

Arab Institute for Human Rights  
Documentation, Information and Training Centre for Human Rights of Morocco  
With the support of the Office of the UN High Commissioner for Human Rights

## **WORKSHOP ON HRE ISSUES IN HUMAN RIGHTS NGOS**

MARRAKECH: 1-4/06/2002

### **Final Document**

#### **Good practices in human rights education and training: guidelines, indicators and evaluation**

##### 1. Introduction

The Arab Institute for Human Rights with the help of the Documentation, Information and Training Centre for Human Rights of Morocco and the support of the Office of the United Nations High Commissioner for Human Rights organized the "Workshop on human rights education and training issues among NGOs working in the field of human rights" in Marrakech on 1-4 June 2002. The Workshop was opened by Mr. Mohamed Auajjar, Minister of Human Rights of Morocco. A message from Mrs. Mary Robinson, High Commissioner for Human Rights, was delivered.

The workshop's goals were:

- \* To reflect on and share specific experiences in human rights education and training;
- \* To identify models of "good practice" in those areas, with particular reference to guidelines, indicators and evaluation strategies;
- \* To further the concept of "good practice".

This workshop built upon the previous workshop "Training issues within human rights NGOs" (Cairo, Egypt) organized by the Arab Institute for Human Rights in April 2001. That Workshop explored the variety of HRE experiences in the Arab World and discussed obstacles to that work. Among the recommendations were the need to establishing clear training policies, to develop effective materials and training of trainers initiatives, as well as to further evaluation strategies and effective networking among all NGOs doing HRE in the region.

The following reflections are not exhaustive but they reflect only the experiences presented by participants from different countries and continents (Africa, Asia, Latin America, North America, Europe, Middle East and North Africa) and the conclusions made during the workshop to stimulate deeper analysis.

##### 2. Definition of HRE

As embodied in the Universal Declaration of Human Rights and the main international human rights

treaties, human rights education can be defined as:

Training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

- a. The strengthening of respect for human rights and fundamental freedoms;
- b. The full development of the human personality and the sense of its dignity;
- c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- d. The enabling of all persons to participate effectively in a free society;
- e. The furtherance of the activities of the United Nations for the maintenance of peace. (Decade's Plan of Action, para 2 bold added).

Also, when proclaiming the Decade for HRE, 1995-2004 (Resolution 49/184, 1994), the General Assembly stated:

Human rights education should involve more than the provision of information and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.

HRE contributes to a concept of development consistent with the dignity of women and men of all ages that takes into account the diverse segments of society.

The main underlining concepts of this definition are:

- \* HRE as a life-long learning process
- \* HRE as a comprehensive process - for all and involving all
- \* HRE as an empowering process.
- \* HRE as a tool of a social justice including marginalized categories.

3. Current challenges to human rights and human rights education / possible human rights education responses

Challenges

Although HRs are protected by international, regional and national instruments, lack of implementation and human rights violations create a major contradiction between human rights theory and practice.

Exacerbating this chronic contradiction are recent discriminatory laws and policies brought about in reaction to the events of 11 September 2001 and justified in the name of a "war against terrorism". These reactions, which threaten human rights, confuse the right of peoples to self-determination,

which is guaranteed in international instruments, and terrorism. They also marginalize some countries and cultures, undermine the concept of international solidarity and facilitate the development of dangerous ideologies such as a "war of religion" and "war among civilizations".

These events and other issues challenge human rights education, for example:

- \* Globalization (aking in its negative sense) and resulting marginalization, poverty, exploitation;
- \* Violations of civil, cultural, economic, political, social rights and the right to development;
- \* Violations of peoples' rights, such as denial of the right to self-determination and equality among people;
- \* Conflicts, causing waves of refugees and internally displaced persons;
- \* Political apathy, extremism and xenophobia;
- \* Authoritarian regimes, lack of democracy and marginalization of civil society;
- \* Resistance to the concept of human rights universality;
- \* Unequal access to new technologies.
- \* Colonization and its effects on Human rights implementation.
- \* Use of double standards when speaking about HR.

HRE is necessarily influenced by cultural and political contexts. However, it must also be able to influence this context, impacting values and changing behaviours: a double challenge.

Possible HRE responses

- \* HRE should not avoid challenges to human rights (e.g., globalization, HIV/AIDS, violence and extremism, poverty) but should address them directly from a human rights perspective.
- \* HRE must develop methodologies for impacting values and behaviours to meet these challenges in ways that respect the human rights of all.
- \* HRE needs to reach out and relate to all segments of society, including marginalized groups.
- \* HRE is a tool to combat racism and discrimination and specially discrimination against women.
- \* HRE should start with people's own experiences, adopting different approaches for different contexts.
- \* HRE should be empowering, including imparting the skills to claim rights and resolve conflicts, using methods consistent with human rights principles.
- \* HRE should address despair and alienation and empower people for participation.
- \* HRE must include democracy education and encourage prompt action to defend human rights using methods that reflect human rights principles.
- \* HRE should address the gap between human rights principles and people's lived realities.
- \* HRE should enable people to take control of their lives.
- \* HRE should encourage active civic participation and challenge citizen apathy.
- \* HRE should emphasize universal human rights values, which are affirmed in all cultures.
- \* HRE should include strategies and structures at all levels for the redress of human rights abuses.
- \* HRE must be able to change individual, community and societal reality.

#### 4. National planning

These challenges underscore the importance of the development of national strategies for human rights education.

National strategies/plans for human rights education should be:

- \* comprehensive (in terms of outreach children, youth as well as adults),
- \* participatory (in terms of involvement of all relevant actors ministries, national institutions, non-governmental organizations; human rights centres, etc.) and
- \* effective (in terms of educational methodologies).

Priority should be given to sustainable approaches (i.e. training of trainers, integration of human rights into all relevant training and educational curricula, organization of networks, etc.). Also, the strategies/plans should be developed implemented and evaluated through partnerships and coalitions within and among governmental and non-governmental actors.

Guidelines for national planning in human rights education have been developed by human rights education practitioners and experts gathered at the United Nations in 1997 (UN Doc A/52/469/Add.1 and Corr.1). The guidelines propose:

- \* general principles to govern the plan (such as that HRE should promote the interdependence, indivisibility and universality of human rights; its importance for democracy, sustainable development, the rule of law, the environment and peace; and its role in encouraging analysis of chronic and merging human rights problems, which would lead to solutions consistent with human rights standards), as well as
- \* organizational and operational principles (e.g., pluralistic representation of society, transparency of operation, public accountability and democratic participation) and
- \* principles for educational activities (e.g., respect for and appreciation of diversity of opinions, and participatory teaching and learning).

The Guidelines also propose a series of concrete steps to develop and implement the plans, as well as a series of indicators for evaluating them, such as statistical and qualitative data collections.

#### 5. Target sectors

### HRE IN THE FORMAL SCHOOL EDUCATION SYSTEM

#### Guidelines

- \* HRE is an integral component of the right to education.
- \* HRE should be based on democratic principles.
- \* HRE should be fully integrated into the framework and standards of the formal education system.
- \* HRE is much more effective when fully integrated into the curriculum rather than isolated as occasional lessons or separate subject matter.
- \* An all-school approach involving the whole school community (e.g., school administrators, staff, parents, etc.) is the most effective learning environment for HRE.
- \* The formal education sector should encourage inclusion of family, community institutions and civil society in HRE.
- \* The school community should reflect the HRs principles taught in the curriculum.
- \* Ministries of education officers, school officials, administrators and staff should receive HRE.
- \* Extracurricular activities offer important opportunities for HRE.
- \* Whenever possible, young people should be included in making policy decisions that directly affect them.
- \* The human rights framework should form the common basis for all "specialized" educations, i.e., peace education, development education, citizenship education, tolerance education, anti-racism education.
- \* HRE should encourage critical thinking.
- \* HRE is a significant tool to combat racism and discrimination.
- \* Teacher training should include human rights content and participatory methodology and should be supported by effective teaching materials. It should draw upon the resources of NGOs, IGOs, research and training centres and academic institutions.

#### Indicators

- \* Development of National Plan of Action for the Decade for HRE.
- \* Adoption of HRE into national curriculum standards at all levels.
- \* Establishment of a permanent position for HRE in the Ministry of Education.
- \* Human rights training requirement for professional certification or advancement.
- \* Inclusion of HRE in educational conferences, workshops and publications.
- \* Improved quantity and quality of HRE textbooks and materials.
- \* Building the curriculum on the HRE bases.
- \* Setting up a student committee to receive complains.
- \* Including youth in the decision making.

#### Evaluation

- \* Pre- and post- test results of student's attitudes and behaviours.
- \* Evaluation based on cross-reference of evaluation among student, teachers and trainers.
- \* Assessment of the youth participation.

## TRAINING OF LAW ENFORCEMENT OFFICIALS

### Guidelines

- \* Teach participants not only to respect the human rights of others, but also to recognize their own human rights.
- \* Seek training partnerships, especially those that include participation of several sectors (e.g., NGOs, academics, governmental officials).
- \* Include a professional-to-professional approach.
- \* Stress the potential contribution of the profession to human rights.
- \* Create a spirit of collaboration and partnership, not confrontation and blaming.
- \* Draw upon the participants' professional experience.
- \* HRE should be a component for pre-service and in-service training and be systematic and on-going throughout the career path (e.g., ratification of international documents may cause reinterpretation of existing laws).
- \* Stress how practising human rights can improve professional performance.
- \* Seek the twinning of professionals in the same field from different countries and regions.
- \* Introduce case studies and scenarios relevant to professional experience before introducing legal or theoretical frameworks.
- \* To overcome resistance to training, create informal environments (e.g., civilian dress; residential settings).
- \* To overcome participant identification with professional identity, use techniques that personalize subject matter (e.g., role-playing).
- \* Emphasize the personal and psycho-social dimension of training as well as the content.
- \* Provide relevant, accessible and user-friendly materials (e.g. pocket guides for the police).

### Indicators

- \* Institutionalization of HRE in professional training.
- \* Human rights training requirement for professional certification or advancement.
- \* Change of laws and policies in relevant areas.
- \* Requests for further trainings.
- \* Increased use of human rights language in professional work.
- \* Appearance of Hrs articles in professionals publications and journals.
- \* Networking among professionals trained in HR.
- \* Decline of violations by professionals, including decline of complaints against officials.

### Evaluation

- \* Include human rights in professional evaluations.
- \* Do follow-up evaluation with participants at designated intervals.
- \* Plan for and collect evaluation data throughout the course of any project.

## TRAINING OF NGOs

### Guidelines

- \* Set training objectives cooperatively with those being trained.
- \* Objectives should be measurable and feasible.
- \* Analyze the political, social and cultural context of the participant NGO(s).
- \* Analyze the internal structures and functions of the NGO(s), including capacities and weaknesses.
- \* Know who training participants are and identify their specific needs.
- \* Include advocacy techniques (e.g., awareness campaigns; strategies to develop or change local and national legislation)
- \* Include how to use of regional and international mechanisms to affect change.
- \* Include techniques for raising public awareness at all levels.
- \* Adapt methodology to the objectives and the NGO(s) being trained.
- \* Draw on participants' professional and personal experience.
- \* Use new information and communications technologies when possible.
- \* Use a variety of materials (e.g. images, theater, cartoons, etc.) and methodologies.
- \* Maintain a balance between theory and practice, knowledge and skills.
- \* Be sure that participants can apply learning to daily life (e.g., advocacy, preparation of reports, campaigns, trainings).
- \* Improve institutional capacities through individual capacities.
- \* Training of individuals in NGOs should be directly linked with actual work that they undertake.

### Indicators

- \* Qualitative improvement in the NGO work.
- \* Requests for advanced trainings.
- \* Relation with participants and their organisation(s) are regularly maintained (e.g. database, listserv).
- \* Database of training materials is established and maintained.
- \* Participants become effective trainers.
- \* Participants are successfully in fund-raising.
- \* Participants are actively engaged in the training sessions.
- \* Dissemination, adaptation and development of materials.
- \* Creation of networks with other NGOs at all levels.
- \* Impact of the campaigns on Media.
- \* Relief of violated persons.
- \* Viewing the states obligations upon HRs Implementation.

## Evaluation

- \* Self-evaluation by the participant.
- \* On-site evaluation.
- \* Written and practical strategies to evaluate knowledge and skills.
- \* Effective follow-up mechanisms (e.g. meetings, exchanges, publications, internet).
- \* Comparison of NGO activity reports.

## PUBLIC AWARENESS CAMPAIGNS

### Guidelines

- \* Set specific clear, achievable objectives.
- \* Match campaign style to the target group, making sure that actions are compatible with the audience.
- \* Keep organization clear and simple.
- \* Establish credibility by using accurate facts and evidence.
- \* Use stories that attract interest and inspire action.
- \* Use slogans and symbols that attract attention and can be remembered; use simple, concrete language.
- \* Use media strategically and understand how they work.
- \* Use competitions (e.g., drama and art).
- \* Use posters with easy-to-understand images.
- \* When possible, make a survey of public awareness and attitudes. Use the result as a tool for advocacy (e.g., to show the need for HRE).
- \* Provide attractive, accessible forms of HR documents such as UDHR to make international standards available in daily life (e.g. UDHR passports).
- \* Provide easy public access to information and materials (e.g., web sites, resource centres).
- \* Build human rights communities, bringing together many civic stakeholders (e.g., government, religious institutions, school system, business).
- \* Seek innovative methods / techniques to create surprise and attract attention (e.g., dance, theatre, songs, poetry, art, competitions).
- \* Select spaces appropriate to target groups (e.g. schools, open spaces, mobile spaces such as caravans).
- \* Analyse national laws so as to be able to use them effectively when planning a campaign and to promote gaps between national and international laws if appropriate.
- \* Promote the adaptation of national laws to international standards.
- \* Be aware that in some cases people taking part in the campaign may be in danger of reprisals. They must be able to consciously decide whether to take a risk.
- \* In the planning phase, carry out research to identify any adverse economic impact on people who may be directly affected and prepare alternatives so as not to alienate them (e.g., Parents who may



suffer loss of income if their children attend school).

- \* Strengthen solidarity between appropriate NGOs to consolidate campaign actions.
- \* Ensure actions and behaviors of individuals in the NGO are consistent with the principles of human rights through careful preparation and instructions.
- \* Maintain control throughout the campaign and have a contingency plan to avoid the campaign being used against the NGO(s).
- \* Use international human rights days (e.g. 10 December, 8 March) to launch a longer term campaign.
- \* Use possible repressive responses to the campaign to draw attention to the issue and provide material for further campaigning.
- \* In the planning phase, analyse any effects of the status of the NGO (any allegiances with government or other organisations) on the outcome of the campaign.

#### Indicators

- \* The campaign has an identified time frame that is selected for maximum impact.
- \* Long term campaigns have clearly defined short term projects within the span of the campaign.
- \* Campaign materials are relevant and effective and resources are not wasted in developing materials that are not fully utilised.
- \* The campaign has an element of surprise and has the potential to create a new 'language' for the general public or target group.
- \* The campaign clearly states the outcome that is desired and the action that the target group is asked to take.
- \* The strategy anticipates and has the flexibility to deal with adverse effects.

#### Evaluation

- \* Long term evaluation is difficult because of the sometime broad nature of the focus of a campaign.
- \* Quantitative evaluation can measure the size of response and potential interest.
- \* Response to the campaign can give clues for future actions.
- \* The actions taken by government or other target groups within a set period of time can provide important information.
- \* Surveys of target groups following a campaign.

#### 5. Selected issues

#### TRAINING OF TRAINERS

#### Guidelines

- \* TOT requires a long term commitment from both the institutions and individuals conducting the training and those trained.
- \* Provide every participant with practical materials for immediate use.
- \* Diversity of participants enriches the programme.
- \* Emphasize building friendship, trust and commitment among participants.
- \* Establish a climate of respect and equality between trainers and trainees.
- \* Trainees should be selected on the basis of interpersonal skills, cultural sensitivity and commitment to human rights values.
- \* The better the information about the participants, the better the planning for their needs and the better the results.
- \* Planning must anticipate emotional responses to HRs learning.
- \* Becoming a trainer is a life-long process: one session is not enough.
- \* Seek a gender balance among participants.
- \* Skills must include conflict resolution.
- \* Include a professional psychologist on the training team when possible.
- \* Don't suppress participants' emotional responses but deal with them directly.
- \* Acknowledge that challenging assumptions can create emotional responses. Emphasize that doubt and confusion can indicate learning.
- \* Trainers should avoid argumentation with participants and show respect to all opinions.
- \* Train young people to deliver peer education (e.g., university/law students teaching high school students).
- \* Provide regular, on-going training and evaluation.
- \* Maintain networks of participants. Keep them informed of each other's HRE work.
- \* Include development of individual action plans as part of training to ensure application of learning.
- \* Improve institutional capacities through individual capacities.
- \* Create networks of trainers.
- \* Include skills in adapting materials and methods to different situations and needs.
- \* Training methodologies should model those to be used by trainees.
- \* Trainers need to learn to develop own materials and activities to specifically meet the needs of their participants.

#### Indicators

- \* Participants make a plan of action and implement it effectively following the training.
- \* Use of former trainees in future trainings.
- \* Training impacts the organization of the trainee.
- \* Requests for additional and more specialized trainings.

#### Evaluation

- \* Develop culturally appropriate evaluation tools (oral and written).
- \* Evaluate the training process as well as its outcomes.

## TRAINING ON WOMEN'S HUMAN RIGHTS

### Guidelines

- \* Stress universality of women's human rights.
- \* Emphasize CEDAW as a standard for measuring Government commitments.
- \* Trainings should not be limited to CEDAW but should cover all human rights conventions.
- \* Teach research approaches to establish data for advocacy.
- \* Approach women's human rights as an issue of non-discrimination, as well as of the law.
- \* Training conducted as part of long-term strategic plans will have far greater impact.
- \* Involve men in planning and trainings as well as participants.
- \* Seek to influence and train young people on women's human rights.
- \* Use mass media to reach women audiences; especially regarding sexual harassment, violence against women and other sensitive issues.
- \* Choose titles of training programmes carefully to avoid popular misconceptions.
- \* Encourage schools and universities to include women's human rights in curricula and research and strengthen their links with women's NGOs.
- \* Build networks of women's NGOs among regions, especially for sharing training materials and experiences.
- \* Build networks between NGOs working in training on women's rights.
- \* Emphasize economic rights.
- \* Use ordinary language for training.
- \* Women without education or background in human rights can introduce valuable perspectives and concerns.
- \* Seek to include marginalized women, especially from poor and rural areas.

### Indicators

- \* HRE for women can result in advocacy which brings change in laws, policies and institutions.
- \* Successful advocacy with government and policy makers in one country can affect other countries positively.
- \* Increased partnership between women's NGOs and governments to improve women's human rights.
- \* Cooperation between HRE NGOs, governmental institutions and the influent institutions (Media, Education...)

### Evaluation

- \* Evaluation techniques that ensure confidentiality and which ensure that there will not be any repercussions.

- \* Techniques that overcome cultural resistance to criticism.
- \* Private interviews.
- \* External evaluations.
- \* Women in post-conflict situations need special treatment.

## USE OF MODERN INFORMATION TECHNOLOGY (ICTs)

### Guidelines

- \* Use ICTs to spread/distribute education and training materials (this is the case in many regions and languages).
- \* Use ICTs as a tool for documentation by using databases, electronic archives, documentation of legal texts.
- \* Use ICTs for monitoring and following up on human rights violations (urgent alerts) through documentation of cases, reports, statistics.
- \* Use ICTs for communication: (i) (moderated) listservs and on-line discussion groups unite groups interested in a particular issue and allow for direct information exchange; (ii) support real networks with the opportunity to meet and work via e-groups or Intranets or web sites; (iii) on-line campaigns promote or fight for an issue or case and can create political pressure.
- \* Use ICTs for on-line learning or distance learning, which is particularly useful for the continuing education for professional groups. Distance learning also has a lot of further potential for use in continuing education for professional groups and in preparation of or as a follow-up to human rights courses offered by universities or human rights organisations. Some universities have used on-line tutorials as preparation of participants of summer courses and have them acquire the same level of knowledge before a course starts.
- \* Use technologies like the Internet for specific pedagogical approaches, like case studies, simulations or quizzes.
- \* Use ICTs to reach many target groups (primary and secondary students, teachers, universities, professional groups, human rights advocates).
- \* Produce CD-ROMs to allow for easier access to large amounts of data such as case law, collections of human rights treaties, etc.
- \* Use ICTs to create virtual communities of activists, educators and other professional groups, who can share information and lessons learned and consequently improve the quality of their work.
- \* Use ICTs to reach out to learners that have not been reached before, both geographically and in terms of target groups (for example, general public, larger number of secondary school students in different languages, some professional groups) - However, be aware of all those who that currently do not have access to modern information technologies.

### Indicators

- \* A large amount of quantitative data is available like web site statistics, data on use of documents,

subscriber rates to listservs, etcetera.

- \* Applications for existing distance learning courses via Internet are high.
- \* Virtual working communities of activists, educators and other professional groups are spreading rapidly.
- \* The use of databases is on the rise and many organisations nowadays have organisational web sites.

## Evaluation

- \* The methods of evaluation although not a common practice, as in other areas of HRE are similar, although the nature of the technologies allows for collection of more quantitative data.
- \* ICTs allow for periodic or instant feedback. Many new information technologies are flexible in their application for HRE and human rights work in different context and for different learners.
- \* ICTs are usually flexible. They can be easily revised, adapted and translated.

## GENERAL GUIDELINES

### PLANNING

- \* Consult research in all HRE areas, especially on impact.
- \* Planning is essential: needs assessment, setting of priorities and goals, implementation strategies, and evaluation tools, follow-up.
- \* Take advantage of social and political climate favorable to HR.
- \* Pilot projects before implementing them.
- \* Encourage the regional planning in HRE.

### MATERIALS

- \* Make available in indigenous languages.
- \* Adapt materials from other cultures to local culture and circumstances.
- \* Pilot-test for effectiveness and relevance.
- \* As material proliferate, important to investigate existing resources.

### CONTENT

- \* Victims of Hrs abuse needs to learn to use mechanisms to address their experiences participant's emotional condition requires special sensitivity.
- \* Link local, national and international context.

### METHODOLOGIES

- \* Use multiple methods to affect both cognitive and effective learning (e.g. drama, story-telling, art, role play, simulation).
- \* Establish training collaborations with psychologists and anthropologists to address psycho-social aspect.
- \* Trainers must reflect human rights values in their behaviour and training methods.
- \* Use experiential learning methodologies that start from participants' needs and concerns.
- \* Insist that diversity of opinions be respected.

#### FOLLOW-UP

- \* Seek to sustain motivation of both facilitators and learners by systematic follow-up and encouragement.
- \* Regional and international networking and coalition-building is essential to develop HRE.
- \* Training must be sustainable.

#### EVALUATION

- \* Based on observation of individual behaviour and attitude, and testing knowledge and skills.
- \* Plan and collect data from the start of the programme; especially impact analysis.