assessing the time and variation in the teaching methodology needed Can hold attention by integrating different media like pictures, film, figures and sound Saves time – no writing on a blackboard or a flipchart Can be easily shared with participants in hand-outs 	<ul style="list-style-type: none"> Depends on electricity and computer access Can get monotonous if it is not combined with other methods and if all slides have the same design Can distract the learners from listening (especially if the text is long) Pictures chosen can be disturbing Can set too fast a pace, leaving the learners with no time to digest information



Example of a figure used in PowerPoint to illustrate the full human rights system

TEACHING AIDS: GRAPHIC FACILITATION

Teaching Aids	Duration	No. of participants	Short Description	Preparation	Materials
Graphic Facilitation	NA	Any	Illustrate processes	Prepare the model for graphic facilitation	Flipchart paper, paper rolls, banner paper, Large markers

ACTIVITY AIM:

Activity Type: Visualisation, group facilitation

- Through large-scale images to lead groups and individuals towards a goal
- To create an overview of complicated processes and give inspiration
- To help groups illustrate what they mean to each other and create a common commitment

HOW:

Graphic facilitation is a teaching aid that seeks to visualise various processes such as presenting programmes and agendas, brainstorming & idea mapping, developing strategies and individual plans, taking minutes from a conference or meeting, etc. It can be used to help guide and capture joint learning processes and the exchange of learning.

1. HOW TO GET STARTED?

'I cannot draw!' most of us will say, but this method does not require accurate, but just simple symbols. On the internet you can find examples of different symbolic figures e.g. match stick people, a light bulb to represent

an idea, a bag of money, bullet lists, a thunder-cloud for challenges etc. You can also find ideas for templates for process steering such as a roadmap, a waterfall, a train on the move, etc.

Start practising by adding visual effects and symbols to your flipcharts. Use both those you prepare beforehand, e.g. a course programme, and those you create on the fly e.g. in group discussions. The next step could be to prepare a template for a process as the course of a project, a strategy and action plan, or similar. When you are more experienced you might want to attempt to take minutes during a conference in real time.



A two-day course programme on human rights education illustrated by Sigrid Kristiansen, DIHR, 2011.

TEACHING AIDS: HUMAN RIGHTS FILM

Human Rights Themes	Duration	No. of participants	Short Description	Preparation	Materials
Human rights history & system	30-120 min	Any	Watch short films and discuss contents and message	Find the film location on the internet and control picture and sound quality on your equipment	Films Film viewing equipment
Discrimination					
ACTIVITY AIM:			Activity Type: Film, reflection, discussion		
<ul style="list-style-type: none"> • To initiate discussion about human rights in practice • To discuss discrimination and reveal participants' values and attitudes via their emotions 					

HOW:

EXAMPLE 1: 'HUMAN RIGHTS' (9 MIN):

This is a cartoon by a small Berlin-based agency called edeos. The film introduces human rights, its history and main instruments, mechanisms and discussions. Several languages and subtitles. Watch the film with your learners as an introduction to human rights, or as a supplement to your own introduction. Remember to allow time for a follow up discussion.

EXAMPLE 2: 'THE DOLL TEST' (12 MIN):

Inspired by an American film from the 1940s, Danish actor Hassan Preisler made this film with support from DIHR. Forty-one Danish children from a mixture of ethnic backgrounds were asked to choose between a brown and white doll. Thirty-one choose the white doll. English subtitles.

Watch the film with your learners. Afterwards discuss why the children choose the white doll; what has influenced their self-image; whether people can be prejudiced towards themselves and how we should address this situation?
<http://vimeo.com/19472742?abbul3hxYGNU>

EXAMPLE 3: DISCRIMINATION SPOTS:

Three TV spots were made on behalf of DIHR to be shown as public information films about society ('OBS' in Danish). They all target discrimination in different ways.

Divide participants into three groups and let each group watch one of the spots and analyse the film and its message and what type of discrimination it tackles. Watch all three films together as a whole class and let the groups present their analysis. Discuss what other types of discrimination exist and whether the types shown in the films are common in participants' countries or not.

• Discrimination Hurts:

<http://www.discrimination-hurts.com/ad/>

• Sometimes we will do anything to be accepted:

http://www.youtube.com/watch?v=shtoXi__D5w

TIP:

- A film can say more than words, but remember nevertheless to follow up on the topics in the film.
- Find short films on the internet, e.g. on YouTube, where DIHR also hosts a site called IMRVideo. Also look for documentaries on e.g. court trials, slavery, Dalit discrimination and other relevant topics. Some fiction films such as Lord of the Flies and Schindler's List also raise important questions regarding rights.

Source: Adapted from the activity: Film on discrimination in Rasmussen & Wybrandt (2011): Medborger Værktøjskassen: MedborgerForløb

LEARNING POINTS, ACTIONS, EVALUATION

Closing Activities	Duration	No. of participants	Short Description	Preparation	Materials
Reflection on learning	15–30 min	>30	Participants capture learning points and commit to actions	None	Flipchart paper Mega post-Its (or card) Large markers for all

ACTIVITY AIM:

Activity Type: Reflection, Visualisation

- To provide participants with room to reflect on what they have learned
- To sum up the course and celebrate the progress and unity of the group
- To make participants commit to follow up action
- To get provide the course management with information on learning outputs and areas that can be improved

HOW:

1. INTRODUCTION

Choose a form of capturing learning points and actions and fit in with the length of your session or course. Here we present a few shorter forms while the activities ‘**my backpack is filled with...**’, ‘**letter to myself**’ and ‘**written evaluation**’ are examples of longer forms, more suited to courses lasting two days or more. You can also combine these methods.

Tell participants that we have been on a long journey together where we have learned many things. Start by capturing what themes the session or course has addressed. Tell them that now it is time to take a birds-eye view and look back at our journey and on the main things we have learned. This is to help the participants to remember and share, but also the organisers to identify the most important learning points.

2. PRESENT LEARNING POINTS AND EVALUATION:

a) Flipchart and whole class (10–15 min)

Pose the questions listed below one by one to the participants and capture their points on a flipchart.

- What are the most important things you have learned during the course?
- How are you planning to follow up on the course after returning home?
- Do you have any suggestions about how to improve the course?

b) Individual mega post-it note (20-30 min)

Give each participant two large post-it notes and ask them to write the most important thing they have learned during the course on one, and on the other post-it one of the things they will do as a follow-up to the course when they return home. They should use very short descriptions only and one point per post-it. Each participant then presents and explains his or her points and sticks them on the wall, preferably grouping them thematically with the other participants’ points.

c) Group evaluation (30–45 min)

Divide participants into groups of 4–5 (e.g. the tables people sit at). Ask the groups to discuss the questions below and prepare to present to the whole group. The participants should consider how they plan sharing the questions (paper, board, flipcharts).

The groups should discuss (15 min):

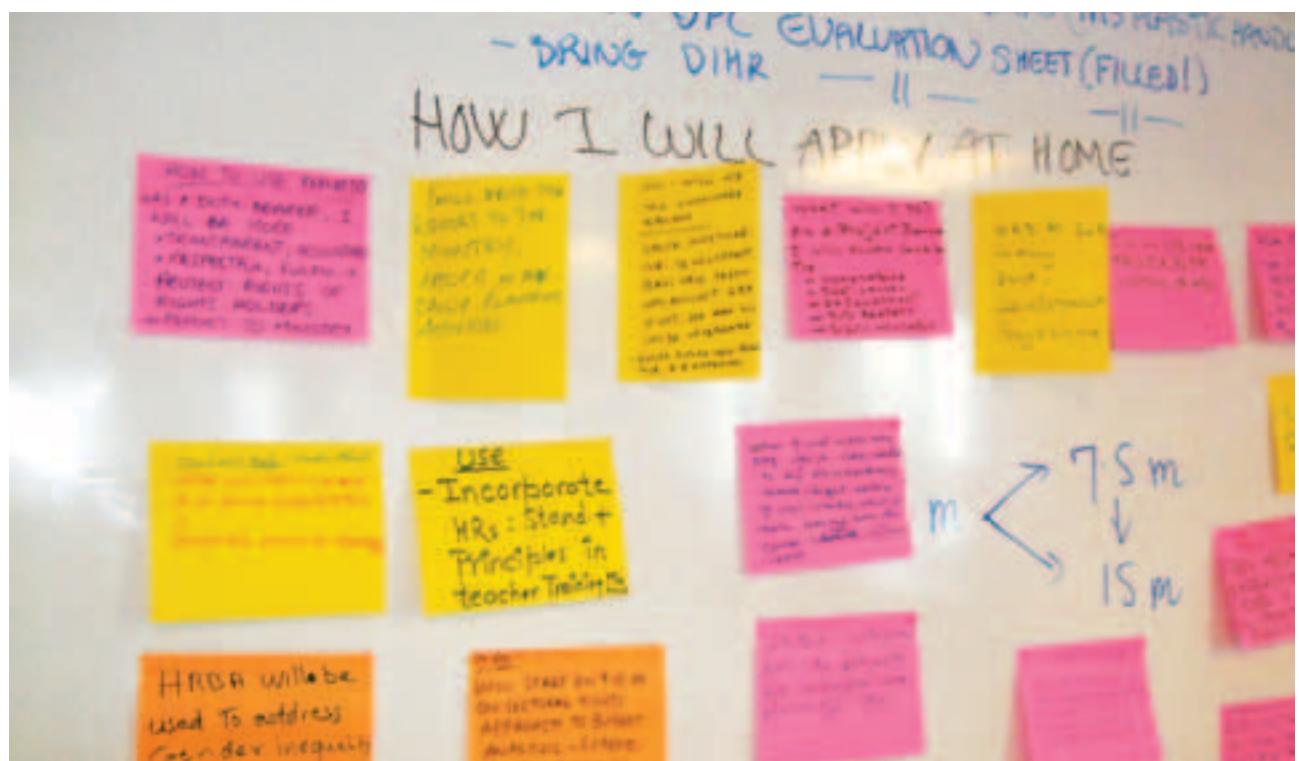
1. What are the most important things that you have learned during the course?
2. How did the different training methods contribute to your learning?
3. What concrete lessons and ideas are you bringing home?
4. How will you apply the things that you learned to your work?
5. Do you at this point have any practical suggestions on how to improve the learning process in the course?

Debrief by collecting the information from the groups in a whole class session (15-30 min).

3. SUMMING UP & REFLECTION

Listen carefully to the participants and do not interrupt or evaluate what they say. Only ask questions for clarification, and remember to thank them for each contribution, but do not start to explain and defend yourself or the course. These are the participants' opinions and they have the right to express them freely. It is the best way for you to learn something and improve your methods and planning.

End the session by telling them what you have learned from the participants on the course, e.g. new knowledge, experiences, examples, or any improvements you intend making to . Thank everyone for their active participation and contribution throughout the course, and anything else they have done well.



MY BACKPACK IS FULL OF...

Closing Activities	Duration	No. of participants	Short Description	Preparation	Materials
Reflection on learning	30-45 min	2-25	Participants illustrate what they have learned	None	A3 sized sheet of card for each participant Pens in different colours

ACTIVITY AIM:

Activity Type: Creative, Reflection

- To provide the participants with room to reflect on what they have learned
- To share and sum up lessons learnt during the course
- To experience a feeling of closure

HOW:

1. INTRODUCTION

Tell participants to draw a picture of themselves carrying a big backpack filled with everything they have learned about human rights in the session or course.

They should draw the backpack containing all the elements they would like to carry home with them and on through life.

2. DRAWING THE BACKPACK

When drawing the backpack they should consider everything they have already learned and wish to keep; things such as books, pictures, feelings, people, ideas, new ways of perceiving the world, tools and competencies they have gained throughout the course or values and attitudes/positions.

They can also draw things they wish to leave behind; things such as bad habits, old ideas, difficult moments, bad teaching environment, fatigue etc.

Provide each participant with an A3 sized sheet of card and different coloured pens and give them 20 minutes to draw the backpack and consider their choices.

3. SUMMING UP & REFLECTION

When the participants have finished drawing ask them to present their backpack to the rest of the class in turn.

Their presentations will provide you, and not least the participants, with an overview of what they have learned during the course and it will give you an overview of what you could consider including in coming courses.

LETTER TO MYSELF

Closing Activities	Duration	No. of participants	Short Description	Preparation	Materials
Reflection on learning	15 min (Follow up 2–3 months later)	<35	Participants write a letter to themselves which is then sent to them a few months later	None	A3 sized sheet of card for each participant Pens in different colours

ACTIVITY AIM:

Activity Type: Writing, Reflection

- To provide participants some room to reflect on what they have learned
- To help participants implement lessons learned

HOW:

1. INTRODUCTION:

Tell participants that they are to write a letter to themselves with all the recommendations and ideas the course has given them for their work, based on what they have learned. They should write their email address at the top of the letter. Tell them that we will send the letter to them in 1–3 months as a kind of reminder to themselves of all the ideas they had.

Encourage participants to write the letter in a personal style, 'Dear xxx', and to write in their mother tongues, as it is for their eyes only, and not for the organisers or management, or others. The letter should not exceed one page.

2. FOLLOW UP:

1–3 months after the course ends scan the letters and mail them to the participants together with a mail from you thanking them for their participation in the course and expressing hope they have had the chance to work with all the good ideas they had.

You can also take the opportunity to include an impact evaluation form in the letter to find out how participants have used what they have learned in practice.

This format can include questions regarding the use of the tools and knowledge acquired during the course and will give the participants the chance to reflect upon how they have put this into practice.

CHANGE BACK AGAIN

Closing Activities	Duration	No. of participants	Short Description	Preparation	Materials
Reflection on learning	15 min	<35	In pairs participants note changes in appearance	None	Paper and pen for all

ACTIVITY AIM:

Activity Type: Movement, Reflection

- To provide the participants with room to reflect on what they have learned
- To emphasise how they need to avoid falling into old patterns and methods

HOW:

1. INTRODUCTION TO PARTICIPANTS

Tell the participants to get into pairs and then stand face to face. They now have 3–5 minutes to memorise what the other person appearance. As they do so you can mention that the course is coming to an end, and we will all soon say goodbye, so this will be their last chance to see each other and remember all the things they have done together during the course.

The participants are then asked to turn their backs to each other and change five things about their appearance; e.g. switching their watch from one wrist to the other, loosening their tie, taking off glasses or jewellery, rolling up sleeves etc. The participants should use their imaginations.

After 3–5 minutes the participants are asked to turn face to face again and identify how the other person's appearance has been altered.

2. FOLLOW UP & REFLECTION:

As soon as participants have identified each other's changes they will automatically begin to rearrange their clothes, watches etc. back to the way they were before.

Make participants aware that they are all quickly changing back. Ask questions such as: 'what is happening now? You are rolling down your sleeves, why is that? You are all changing back to the way you were before, why?' Give the participants a chance to answer, and follow up by saying that this is what we do naturally – we fall back into our old habits. The same goes for what we learn – we easily fall back into old patterns and behaviours. Explain that they will have to work hard to remember and implement the new knowledge and methods they have learned in their daily routines.

WRITTEN EVALUATION

Closing Activities	Duration	No. of participants	Short Description	Preparation	Materials
Reflection on learning	10-20 min	10-40	The participants evaluate the course	Modify the participant evaluation format & print it out for participants	Participant Evaluation Format

ACTIVITY AIM:

Activity Type: Reflection

- To give participants room to reflect on what they have learned
- To get input for the course management on learning output and areas that can be improved

HOW:

1. INTRODUCTION:

Tell participants that we have completed a long journey together where we have learned many things. Start by capturing what themes the session or course has addressed. Say, that now it is time to look back at our journey and on the main things we have learned. Tell them that the course management are always trying to design better courses, and that they need their input and suggestions to do so. Explain that this is why we have prepared a written evaluation sheet that we will ask you to fill in. Please give us as many suggestions as possible. The information is anonymous so please don't write your name on it, but just collect them in a pile, when finished.

Inform participants how the evaluation sheets will be used, e.g. only internally, for a report, for external report to donor, etc.

2. FILL IN THE EVALUATION SHEETS:

Hand out the evaluation sheets (find inspiration in the copy sheet on the next page) and allow participants sufficient time to fill them in. Make sure that you are available to go around and help answer participants' questions: they might not remember all sessions or not understand the questions.

3. SUMMING UP & REFLECTION

It is good to combine the written evaluation with an oral one, to ensure that the participants and you as organisers get a feeling of closure. That will also allow for more spontaneous replies and allows you to address topics you did not capture in the evaluation sheet. You can combine this with one or more of the activities listed above under 'closings'.

TIP:

- Limit the number of questions in the questionnaire. It is cumbersome and time consuming to fill in a questionnaire, so don't ask questions just for the sake of it', but stick to the most relevant only. After all you will also need sufficient time to analyse the collected data afterwards.
- Combine the written evaluation with other forms of evaluation, e.g. an oral evaluation, and the observations you have made during the programme. Stick around after the programme is finished; some participants will prefer to share their views with you directly in a more informal way.

PARTICIPANT EVALUATION

1 TO WHAT DEGREE DID THE EDUCATIONAL SESSIONS ANSWER TO YOUR WISHES AND NEEDS?

	To a high degree	To some degree	Not at all
1. [Insert Title of session 1 – e.g. ‘Intro to the HR system’]			
2. [Insert title of session 2...]			
3. [Insert title of session 3...]			
4. [Insert title of session 4...]			
5. [Insert title of session 5...]			
6. [Insert title of session 6...]			
7. [Insert title of session 7...]			
8. [Insert title of session 8...]			
9. [Insert title of session 9...]			
10. [Insert title of session 10...]			
[etc.]			

2. WHAT ARE THE MOST IMPORTANT THINGS THAT YOU HAVE LEARNED DURING THE COURSE?

3. WHAT PARTS OF THE COURSE WERE LESS INTERESTING TO YOU?

4. TO WHAT DEGREE DID THE EDUCATORS CREATE A GOOD LEARNING PROCESS?

	To a high degree	To some degree	Not at all
[Insert name of educator 1]			
[Insert name of educator 2]			
[Insert name of educator 3]			

5. ANY OTHER OVERALL COMMENTS ABOUT THE EDUCATORS?

6. TO WHAT DEGREE DO YOU AGREE WITH THE FOLLOWING STATEMENTS?

	To a high degree	To some degree	Not at all
Insert other statements or modify the following according to you needs:			
The course accommodated my learning needs			
I can apply the things I have learned to my work			
The learning methodologies support my learning process			
The length of the course was satisfactory			
The length of the course days were satisfactory			
The venue facilities were good			
The translation worked well			
The number of participants was adequate			
The accommodation was good			
The catering was good			

7. ANY OTHER OVERALL COMMENTS AND SUGGESTIONS ABOUT THE COURSE

5. ANNEXES

ANNEX 1: PREPARATION CHECKLIST FOR EDUCATION PROGRAMMES

This checklist can serve as a guide for longer programmes, i.e. those lasting 2–3 weeks. It makes allowances for dealing with participants from many different countries, many of whom will have to apply for visas, which is a lengthy process, and it factors in the use of presenters and institutional visits. Adapt the list to your own requirements and need.

DEADLINE IN RELATION TO P= PRG. START	TASK	PERSON RESPONSIBLE	DONE/ COMMENTS
	<p>Conduct a context and stakeholder analysis Define overall aim and learning objectives</p>		
	Decide programme length and dates		
	Make a programme brochure/description		
	Book venue <ul style="list-style-type: none"> Size of venue, number of rooms, seating arrangements, facilities for special needs, teaching aids & equipment, stationary, name tags, meals, flowers, breaks, etc. 		
P - 4 months and 1 week	Select participants <ul style="list-style-type: none"> Use e.g. the participant selection form in annex 2 		
P - 4 months	Create a list of participants <ul style="list-style-type: none"> Including background, learning needs, interests 		
P - 4 months	<ul style="list-style-type: none"> Adapt learning objectives Draft an outline of a programme <ul style="list-style-type: none"> Use e.g. the programme format in annexes 4–5 		
P - 4 months	Send acceptance letter to participants <ul style="list-style-type: none"> including information on visa procedure and flight preferences 		
P - 4 months (minimum)	Make the visa applications		
P - 3 months	Reserve flight tickets		
P - 3 months	Book hotel <ul style="list-style-type: none"> Any special needs among participants? 		
P - 3 months	Select your team <ul style="list-style-type: none"> Make appointments with presenters and institutions for visits Go into dialogue about programme content and learning methods Share programme description and participants' backgrounds and learning needs 		
P - 3 months	Adapt the programme <ul style="list-style-type: none"> Revise up to programme start 		
P - 3 weeks	Arrange airport pickup <ul style="list-style-type: none"> Any special needs among participants? 		
	Arrange transport to venue & visits <ul style="list-style-type: none"> Allow for sufficient time Any special needs among participants? 		
P - 2 weeks	Confirm with presenters and institutions to visit <ul style="list-style-type: none"> Send revised programme & list of participants 		

DEADLINE IN RELATION TO P= PRG. START	TASK	PERSON RESPONSIBLE	DONE/ COMMENTS
P - 2 weeks	Prepare education material <ul style="list-style-type: none"> • Create programme website • Create binder with material 		
P - 2 weeks	Send welcome letter to participants <ul style="list-style-type: none"> • Pickup, hotel, per diem, weather, etc. • Revised programme and list of participants • The need to bring, prepare or read something? • Compulsory attendance? 		
P – 1–2 weeks	Practicalities <ul style="list-style-type: none"> • Arrange for per diem • Check course computers • Arrange meals, coffee breaks, flowers, teaching aids, etc. if not included in the venue • Check that participants' computers work 		
P – 1–2 weeks	Prepare sessions <ul style="list-style-type: none"> • Use e.g. the Session Format in annex 6 • PowerPoint, notes, hand-outs, activities 		
P - 1 day	Prepare the venue <ul style="list-style-type: none"> • Ensure the room is tidy • Ensure table arrangements are as wished • Place binders, stationary, name tags on tables • Check teaching aids • Place a sign with the programme title on the door 		
P	The First Day <ul style="list-style-type: none"> • Come early and check the venue, etc. • Greet participants as they arrive • Hand out material and name tags • Inform on practical matters • Introduce objectives, programme material • Conduct opening activities 		
During Course	Prepare evaluation sheets <ul style="list-style-type: none"> • Use e.g. the evaluation sheet format p. 9114. 		
During Course	Prepare diplomas		

ANNEX 2: PARTICIPANT APPLICATION FORM

DIHR COURSE APPLICATION FORM

Submission Deadline: XX.XX.XX

Incl. endorsement from DIHR staff

'PROGRAMME TITLE'

Date xx-xx-xxxx

The information provided in this form is used by DIHR course management to select course participants and prepare the course and presenters in order to ensure adherence to participants' interests and backgrounds.

Please fill in the form completely, either electronically or scan and send to xxx@email.com or fax: +xx xxxxxx. In case of further questions contact: Course Assistant xxx.xxxxx: xxx@email.com
Please note that the application must include an endorsement from a member of DIHR staff

Please insert
photo here

PARTICIPANT INFORMATION (PLEASE TYPE IN CAPITAL LETTERS)

1. Family name/surname(s): _____

First name(s): _____

2. Official working address/employer: _____

Work Phone: _____ Work Fax: _____

Work E-mail: _____

Organisation: _____

Title or position: _____

3. Country of Birth: _____ Nationality: _____

Date of birth (day/month/year): _____

4. Sex: Male: Female:

5. Whom to notify in case of emergency (Name, address): _____

Phone: _____ Fax: _____

E-mail: _____

6. Special Needs:

DIHR is committed to meeting the special needs of everyone wishing to participate on the course. Please indicate if you have any special dietary or religious needs, if you are disabled or have a condition or special needs that we should take into account in the planning of the education programme:

7. Mother tongue: _____

8. PROFICIENCY IN ENGLISH: Fluently: Well: With difficulty:

Speaking English

Reading English

Writing English

9. EDUCATIONAL RECORD. List schools, colleges and universities attended. List most recent first.

Name of institution	Study Period from	to	Degree	Specialisation

10. EMPLOYMENT RECORD. It is important that we receive complete information of duties and responsibilities. List current employment first.

Employment period

from	to	Employer	Title and responsibilities

11. LEVEL OF EXPERIENCE. Describe your experience with human rights and project programming. Please include titles of human rights and/or project programming courses you have participated in.

12. COURSE EXPECTATIONS. What knowledge, skills and values do you expect to acquire in the course?

13. KNOWLEDGE SHARING. How do you plan to spread the new knowledge and methods learned on the course to the benefit of your institution/organisation?

Please read and confirm the following with your signature and the date:

I declare that statements by me in this application are true and complete. In relation to the course I undertake to:

- Devote my full time to the course
- Return to my home country at the end of my stay in Denmark
- Accept to be sent home in the event of a serious incident, which makes me unfit to satisfactorily complete the course
- Engage myself in disseminating the new knowledge and methods learned on the course to the benefit of my institution/organisation



Place and date

Signature of applicant

(You may type your name if you don't have a digital signature)

NB! Please note page 4 is to be filled out by applicant's organisation and by the Danish Institute for Human Rights

INSTITUTIONAL/ORGANISATIONAL SUPPORT TO BE FILLED IN BY THE APPLICANT'S SUPERIOR:

1. Family name(s)/surname: _____

First name(s): _____

2. Position: _____ 3. Name of institution _____

Specify what expectations or demands this applicant will be subject to in his/her job upon return to home country:

Place and date

Signature of superior

ENDORSEMENT OF THE APPLICATION
(TO BE FILLED IN BY DIHR PROJECT MANAGER OR DEPT. DIRECTOR):

FUNDING OF THIS APPLICANT (indicate with X):

Course funded: Project funded: Partly project funded:

How can the participation of this applicant contribute to the DIHR project cooperation?

Please read and confirm the following with your signature and the date:

- In cooperation with the course management, I will engage in the follow up of the applicants' future implementation of the course lessons and methods learned in the DIHR project cooperation and in the applicants' institution/organisation.

Date

Signature of DIHR project manager/department director

ANNEX 3: BACKGROUND ANALYSIS FORMAT

STEP 1: CONTEXT AND STAKEHOLDER ANALYSIS

Driving forces behind the programme and overall process it is part of

Stakeholders and their interests

STEP 2: PRACTICAL FRAMEWORK

Length, dates, number of participants, venue, etc.

STEP 3: KNOW YOUR PARTICIPANTS

Nationality, ethnicity, religion, gender, language, age, education, job function, sector, experience, etc.

Background, qualifications, experiences, knowledge and interests – what do they already know?

Expected learning resistance

STEP 4: DEFINE LEARNING OBJECTIVES

Learning needs

Overall learning objectives – targeting human rights principles and standards

Human rights knowledge, skills and values the participants will master

New practices the participants will be able to undertake

STEP 5: DECIDE ON CONTENTS

Themes, issues and activities to be included in the programme

Main learning points

INTRODUCTION TO HUMAN RIGHTS-BASED APPROACH TO DEVELOPMENT PROGRAMMING The Danish Institute for Human Rights and KEPA Service Centre for Development Cooperation	
WEDNESDAY, 30.11.11	THURSDAY, 01.12.11
HUMAN RIGHTS-BASED APPROACH TO DEVELOPMENT	HUMAN RIGHTS-BASED PROGRAMMING
08.30–09.00: Participant Registration, Coffee & Tea	08.30–09.00: Coffee & Tea
09.00–09.45: Introduction to the Course Opening remarks, host and specialist Presentation of participants & specialist Needs assessment & introduction to the programme Ground rules Ms. Maria Løkke Rasmussen, Education Specialist, The Danish Institute for Human Rights (DIHR)	09.00–10.00: Human Rights-Based Programming Steps 1. Context analysis; 2. Programme design 3. Implementation, monitoring & evaluation 4. Presentation and discussion
09.45–10.30: What are Human Rights? Presentation and discussion	10.00–10.45: Draw your ideal HRBA Development Worker Human rights activity
10.30–10.45: Human Rights Film	10.45–11.00: Coffee Break
10.45–11.00: Coffee Break	11.00–12.00: Applying HRBA Programming Steps Group exercise The specialist is available for consultation
11.00–12.00: The Human Rights System – Instruments & Mechanisms Presentation and discussion	12.00–13.00: Lunch
12.00–13.00: Lunch	12.00–13.00: Lunch
13.00–13.30: The Human Rights Timeline Human rights activity	13.00–14.00: Group Exercise continued
13.30–14.30: The Human Rights-Based Approach & Principles Presentation and discussion	14.00–15.30: Group Presentations
14.30–15.30: Experiences with a Human Rights-Based Approach Presentation and discussion	15.30–15.45 Coffee Break
15.30–15.45: Coffee Break	15.45–16.30: Evaluation and Way Forward
15.45–16.30: Applying a HRBA to Your Own Organisation Group exercise	16.30: End of Day
16.30: End of Day	

ANNEX 5: SESSION PLAN FORMAT

The detailed programme plan is a planning and reference tool for internal use for the course management including the course managers, different facilitators, presenters and course assistants. The example given here covers

a two-hour workshop as part of a three-day seminar. You can make the notes even more detailed, e.g. if you do not have support in the form of PowerPoint slides. If you are more than one presenter, you can indicate who is responsible for what.

PRESENTATION ON THE CIVIC EDUCATION TOOLBOX The Organisation for Danish Museums International Communications Seminar		
Time	Process and contents	Form/materials
16.00-16.10	WHO ARE WE? Point of departure in the Civic Education toolbox and experiences from primary schools, not museums. - Introduction to the mandate and work of DIHR and our partner	PowerPoint
16.10-16.20	WHY WORKING WITH CIVIC EDUCATION? - Why is civic education relevant in primary schools? - Motivation and background for the toolbox development project - Everyone is special; inclusion, interests, needs, resources, identity - Why is civic education important to museums?	PowerPoint Points on flipchart
16.20-16.30	WHAT IS CIVIC EDUCATION? - What do you think characterises civic education? - Definition & civic education sub-themes: rights & responsibilities; Democracy & participation - Learning dimensions: knowledge, attitudes, skills => action - HRBA principles: participation & empowerment, accountability & Rule of Law, non-discrimination, equality & vulnerable groups	Points on Flipchart PowerPoint
16.30-16.50	INTRODUCTION TO THE CIVIC EDUCATION TOOLBOX - Form, development meetings with pilot schools, and pilot tests - Three tools: CE Learning Environment, CE Learning Programmes, CE Learning Wheel - Experiences from pilot schools	PowerPoint Tools handed out on tables

16.50-17.00	BREAK	
17.00-17.30	CIVIC EDUCATION ACTIVITY: VOTING WITH MY FEET - Instruction as in activity description - Reflection and feedback from the activity	Opinion signs, move to corners
17.30-17.45	REFLECTION ON LEARNING ENVIRONMENT - Follow instructions in post 3 in the CE Learning Environment tool - When have citizens created something or acted on their own initiative at the museums? How can you give them more opportunities? Channels of influence? - (e.g.. Barcelona Museum of Modern Art, Denmark's History)	Group discussions Joint Feedback points on flip over
17.45-18.00	WHAT CAN YOU TAKE WITH YOU? - What could civic education programmes look like at the museums? - Joint feedback in whole class setting	Joint Feedback points on flip over

6. REFERENCES AND FURTHER READING

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