

**AMNESTY
INTERNATIONAL**



FACILITATION MANUAL

A GUIDE TO USING PARTICIPATORY METHODOLOGIES FOR HUMAN RIGHTS EDUCATION



EDUCATION FOR HUMAN
DIGNITY RESOURCE PACK

Amnesty International is a global movement of more than 3 million supporters, members and activists in more than 150 countries and territories who campaign to end grave abuses of human rights.

Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.

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Cover photo: Young people participate in the Make some Noise against Discrimination Lowlands Festival, the Netherlands, 2008.
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Activists celebrate the launch of Amnesty International's campaign to end maternal mortality in Sierra Leone, September 2009.

ONE INTRODUCTION



“We must be the change we wish to see in the world.”

Mahatma Gandhi (1869–1948),
Indian philosopher and politician

PURPOSE OF THIS FACILITATION MANUAL

This *Facilitation Manual* is a resource for human rights educators who wish to use participatory methodologies in human rights education and to generally better their facilitation skills.

This guide is part of Amnesty International’s **Education for Human Dignity project** and is intended to be used with the project’s substantive modules on poverty and human rights issues. This facilitation manual has been developed, however, with the necessary flexibility to be used alone as a general resource in a diversity of settings.

The *Facilitation Manual* is designed not only to equip human rights educators with the knowledge and skills to successfully use participatory methodologies, but also to motivate and inspire them. This in turn will lead to greater awareness and understanding of participants, empowering them to take action for the understanding and promotion of human rights at all levels in society.

The *Facilitation Manual* can be used by all human rights educators who wish to integrate participatory methodologies in human rights education and who want to be better facilitators.



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A human rights education activity for children in support of human rights defenders, Amnesty International Mexico, April 1998.

WHO CAN USE THIS FACILITATION MANUAL

The *Facilitation Manual* is developed specifically for those who train or educate others: teachers, youth workers and leaders, community activists and educators, as well as peer educators in both formal and non-formal educational settings who are committed to facilitating human rights education that seeks to engage, inspire and empower participants into taking action – especially young people.

The *Facilitation Manual* has the flexibility to be used in diverse settings by human rights educators in all parts of the world. It can be used in the global South or global North, in school or community settings, with different age groups, or with people or groups especially vulnerable to discrimination and other human rights violations.

CONTENT OF THIS FACILITATION MANUAL

The *Facilitation Manual* contains simple theoretical perspectives on human rights education and participatory methodologies and on other related concepts such as participation, facilitation, taking action and evaluation. It also offers seven sample activities to use when training facilitators in the use of participatory methodologies.

Bearing in mind that the use of participatory methodologies is still relatively new in many settings (while at the same time a traditional long-standing practice in others), the *Facilitation Manual* also contains practical advice and tips for educators in order to maximize the effectiveness and impact of a participatory approach. These tips mainly focus on facilitation techniques that seek to engage participants on an emotional as well as an intellectual level, as a means to achieving personal and collective empowerment that leads to concrete actions for achieving, promoting and defending human rights.

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Human rights educator Yvonne Wamalwa, director of Touch Africa, which works with widows, orphans and vulnerable children, addresses a meeting in Soweto slum, Nairobi, Kenya.



Students at a secondary school in Orientale, Democratic Republic of the Congo, participate in a reintegration programme for children who have been armed combatants.

TWO HUMAN RIGHTS EDUCATION



2.1 WHAT IS HUMAN RIGHTS EDUCATION?

Human rights education is “a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.”

The human rights education processes and actions promoted by Amnesty International respond to five fundamental purposes:

- To **address** the underlying causes of human rights violations
- To **prevent** human rights abuses
- To **combat** discrimination
- To **promote** equality
- To **enhance** people’s participation in democratic decision-making processes

Amnesty International sees human rights education as important to raise human rights awareness and to empower people, so that they not only better understand their rights, but also actively participate in the decisions that affect them, including engaging in concrete individual and collective actions for the promotion, defence and realization of human rights.

Human rights education is about educating people **about** human rights norms and principles, the values that underpin them and how they can be practically achieved and protected.

Human rights education also takes place **through** human rights; educational and training processes should respect the rights of both educators and learners.¹

Human rights education also emphasizes learning **for** human rights, in the sense that participants are empowered to enjoy and exercise their rights and to respect and uphold the rights of others.

The United Nations Declaration on Human Rights Education and Training³ states that everyone has “the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training” (Article 1.1). It also considers human rights education and training as comprising “all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing to, inter alia, the prevention of human rights violations and abuses by providing people 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.” (Article 2.1)²

Human rights education processes and activities therefore typically focus on:

- Challenging attitudes, values and behaviour and transforming them
- Creating capacities for critical thinking and analysis
- Raising consciousness and awareness
- Nurturing ongoing commitment and passion for human rights
- Taking organized actions to promote, defend and realize human rights

Empowering and transformative human rights education processes and activities should be planned and delivered in such a way that they contribute to the following general aims endorsed by the proposed United Nations Declaration on Human Rights Education and Training:³

- a. Raising awareness, understanding and acceptance** of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms;
- b. Developing a universal culture of human rights**, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society;
- c. Pursuing the effective realization of all human rights** and promoting tolerance, non-discrimination and equality;
- d. Ensuring equal opportunities** for all through access to quality human rights education and training, without any discrimination;
- e. Contributing to the prevention of human rights violations and abuses** and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.

(emphasis added)

PRINCIPLES OF HUMAN RIGHTS EDUCATION

In order for human rights education to engage and empower participants into taking collective action, the following general principles should be taken into account:

- The fostering of constructive learning environments in which freedom of expression, active participation and critical analysis are nurtured.
- The engagement of participants in constructive dialogue that is rooted in their own experiences and social, economic, cultural and political realities (rather than abstract ideas) and in discussion and debate about ways and means of transforming human rights.
- The promotion of the interdependence, indivisibility and universality of human rights, including civil, political, economic, social and cultural rights and the right to development.
- The respect for human differences in all its diversity and opposition to all types of discrimination (for example ethnic/racial, gender, sexual orientation, language, religion, political ideology, social origin, physical or mental capabilities).
- The empowerment of individuals and communities to identify their human rights needs and to develop strategies to ensure that they are met.
- The analysis of chronic and emerging human rights problems (including poverty, violent conflicts and discrimination), and the search for solutions consistent with human rights standards.
- The cultivation of knowledge on local, national, regional and international human rights instruments and mechanisms for the protection of human rights and of the skills needed to use them.

Adapted from the United Nations Programme for Human Rights Education⁴



Страна Счастья

Бонлаендия

Апельсиния

- право на жизнь
- все люди равны и свободны
- право на землю
- право на свободу
- свобода слова



A human rights education workshop for teachers in Murmansk, Russian Federation, delivered as part of Amnesty International's Rights Education Action Programme.

THREE METHODOLOGY



3.1 WHAT ARE EDUCATIONAL METHODOLOGIES?

An educational methodology is a collection or system of principles, methods, practices and procedures for implementing educational activities or processes. It is the way that education is carried out. Each educational methodology is dependent upon how education is understood conceptually and on the pedagogical tools (methods and techniques) that are used in its application.

Participants in Amnesty International's Rights Education Action Programme attend a workshop in Moldova.



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3.2 METHODOLOGIES AND EDUCATIONAL SETTINGS

Human beings are constantly learning and acquiring new information, knowledge and skills through educational processes that can take place in formal, informal and non-formal educational settings.

As an organized, deliberate practice to empower people, human rights education can be promoted in all educational settings, as long as there are planned, structured processes whose purpose is to impart knowledge, develop skills, transform attitudes, values and behaviour, empower and encourage action. To do this, however, appropriate methodologies and methods have to be developed and these are invariably determined by the norms, values and structures that predominate in each educational setting.

Scholastic model – traditional teaching methodology

In formal educational settings, human rights education has historically adopted educational methodologies whose vision of education is to equip people with a new knowledge. Within this scholastic model, teachers are educators who have expertise in particular areas of knowledge and specialized training in how to instruct; their role is to transfer knowledge to those being educated.

Traditional formal education has been described by Brazilian philosopher and educationalist Paulo Freire as a “banking” model which regards students’ brains as empty vessels that need to be “filled” with the knowledge that teachers can deposit in them.⁵

As a result, human rights education in many school settings has been inserted into the academic curriculum through the addition of a particular subject or content, and focuses mainly on teaching **about** human rights, emphasizing issues like citizenship, the historical and legal aspects of human rights together with interpersonal relations.

It is often difficult for teachers (not to mention students) to move away from the idea that the teachers are experts and have all the knowledge, and thus also from the hierarchal relationships that the school system establishes. This traditional approach could be considered a teacher-centred methodology. Within the formal school setting depending on the subject and the learning objectives, this methodology may be still be used.

Scholastic educational methodologies are not limited to formal settings. In non-formal settings such as youth groups, collectives and adult education, they are also used as a framework or reference for human rights education simply because such educational methodologies are the ones with which educators are most familiar.

On the other hand, participatory educational methodologies involve greater interaction between teachers and students in an attempt to develop analytical capacities and critical thinking. Within this approach, the process itself shifts from an emphasis on *teaching* to one on *learning* and the purpose and focus are defined more by the needs and interests of the learners and less by a rigid syllabus. The holistic nature of participatory methodologies ensures also that the educational process is respectful for both educators and learners – teaching **through** human rights. When human rights education adopts this type of methodology, teaching **for** human rights begins to take place and processes of empowerment for taking action are ignited.

Context is crucial; it is important that educators be sensitive to cultural, social and political values and norms, and to realize that that these will to a significant degree define the focus, content and methodology that can be used.

EDUCATIONAL SETTINGS

Formal education refers to structured educational institutions, including primary and secondary schools and universities, and vocational and technical training for professional groups.

Non-formal education refers to adult learning and forms of education which are complementary to formal education but are not completely integrated in formal institutional curriculum; examples include community learning and extra-curricular activities.

Informal education refers to activities which are developed outside the educational system and includes workshops, as well as the lifelong process whereby individuals are exposed to and experience educational influences in their own community (including family, friends, church, media, work, leisure activities, etc.)

A class for Roma children at an elementary school in Prešov, Slovakia, April 2010.

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3.3 PARTICIPATORY METHODOLOGIES

Participatory methodologies are a framework for conceiving and carrying out education that promotes shared reflection, critical analysis, in-depth questioning and collective problem solving. This enables participants to deepen their knowledge and come to a better understanding of the particular human rights issues they are facing and articulate proposals and strategies for change.

Rooted firmly in the life experiences, realities, hopes and aspirations of the participants, the learning that participatory methodologies enables is often referred to as “experiential learning”.

Participatory methodologies treat learners as active subjects who are valued as creative and intelligent human beings with untapped potential to become agents of change. They seek to engage, motivate, inspire and empower the participants into taking sustained individual and collective action – a direct result of the processes of critical reflection and analysis that learners take part in.

Participatory methodologies seek ultimately to bring about social transformation. In doing so, several interlocking principles must be kept in mind:

- The promotion of awareness-raising and empowerment: training activities and process are often a catalyst for realization, understanding and an opportunity to deepen learning and strengthen commitment and passion for human rights and social justice.
- The achievement of changes in attitudes, values, behaviour and human relations: the learning that takes place is put into practice as participants make conscious efforts to be agents of social change and justice. Transformation begins with oneself.
- The consolidation of community organization and action: participatory methodologies are not only concerned with what happens in the training activity or workshop, they are also concerned with collective actions beyond the training that can transform unjust situations in people’s actual lives.

- The goal is to take action to influence decision makers at local, national and international levels. Participants learn to use effective and organized advocacy to influence, change and create legislation, public policy and plans as a means of ensuring lasting change.

Participatory methodologies redefine the roles that educators play and how they envisage themselves as well as the roles and participation of those who are being educated. In Latin America, for example, participatory methodologies (or popular education) regard the educator as a facilitator whose primary role is to be a catalyst for processes of reflection and analysis that lead to transformation.

Popular education is commonly identified with a particular way of “doing” education, where instead of passively listening to lectures and speeches (Freire’s concept of “banking” education), learners take part in a range of activities to make learning “dialogical”, engaging in collective discussion, debate and analysis of their own particular reality”.⁶



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Children take part in a community mapping exercise with Amnesty International in Port-au-Prince, Haiti, March 2008.

3.4 METHODOLOGIES, METHODS AND TECHNIQUES

As educators, our practice is defined by methodologies, methods and techniques. It is useful to look at the distinctions between these concepts and practices.

Participatory **methodology** is a conceptual framework that gives direction to and guides the implementation of processes of human rights education that seek to empower and transform. It forms the basis of transformative learning action processes.

Participatory **methods** used in human rights education processes refer to methods or means used. Examples are:

- Training sessions
- Seminars
- Workshops
- Talks/lectures

Participatory **techniques**, on the other hand, are the tools used to implement the methodology and which are integrated into the method in a logical way. In a training session, for example, a series of different techniques may be used. Examples are:

- Brainstorming
- “Buzz groups”
- Group work
- Plenary sessions
- Debate and interactive discussions
- Interactive or co-operative games
- Role play
- Theatre
- Case studies
- Documentaries/films

Participatory techniques are important pedagogical tools which educators and facilitators can use to stimulate participants. However, keep in mind that participatory techniques are only tools to enable awareness-raising and empowerment, and should not be seen as an end in themselves, rather they need to be employed in relation to specific educational objectives.

PRINCIPLES OF PARTICIPATORY METHODOLOGIES IN HUMAN RIGHTS EDUCATION

- Learning begins with the experience and knowledge of the participants, as opposed to an established theory or set of knowledge.
- The educational approach is learner-centred and aims at reinforcing learners’ self-esteem, self-confidence and the development of a positive and realistic self-concept.
- After the participants have shared and critically analyzed their own experiences, they look for general commonalities and patterns.
- New information from different sources (outside experts, specialized texts, documentaries/films, etc.) is then introduced to deepen analysis and stimulate the collective creation of new ideas and reinterpretations of existing knowledge.
- Participants then apply what they have learned. They practise new skills, develop strategies and plans for action to transform those aspects of their reality that they have identified as unjust and as obstacles to their basic rights.

DEMYSTIFYING SOME COMMON MYTHS RELATED TO PARTICIPATORY METHODOLOGIES

MYTH: *Participatory methodologies can only be used with people with little or no formal education, or with illiterate or semi-literate people.*

FACT: In reality, participatory methodologies can be widely used with very different audiences since they are a general framework for promoting critical analysis and social change. For example, they work equally well with women in rural areas as with trade union members in major cities. However, the methods and participatory techniques used need to be appropriately designed in relation to the needs and characteristics of each particular audience.

MYTH: *Participatory methodologies are not to be taken seriously because they integrate light-hearted elements like energizers, icebreakers and role-playing.*

FACT: While energizers, icebreakers and role-playing are valuable techniques for participatory methodologies, they should not become an end in themselves. They need to be designed and developed in such a way that they contribute to the educational objectives being pursued.

3.5 ACTIVE PARTICIPATION

Human rights education that integrates participatory methodologies emphasizes active participation as a core element of collective learning and empowerment. It involves participants as genuine protagonists of processes in which they analyze problems, assume leadership, and take decisions as well as articulate proposals for action and change. As such, they are engaged vigorously in creative ways, enabling them in turn to become active agents of change. Their new knowledge and skills empower them take action to transform reality.

This type of active participation plays a major role in the effectiveness and success of processes of human rights education. It is related not just to *what* participants do and say, but to *how* they do and say things, as well as to the emotions and feelings they experience and to what degree and how they express these.

Active participation is intimately linked to the idea of qualitative participation and freedom of expression. It demands mutual respect between educators/facilitators and participants as well as between participants. Indeed, it is often the quality of the relationships and power dynamics between the facilitator and participants and among the participants themselves that influences positively or negatively the possibility for active participation. It is important to ensure that prejudices and stereotypes that can lead to stigmatization, intimidation and discrimination do not influence negatively the active participation of all. Facilitators must work to create and nurture a “learning community” based on mutual respect, solidarity and collaboration which enables participants to take part actively and freely in a secure environment that is conducive to collective learning.



3.6 PARTICIPATION AND POWER

In every human rights education activity, power dynamics exist or inevitably develop between the participants and facilitator(s) and among the participants themselves. These can greatly influence how individuals participate and the quality of their participation. Such dynamics are often a reflection of the power relationships that predominate in wider society, for example, between genders, between races, between adults and young people or on the basis of sexual orientation.

Two major power relationships that affect participation dynamics are:

Power and gender: In most societies there is a deeply ingrained cultural notion that men are superior to women. The wielding of power by men over women to control and dominate them (often by the use of violence) enables men to have access to opportunities, privileges and rights that are denied to women.

Power and age differences: In many cultures, children are taught to respect and obey their elders (especially parents and teachers) and adults consider that children, adolescents and young people should be “seen and not heard”. Young people are seen as inexperienced, immature, not serious and without knowledge.

Since these power relations are present in all aspects of life (family, formal education systems, workplaces, churches, political parties, trade unions, NGOs, governments, development agencies, for example), it is no surprise that they also manifest themselves in human rights education training activities and processes. Sometimes they are expressed (either consciously or unconsciously) in ways that are subtle and difficult to detect, but often they are clearly visible in the way people participate: taking leadership, making decisions, speaking longer and louder than others and not listening to what others have to say. In mixed training activities, those who have less power may be reluctant and even afraid to speak out and their ideas and opinions may not be valued. This leads to withdrawal when faced with those who have power or in response to the way others use their power.

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Participants at Amnesty International's human dignity workshop, London, UK, November 2010.

Other socially constructed power relationships can also affect some participants' capacity to engage freely in human rights education activities. Some of these include how well people do in school, educational qualifications, professional achievements, origin (whether they are from the city or countryside), ethnicity, caste, sexual orientation and physical disability. If these factors are not taken into account they can have a negative influence on participation dynamics, and facilitators can inadvertently become accomplices in their reinforcement.

TIPS FOR MANAGING GROUP DYNAMICS

- ✓ **Be observant** and aware of which participants are boisterous and dominant and which are subdued and withdrawn. Observe where they are sitting, their posture, and relationship to the rest of the group and to you.
- ✓ **Use energizers** to get participants moving around and engaged. Divide the participants into **small groups** (twos, threes or more), allowing participants to be distributed randomly. Try to ensure that the same people are not always working together.
- ✓ Take into consideration when dealing with **sensitive issues** that it may be easier for girls and women and boys and men to talk among themselves before sharing with the overall group. This also goes for different age groups, or cultural-ethnic groups.
- ✓ Try to **make participation inviting and fair** with invitations like “Maybe those who have not spoken so far would like to say something...”
- ✓ Use your own power as a facilitator to challenge subtly and modify **potentially negative power dynamics**. For example, at the beginning of plenary sessions refer to the ground rules or specifically say that you welcome all participants’ opinions and ideas.
- ✓ **Never allow comments that denigrate others** or that convey a sense of superiority or arrogance, and which are hurtful, cruel or discriminatory, to go unchallenged, especially if these are aimed directly or indirectly at other participants. Refer back to the agreed ground rules or ask the “offending” participant(s) to explain why they said what they did and invite other participants for their opinions on the situation.

SOME FACTS ABOUT POWER

- Power is not a tangible entity that can be possessed; it only exists in relationship to other people.
- The possession of particular attributes and resources such as knowledge, social status and money, however, can be used as instruments to exercise power.
- Power is dependent on context, and varies from society to society. Historically, economic and political power as well as cultural beliefs and practices have created systemic power imbalances: men over women, white people over black people, heterosexual people over lesbian, gay, bisexual and transgender (LGBT) people and adults over young people and children, to give some examples.
- Power is in flux; not everyone who is powerful may be so, or feel they are, all the time. Many people move in and out of relationships where they have more or less power. For example, men who have power in their families may be powerless in their relationship to their employers when they demand higher wages. Women who take part in politics may be experiencing violence from their husbands or partners at home.

MANAGING POWER RELATIONS AND GROUP DYNAMICS

- In many situations the power dynamics are invisible, hidden or take a long time to surface and manifest themselves. Therefore, it is important that facilitators become skilled at monitoring and managing power relations between participants in human rights education activities that aim to empower and transform. Getting the right group dynamics between the participants is important to enable rich discussion and a positive space in which to share and learn.

■ Facilitators also need to be aware of and critically analyze the way they use their own power and how it is perceived by the group they are facilitating. In all settings educators should be encouraged to examine critically their own attitudes to power and how they exercise it, intentionally and unintentionally.

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An Amnesty International Rights Education Action Programme workshop in Malaysia, August 2009.

MORE TIPS FOR MANAGING GROUP DYNAMICS

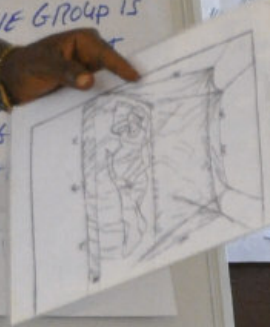
- ✓ Remind participants that participatory methodologies are **all about sharing and collective learning**: “The more we all share, the more enriching the learning experience becomes”.
- ✓ Without being forceful or too up-front, **encourage** shy participants to speak out, especially when you perceive from their body language that they are on the verge of saying something (hand tentatively raised, nodding head, for example).
- ✓ Use your own body language to **stimulate shy or reserved participants**: moving closer to them when you perceive they might want to say something, encouraging them through eye contact for example.
- ✓ **Use praise** generously, especially with shy participants, but avoid being patronizing.
- ✓ Use **tact and humour** to move on from one participant who has spoken too long to allow others to participate. For example, just as s/he is about to start on another point quickly interrupt with a comment such as: “That’s a good point, thank you! What do others think?” or point to your watch and smile wryly at the participant.
- ✓ As much as possible, **avoid getting into an argument** with particular participants as this can lead you to exercise your authority and power in rigid, hierarchical ways. (Ironically these are just the types of power relations that participatory methodologies seek to change.) If it is necessary to speak to a particular participant who is overly dominant and disrespectful, it may be better to do this in a subtle way during a break or at lunch on a one-to-one basis. Always value their participation while suggesting that they will also benefit by listening to others’ experiences or give him/her the task of ensuring that participants who have not spoken up do so. Giving a domineering participant a key task to focus on as part of the training process (for example, having them help to put up flipcharts or write the ideas of the group on paper) may work to diffuse their need to dominate over others in the group.



DUTY BEARERS (STAKEHOLDERS)

LEARNING VISUAL AID. RELEVANT TO PRE-TEST. USED BY COMMUNITIES. CLEAR MESSAGE IS.

ENTERTAINING. DISCUSSION - MEMBER KEY POINTS. FOR PJT LEARNING. PROBLEM SOLVING. MOTHER PROBLEM. GROUP IS INVITED. A COLLECTION. THE GROUP IS. USE + EXP. POSITIVE + NEG. WASH CA.



PROBLEM

HIGH LEVELS OF VIOLENCE TOWARDS WOMEN IN COMMUNITY

- ### SOLUTION
- Human Right
 - Formation of
 - Awareness

STORY

Women gathered in a meeting to discuss violence against women. Peaceful demonstration of women against domestic violence.

MESSAGE

Domestic violence is a crime and it is punishable by law.

FORCEFUL/EARLY MARRIAGE. POOR COMMUNICATION. LACK OF RESPECT. EFFECTS OF WAR.

EXCESSIVE DRINKING ALCOHOL. IN COMMUNITY DEVELOPMENT.



- ### GROUP
1. Phone off
 2. Spent time
 3. Respect
 4. Respect other
 5. Direct to the
 6. No side it
 7. 1hr Launch
- TIME**

of the mind. awareness. education. Marriage. DISC.

A human rights educator facilitates a session on sexual and reproductive rights in Sierra Leone, February 2011.

FOUR FACILITATION AND FACILITATORS



4.1 WHAT IS FACILITATION?

Generally speaking, facilitation is defined as making things occur easily, or making something possible. Facilitation is an enabling and guiding process which creates and supports a space for purposeful engagement and participation. In human rights education, facilitation entails the use of participatory methods and techniques to stimulate greater participant involvement and interaction and to create a favourable environment that is conducive to learning and empowerment, and which is also engaging and fun.

Facilitation also means:

- Taking responsibility for the planning and delivery of processes of reflection, analysis and learning that empowers participants and engages them.
- Focusing on the participants as key players in the learning process.
- Breaking down power relationships between educators and participants and among participants, especially when the group is diverse.

For experienced teachers and non-formal educators, the switch from a teacher-centred approach to a more participatory method, which puts the participant/learner in the centre of the learning experience, means a shift in basic concepts and practices that can be a major challenge. For teachers and many non-formal educators who wish to use participatory methodologies for human rights education, this supposes a critical assessment of their role and the development of the facilitation skills that do not only focus on information and knowledge, but also integrate awareness and consciousness raising, empowerment and action.

4.2 THE ROLE OF THE FACILITATOR

The role of a facilitator is to build and sustain a positive, healthy learning environment of trust and openness in which all of the participants feel confident and are willing to share experiences, speak honestly and learn together and where differences of opinion are respected.

This involves the promotion of co-responsibility for learning that rests with the whole group and not just the facilitator. The facilitator is not “the person in charge”, nor does s/he have sole control of the agenda. Participants should have a voice in determining the topics to be covered. The facilitator’s role is to ensure that learning happens more effectively.

Facilitators should:

Promote inclusion and active participation of all members of the group. Facilitators should respond sensitively to participants who are shy, reserved and reluctant to share, openly encouraging them to express their ideas, opinions and feelings, but without being forceful. In the same way, they guide and moderate the participation of those who tend to dominate but without rebuking them or telling them off.

Promote dialogue in a constructive way by establishing a collaborative relationship with and between the participants, listening attentively to what the participants say and how they say it and encouraging them to talk and listen to each other and not only directly to the facilitator. Facilitators encourage participants to express their feelings, not just ideas, challenging assumptions. Facilitators are also generous with praise and encouragement, verbally or with positive gestures, especially when participants speak from their own experiences and share their feelings. In many cases, facilitators may actually know less about a particular issue than some of the participants and under such circumstances it is necessary to guide debate and discussion skilfully to enable mutual learning to take place.

Emphasize process, as well as outcomes. It is important that facilitators are flexible and go with the flow of the group without losing sight of the objectives of the activity and the steps that have to be followed to achieve these.

Manage tensions. Facilitators need to be patient, calm and collected, especially when there is heated debate between the participants, encouraging in-depth discussion and analysis while making sure that participants respect each others' opinions. When using participatory methodologies, no one, least of all the facilitator, determines that some opinions are "correct" or "more valid" than others.

Recognize and address power imbalances. To enable a positive transformation of power relations to take place, the facilitator must first acknowledge the power that they have and recognize the authority that participants vest in them. Facilitators should be constantly aware of how their attitudes and style of facilitation (from the way they behave, their body language, how they dress, where they sit, how they speak) can actually dis-empower some participants. Their own past experiences, their attitudes and values, their participation in society, their past involvement in and levels of education, their personality, their vision of themselves are all possible sources of power. Facilitators as well as participants are influenced by the predominant cultural norms, concepts, stereotypes and practices related to power. It is the role of the facilitator to use his/her power to empower those with less power. By focusing on the participants as key players in the learning process, the practice of good facilitation helps to break down power relationships between educators and participants and between diverse participants.

Inspire! Facilitators should be creative, and create a space that is engaging and fun!

Adapted from: N Flowers et al., *The Human rights education handbook: effective practices for learning action and change (Topic book: 4)*⁷

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Top: Women learn about female genital mutilation at a safe house in Kenya, December 2005.

Bottom: Human rights educators engage in Amnesty International's Education for Human Dignity Project, Italy, 2011.

4.3 QUALITIES OF A GOOD FACILITATOR

Some qualities of a good facilitator, such as personal sensitivity and commitment, depend on individual personality. Others can be acquired through experience and awareness. Some of the qualities that facilitators can nurture are listed below.⁸

- **Sensitivity to the feelings of individuals:** Creating and maintaining an atmosphere of trust and respect requires an awareness of how young people are responding to both the topics under discussion, as well as the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings, or even anger; instead they silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.
- **Sensitivity to the feeling of the group:** In any group, the whole is greater than any part, and group chemistry generally reflects shared energy: eager, restless, angry, bored, enthusiastic, suspicious, or even silly. Perceiving and responding to the group's dynamic is essential to skilful facilitation.
- **Ability to listen:** One way the facilitator learns to sense the feelings of individuals and the group is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning as well as body language. In fact, facilitators generally speak less than anyone else in the group. Often the facilitator's comments repeat, sum up, or respond directly to what others have said.
- **Tact:** Sometimes the facilitator must take uncomfortable actions or say awkward things for the good of the group. The ability to do so carefully and kindly is critical. Furthermore the subject matter of human rights can evoke strong feelings and painful memories. The facilitator needs particular tact in dealing with emotional situations respectfully and sometimes also firmly.
- **Commitment to collaboration:** Collaborative learning can occasionally seem frustrating and inefficient, and at such times every facilitator feels tempted to take on the familiar role of the traditional teacher and to lead, rather than facilitate. However, a genuine conviction about the empowering value of co-operative learning will help the facilitator resist playing a dominating role.
- **A sense of timing:** The facilitator needs to develop a "sixth sense" for time: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.
- **Flexibility:** Facilitators must plan, but they must also be willing to adjust those plans in response to the situation. Often the group will take a session in an unforeseen direction or may demand more time to explore a particular topic. The facilitator needs to be able to evaluate the group's needs and determine how to respond. Although every session is important, sometimes a facilitator will decide to omit a topic in favour of giving another fuller treatment.
- **A sense of humour:** As in most human endeavours, even the most serious, a facilitator's appreciation of life's ironies, ability to laugh at oneself, and to share the laughter of others enhances the experience for everyone.
- **Resourcefulness and creativity:** Each group is as different as the people who make it up. A good facilitator needs an overall programme and objectives but may also adapt these to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants themselves may suggest resources.



PERSONAL CHECKLIST FOR FACILITATORS

- ✓ Be very clear about your role: your behaviour more than your words will convey that you are not the teacher but a fellow learner.
- ✓ Be aware of your eyes: maintain eye contact with participants.
- ✓ Be aware of your voice: try not to talk too loudly, too softly, or too much.
- ✓ Be aware of your body language: consider where you sit or stand and other ways in which you may unconsciously exercise inappropriate authority.
- ✓ Be aware of your responsibility: make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage argument; curb those who dominate; draw in those who are hesitant.
- ✓ Be aware when structure is needed: explain and summarize when necessary; decide when to extend a discussion and when to go on to the next topic; remind the group when they get off the subject.
- ✓ Be sure to ask open-ended and appropriate questions, using appropriate language.
- ✓ Be aware of your power and share it: ask others to take on responsibilities whenever possible (for example by taking notes, keeping time, and, ideally, leading discussion).
- ✓ Be familiar with the cultural context of the participants and the subject matter that will be discussed.
- ✓ Be creative!

Adapted from: N Flowers et al., *The Human Rights Education Handbook: effective practices for learning action and change*.

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4.4 FACILITATING PARTICIPATORY METHODOLOGIES

PLANNING AND PREPARATION

Careful **planning and preparation** is the key to good facilitation. Do not assume that just because you have a training manual or handbook that you can just walk in and immediately carry out an activity. Always draw up your own activity/training session plan, using the materials and resources you have at your disposal.

If you are following a particular **education manual or training guide**, read through and study carefully the activity you plan to implement and have a firm grasp of how it fits into the training process (what has gone before and what will come later). Be aware of any changes you might need to make to adapt it to your particular setting and participants' context and needs. That will help you to feel more comfortable with the content and methodology and ultimately more confident.

A participatory approach works best when the **training space** (room, hall, classroom) guarantees privacy and the environment is conducive for experiential learning. As a facilitator it is important that you know the training space beforehand and can ensure that there will be no external interruptions. Likewise, it is important that you organize the physical space to stimulate communication between participants, for example arranging chairs in a circle or crescent rather than having tables/desks and chairs in a classroom or boardroom fashion. If the group is large, chairs around smaller round tables in the room work well to encourage participation.

Before the training process begins get as much **information** as you can about the participants, including age(s), academic levels, where they are from and previous knowledge and experience of the subject matter. Also, try and ensure that participants know beforehand what is expected of them in relation to committing themselves to the training process. If possible, find out what other training these participants have had on human rights or the specific subject matter as this will enable you to fine-tune the training to their particular needs.

As part of the preparation, make sure you have all the **materials** (handouts, photocopies, newsprints, card, markers, tape) and **resources** (flipchart stand, computer, DVD/TV, LCD projector) that you are going to need before you begin the activity.

Adapted from: SONKE Gender Justice Network/One Man Can Campaign, *Understanding to Action*.⁹

CREATING A SAFE AND RESPECTFUL SPACE

Getting a training session started can often take time. It is normal to be nervous at the beginning of the training session or activity but you should do your best not to project it on to the participants. You can do this by initially carrying out icebreakers that you are familiar with – or for tips on icebreakers please see the section below.

Balance the time you allocate for any introductory exercises (icebreakers, personal introduction) in relation to the total time of the training session. If you only have half a day for the training session you need to be quick and efficient with the introductory session. If you only have an hour, you may have to go straight into the activity.

Ensure at the beginning of the training session that first names of participants are learned, and encourage participants to continue to get to know each other throughout the training session and the whole process itself.

Ground rules should be established as early as possible in the process. These will be needed if discipline issues or difficult situations arise. You can use a brainstorming exercise with the participants to ask them to come up with their own ground rules; once agreed upon they then become the collective agreement of the group.

It is also common practice to sound out participants' expectation at the beginning of a session, and then important to clarify what will be possible in the session or training and what will not, in relation to their expectations.

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USE OF ICEBREAKERS AND ENERGIZERS

Icebreakers are a good way to get an activity started. They are also a good way of getting participants to learn each others' names and get to know each other better. They should be fun and appropriate to the size of the group.

Energizers are a useful tool when participants are tired, have temporarily lost their concentration or when emotions are running high or energy levels are dwindling. They help reduce stress and can also be used to draw one activity to a close before starting the next one.

Some energizers can be planned as part of the training activity, anticipating moments when they will be needed, depending on the dynamic and rhythm of the group. Be careful, however, not to introduce energizers at key moments in group discussions as they can affect the natural flow and stifle the spontaneity of the participants.

Facilitators should attempt to connect energizers to the thematic content of the training activity so that they are not just fun moments but also linked to the learning process itself.

TEAM WORK

Facilitation often works best when there is a facilitation team of two or more members. The way a facilitation team operates should portray their commitment to human rights values. Working together as a team in a supportive and collaborative way can have a very positive impact on the participants.

The team should plan the training process together and have a clear idea of how they are going to co-ordinate, support each other and allot different responsibilities, tasks and functions. These may be based upon particular areas of expertise in relation to the thematic content, as well as to the facilitation process itself.

It is important always to project team work as a joint, collaborative exercise where mutual support is apparent. It is always useful to agree beforehand within the team who will be responsible for facilitating different parts of the training activity. In a plenary session, for example, one team member can co-ordinate the discussion while another notes down the ideas brought up on a flipchart.

All facilitators, at all times, should show complete respect for the participants and refrain from carrying out other tasks that are not related directly to the training taking place, even when they are not playing a key facilitation role. Connecting to the internet on a laptop, reading a newspaper, sending texts or making a phone call can send very negative messages to participants who are reflecting and analyzing experiences from their own lives, and can result in their unwillingness to continue to participate actively.



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Children play at Hatcliffe, South Africa, as part of a programme for people subjected to mass forced evictions in Zimbabwe, May 2011.

ORGANIZING SMALL GROUP WORK

When dividing the participants into small groups, think about the composition of the groups in relation to the task they will be asked to carry out. Sometimes it is better to have groups made up of participants who share similar characteristics (for example, age, sex or ethnicity); at other times the groups can be mixed so as to allow for the sharing of diverse experiences.

Small group work is essential for more intimate sharing to take place on sensitive topics when speaking from personal experience. Assure participants that that they are under no obligation to talk about these experiences directly, especially outside of their group.

Wherever possible, give written instructions to the groups, especially if the tasks being carried out are different for each group. This can be done by printing out the instructions or questions previously or writing them on sheets of paper. If you write them on a flipchart, make sure you do so before the session starts in order to save time and maintain the flow of the training session.

When participants are working in small groups, it is useful for facilitators to circulate between them to check if they need any support and make sure they have correctly understood the task(s) they have been asked to carry out. Accompanying participants in this way may also be a chance for facilitators to share experiences of their own within the small groups (without dominating group discussion), as these can stimulate participants to share personal experiences or express ideas and feelings. It also enables facilitators to maintain contact with the process and to monitor the issues that will be addressed in the plenary session after the group work. When facilitators accompany group work, they give a clear sign that they are interested in the participants and care about them. This helps build and consolidate mutual trust and confidence.

If one group finishes much earlier than the others, sit with them and stimulate more discussion and sharing as they may in fact be avoiding going into the more sensitive issues in detail.

For shorter group sessions to discuss specific issues “buzz groups” are a good option. These can be formed spontaneously by grouping 2 or 3 people together who are already sitting close to each other in the room and giving them five minutes or so to discuss a particular issue.

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Women participate in group work during a human rights education course, Nepal, 1998.

CO-ORDINATING PLENARY SESSIONS

When small group work is over, bring the participants back into a single group and ensure that they are seated in such a way that they can see each other. Seats set out in a circular formation is good but if you need access to wall space or flipcharts, a crescent formation is also a good idea. Try and avoid having some participants sitting behind others (traditional

classroom style) as they can easily be excluded from the discussions, or around one large table (traditional boardroom style) as this may make the discussions more formal.

Be flexible to focus debate and discussion on the particular interests and experiences of the participants, without veering from the content of the activity or cutting participants short.

Use questions contained in your training guide or manual as a guide to introduce new topics for discussion when the participants have said all they have to say about the issues that immediately engaged them.

When participants are reluctant to share or take part in discussions and debate (perhaps out of shyness or fear of ridicule), use some of your own personal experiences to stimulate more sharing and analysis.

Whenever you can, refer to the information that has come out of the group work in order to stimulate debate, discussion and analysis (for example flipcharts, drawings, murals).

Always treat the outputs of the group work with respect. For example, be careful not to put one flipchart on top of another during a plenary session and ensure that flipcharts are kept visible during the entire training session. Similarly, you should avoid asking participants to prepare flipcharts that will not be used in the plenary session.

Try and avoid holding the manual or workshop plan in your hand in front of the participants; this can look as if you are uncertain of the plan. Rather, keep it handy but to the side, and speak freely to the group with no physical barriers in between.

During plenary sessions and group discussions, your role as a facilitator is to stimulate the expression of feelings and ideas and the sharing of experiences and knowledge. But it is also important that you clarify issues that participants are unsure about and that you pass on new information and carry out a clear and precise synthesis of the main topics covered.



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Young people participate in the Rights Education Action Programme, Amnesty International Malaysia, August 2009.

It is also useful, particularly in longer training sessions spanning several days, to review at the beginning of the session how it relates to previous sessions, and at the end to explain how the discussion will inform the next or later session.

USE OF AUDIOVISUALS AND TRAINING MATERIALS

When making use of audiovisual equipment, facilitators should always check that laptops, DVDs, projectors and other resources are set up and work properly before the session starts. Even if you are sure that your technology works, have a Plan B, especially if you live in an area prone to power cuts.

The use of films, short clips and documentaries can be more effective when the issues they relate to have been previously introduced and discussed in the group from a personal perspective. Also, when using films, short clips and documentaries to promote reflection and analysis, always finish by linking the issues to real life situations.

You should ensure you have all the materials ready the day before you need them! Review activities carefully the day before to determine what materials will be required (for example, handouts, markers, flipchart paper, etc.), to ensure you are not without them 10 minutes before the activity begins!

MAINTAINING A POSITIVE LEARNING ENVIRONMENT

Facilitators need to be good listeners and skilled in asking probing questions. When facilitators listen to participants empathetically, they communicate their interest in and concern for them while simultaneously affirming that opinions and feelings are valued. This encourages participants to share their experiences, thoughts and feelings more openly and with greater ease.

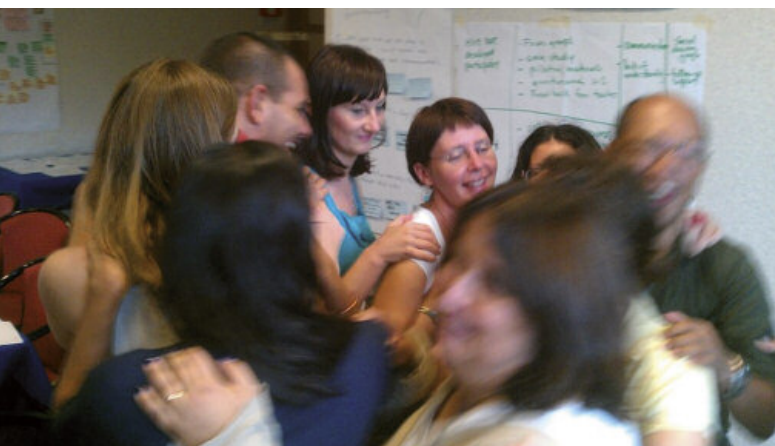
Another way that facilitators can contribute to a positive learning environment is by asking enquiring or open questions, using clear, precise and jargon-free language that help them to spot important and pending issues, clarify facts, asking for differing views on an issue and challenging assumptions.

It is also useful to sum up or synthesize discussions at crucial points in order to monitor understanding of what has been talked about so far. When doing this, further questions can be posed to the group in order to stimulate the participation of others and deepen reflection and analysis.

Effective questioning enables participants to further expand ideas and express feelings, increases their active participation in group discussions and encourages problem-solving. It is also a way for facilitators to demonstrate that the opinions and knowledge of group members are valuable and important.

When controversial or potentially harmful statements are made by participants, good facilitators can challenge them by directing probing questions to the person involved like “What makes you think that?”, “Why do you say that?”, or to the plenary: “What do others think?” Facilitators also need to be aware of any issues that the group is avoiding or repressing and guide discussion towards these.

Human rights educators take part in an energizer during Amnesty International's Education for Human Dignity workshop, Italy, September 2011.



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FACILITATING SENSITIVE OR TABOO TOPICS AND DEALING WITH DIFFICULT SITUATIONS

Human rights education that uses a participatory approach addresses many topics that are very sensitive and difficult to discuss and that may even be culturally taboo, but which often need to be talked about openly in a group setting in order for transformative learning to take place.

If participants become fractious, lose concentration, try and sabotage debate or become aggressive, this can often be a sign that they feel threatened by the sensitive issues that are being discussed.

While facilitators are co-learners, they are not participants and need to be constantly aware of this and manage the discussion and dynamic accordingly. Facilitators' personal

contributions to discussions and debates on sensitive issues and taboo subjects that draw on their own experiences can be employed strategically to stimulate the participants to open up and take part more fully in the learning process.

A problem that facilitators will often face is when participants make contentious or outrageous statements. Facilitators must always challenge such opinions and enable participants to unpack the prejudices, ignorance and desire to provoke others that lie behind such statements. Avoid entering into direct conflict or tit-for-tat arguments with the participant and invite him/her to explain why s/he feels that way. When s/he has done so, then ask the plenary if they agree or if they have other opinions or perspectives on the issue. There will almost always be someone who disagrees but if not, facilitators can offer an alternative opinion, to stimulate debate and discussion. At the end of the discussion, cite statistics or concrete examples if possible to clarify the issue, but without humiliating or putting down the participant who made the contentious statement.

In most cases, especially when statements are related to ingrained cultural stereotypes, norms and phobias, is very unlikely that the participant will openly change his or her opinion. However, by challenging the statement the facilitator has provided an alternative point of view that the participant will be more likely to consider and hopefully adopt at a later period.



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Women attend a human rights education seminar, Morocco, October 2003.

DEALING WITH FEELINGS AND EMOTIONS

Remembering and sharing past experiences can arouse a vast array of emotions in and between participants and they should feel able to express these freely. So too can reflections and analysis of situations of human rights abuses and violations.

For some participants this can result in feeling of sadness, anger and may be expressed by crying. Do not be afraid of allowing participants to share their emotions or to cry. Acknowledge the emotion that is being shared and empathize with the participant(s). It is important to let them share but also to move on and keep the flow of the activity. If the participant is in need of assistance, you may want to speak to him/her afterwards and provide information as to where he or she may seek support.

Openness and honesty in sharing feelings and emotions is indicative of the existence of an environment of trust and confidence and is a crucial element in achieving cohesion within the group. It is also fundamental to acknowledge the damage and hurt that human rights violations and discrimination cause to people, specifically young people. Human rights issues are not just about facts; they have to do with real lives and therefore emotions too. This process is essential for reflection and also for the empowerment of young people, to identify and empathize with others who are suffering human rights violations in their community and the world and for future organization and execution of collective actions.

MODIFYING AND ADJUSTING ACTIVITIES

Facilitators should take care not to over-plan or to overestimate the number of training activities they can carry out in a single day or session. Remember, too, that when using participatory methodologies, the content of the activities can be challenging and tiring for the participants especially when they have to remember and share experiences from their own lives. Always ensure that the time you have available is sufficient for the activity that will be carried out.

If you are delivering a course, rather than a one-off workshop, it is important to stress to participants how crucial systematic attendance is.

Do not completely skip key steps in the human rights education methodology set out here unless you are sure that the logic of the activity and the process will not be affected. If some steps are expected to take longer than there is time available, adapt them in such a way that their thematic content is covered adequately.

If you have to cut some activities or steps in particular activities, due to time restraints or other unforeseen factors, make sure that at the end of each the training activity you carry out the exercise that entails participants articulating proposals for personal and collective action.

If you are using a generic training manual or guide, you may also need to modify activities to fit the participants' context and needs. Ensure that you are using appropriate language. Examples and case studies should also be used which the group can relate to and understand.

For illiterate or very young people, you may wish to rely on activities that focus on drawings, photos and other visual tools.



Amnesty International activists campaign for safe schools,
Berlin, 2008.

FIVE
CHANGING THE
WAY WE LIVE:
THE POWER OF ACTION



5.1 TAKING ACTION

“Never doubt that a small group of thoughtful, committed people can change the world; indeed, it’s the only thing that ever has.”

Margaret Mead, (1901 – 1978), anthropologist

Human rights education can enable, empower and inspire young people to play an active role in changing their lives and confronting unjust realities caused by human rights violations. Taking action in defending and claiming rights is an important part of a transformative learning process and the empowerment of young people. As such, facilitators should encourage and support participants to develop and take actions related to the activities in order to reinforce learning.

Actions taken to realize, promote and defend human rights can be varied and can be carried out individually or collectively by the group. Collective actions will require minimal levels of organization and co-ordination between participants that may require help and support from the facilitator.

At the end of each activity it is important to engage young people to take action, perhaps even allocating time for young people to reflect, plan, present and receive feedback from their peers on actions they wish to take. To start, it can be useful to bring together participants who are interested to share ideas on the rationale for taking action, what type of action and the how, where and when. After this initial discussion, participants may wish to carry out further research, on local, national and international issues to gather information to determine which actions they wish to take.

Here are some examples of actions that can be done either individually or collectively. This is by far not a comprehensive list, and after analyzing the local context and research results, and with some imagination and inspiration new ideas can be generated. Allow young people to be creative and to have fun!

GET MORE INFORMATION

- Contact Amnesty International in your country.
- Look for information on the internet or at the local library on the issue of poverty and human rights.
- Interview people in school or in the community.

RAISE AWARENESS WITH FRIENDS, FAMILY, THE LOCAL COMMUNITY

- Find creative ways to share the information and reflection taken place in the activities with friends, family, and community. Discuss, debate!
- Design posters and banners to attract attention to a particular issue.
- Design an information leaflet raising concerns about a local human rights issue; hand them out in classrooms, on the street, or deliver them to homes.
- Write an article for the school or local paper.
- Organize an exhibition or public debate or a march on a specific issue and invite friends and family to come along.
- Find a film on this issue; arrange to view it with your peers or community and have a discussion afterwards.
- Present a play on the issues discussed; invite your friends, peers, and community to participate and/or watch.
- Develop a radio programme and arrange with a local radio station to have it aired.
- Write a song or a musical; create a dance, and perform it!

DOCUMENT AND REPORT HUMAN RIGHTS VIOLATIONS

- Observe situations in your own community (for example, on the street, on public transport, in hospitals, in shops or shopping centres, at school, at work) where the rights of some people are being violated or abused and how others react to these.
- Take photos or videos and make them public (on Facebook, YouTube).
- Draw or paint pictures of the images of human rights violations related to poverty that they observe and/or of how they see these violations being resolved. Have a contest!
- Carry out a survey in school or local neighbourhood. Make public the results through a press conference or through local media (newspapers, radio).
- Write articles or opinion editorial pieces for the local or national newspaper.

Participants in the Rights Education Action Programme rally outside the embassy of Zimbabwe in Pretoria, South Africa, in support of human rights defenders in Zimbabwe, December 2004.



© Amnesty International/Esther Spangiers



A human rights education chalk drawing at a school in Delft, the Netherlands, 2007.

GET OTHERS INVOLVED – LOCALLY OR EVEN INTERNATIONALLY

- Set up a human rights group in school or the community.
- Set up an internet discussion group (for example, a Facebook group) and if possible get people involved from different countries.
- Start a blog or build a website to publicize the work your group is doing on human rights.
- Run or take part in campaigns and actions promoted by Amnesty International (see Subsection 5.2) and other organizations.
- Sign petitions and get others to take part too.
- Contact your local government authority to bring specific human rights issues to their attention.

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AND MORE!

TIPS FOR TAKING ACTION

- 1. Choose a problem.** You might want to work on improving conditions or issues you observe in your community or that you hear about in the news. You could also choose a problem you learned about through a school course or your own reading. Finding a problem is not hard, but staying focused on one problem is. Try writing out a definition of exactly what you want to address. Deal with just one problem at a time.
- 2. Research the problem.** Survey your school or community to find out about the problem and how people feel about it. Call officials for information. Write letters. Read newspapers, magazines, and reports on the issue.
- 3. Brainstorm possible solutions and choose one.** Brainstorm every possible solution you can think of, however bizarre. Then choose one or two solutions that seem the most possible and likely to make the most difference.
- 4. Build coalitions of support.** Find as many people as possible who are concerned about the problem and agree with your solution. Survey your community. Ask teachers, officials, community activists and young people. The more people on your team, the more power you will have to make a difference.
- 5. Identify your opposition.** Find out who are the people and organizations that oppose your solution. They may not be the “bad guys” but merely people with different opinions. Consider meeting with your opponents: you might be able to work out a compromise. At the very least you will understand each other’s point of view. In every case, always be polite and respectful of others, even if you disagree with their opinions.
- 6. Advertize.** Where appropriate and possible, let as many people as possible know about the problem you are trying to solve and your proposed solution. Newspapers, radio, and television are usually interested in stories of youth action. Some TV and radio stations offer free air time for worthy projects. Write a letter to the editor. The more people who know about what you are doing, the more who may want to support you.
- 7. Raise money.** This is not essential, but sometimes you can be more effective with money to spend towards your solution.
- 8. Carry out your solution.** Make a list of all the steps you need to take, and once you have prepared yourself for action, just do it!
- 9. Evaluate.** Is your plan working? How do you know? Try to define some indicators for what progress means. Are some efforts effective and others not? Have you tried everything? Keep thinking creatively about how to solve the problem and revise your plan if needed.

10. DON'T GIVE UP!
Problem solving means eliminating all the things that do not work until you find something that does. Do not pay attention to people who try to tell you that the problem cannot be solved. Stay focused and keep going!

Adapted from: N Flowers et al.,
The Human Rights Education Handbook: effective practices for learning action and change.



5.2 LINKING UP WITH AMNESTY INTERNATIONAL



A good way of promoting sustained collective action is by **linking with and supporting Amnesty International campaigns and actions**. These campaigns will have materials and advice already developed which people can engage with fairly quickly. This can enable participants to feel part of a larger network and can enable them to take actions such as writing letters, sending SMS messages, lobbying local and national politicians, taking part in marches, and organizing public events at a local level.

AMNESTY INTERNATIONAL WEBSITE

For more information on what campaigns Amnesty International is currently promoting and how to get involved, you can check the Amnesty International website at:

www.amnesty.org

You can also contact the local Amnesty International office in your country to find out what they are doing, become a member, or join in some actions and activities.

CONNECTING WITH THE DEMAND DIGNITY CAMPAIGN

All over the world, people living in poverty are demanding dignity. They want an end to injustice and exclusion. They want to have control over the decisions that affect their lives. They want their rights to be respected and their voices to count. Join them now and take action!

Amnesty International's Demand Dignity campaign aims to enable people living in poverty to exercise and claim their rights, to hold governments, companies and international financial institutions to account for human rights abuses, and to participate in the decisions that affect their lives.

The campaign focuses on four central themes: slums and informal settlements, maternal health and sexual and reproductive rights, corporate accountability, and the legal enforcement of economic, social and cultural rights.

If you want to join these efforts and find out what other people are doing over the world, check out the following:

www.amnesty.org/en/demand-dignity

www.amnesty.org/en/activism-center

AMNESTY INTERNATIONAL'S GLOBAL ACTIVISM CENTRE

By visiting Amnesty International's Global Activism Centre, participants can link up to current initiatives where their actions can help end human rights violations across the globe. Participants can access and sign online petitions, use other activism tools and get updates of Amnesty International campaigns. Where internet is readily available, the Global Activism Centre is a good way to encourage young people and adults alike to take quick and efficient action and discover how they can make a difference.

Amnesty International's Global Activism Centres can be found at:

English language: www.amnesty.org/en/activism-center

French language: www.amnesty.org/fr/activism-center

Spanish language: www.amnesty.org/es/activism-center

Arabic language: www.amnesty.org/ar/activism-center

The Global Activism Centre also has links to social networks run by Amnesty International's International Secretariat, including Facebook, Twitter, YouTube and Flickr. These can be accessed at:

English language: www.amnesty.org/en/activism-center/activism-tools/social-networks

French language: www.amnesty.org/fr/activism-center/activism-tools/social-networks

Spanish language: www.amnesty.org/es/activism-center/activism-tools/social-networks

Arabic language: www.amnesty.org/ar/activism-center/activism-tools/social-networks



How to create the
participatory design
materials!
Kuala Lumpur,
Malaysia

INVOLVING
IN CREATING
EDUCATIONAL
MATERIAL

HUMAN
RIGHTS
FRIENDLY
SCHOOL

THE NEW
INITIATIVE
FOR
HUMAN RIGHTS
FRIENDLY
SCHOOLS

Human Rights
Friendly
School

SIX
EVALUATING
HUMAN RIGHTS
EDUCATION ACTIVITIES



6.1 WHY DO WE EVALUATE?

As facilitators of human rights education activities, we want to equip our participants with new knowledge about human rights. We also seek to raise their awareness of human rights violations and engage participants to critically analyze the cultural, social and political factors that lead to such violations. We want to give participants the opportunity to reassess their own attitudes, values and behaviours and become empowered to take actions that contribute to challenging and changing the injustices that cause human rights violations.

For that reason, evaluating human rights education activities is indispensable. It helps us to understand our human rights education work, the impact it has and how it contributes to creating a human rights culture where human rights are protected and respected. It should ensure that we are responding to the needs and expectations of our participants and are sensitive to their context and the human rights challenges they face.

Evaluation should ultimately help us measure the effectiveness, resources, efficiency and results of our human rights education activities. The evaluation of human rights education usually concentrates on both the organization and execution of the activities promoted (seminars, workshops, actions taken) as well as the outcomes brought about by the facilitation of these (the human rights learning that takes place, empowerment, capacity for action). These can occur at individual, community, organizational and societal levels and are typically difficult to measure since they are often related to changes in participants' attitudes, values and behaviour.

Some of the outcomes can be linked to the changes in people's lives that we want to generate through the process of empowerment, and which can be expressed in the following categories:

- Empowerment as illustrated through participants' new knowledge about the content of human rights, the relevance

of the human rights framework for analyzing local problems and the mechanisms for demanding that their human rights are respected.

- Empowerment as illustrated through values, attitudes and skill changes related to the attachment of human rights and the ability to promote them through individual and social actions.

- Empowerment as illustrated through participants' actions promoting human rights in both the private and public domains.

As we think of these outcomes for the participants, we can look at evaluating a human rights education activity using the following levels:

Reaction of the participants – what they thought and felt about the activity

Learning – the increase in knowledge or capacity as a result of the activity

Behaviour/transfer – the degree or extent of improvement in behaviour and capacities

Results – the effect of the activity in the larger community as a result of the actions taken by the participant

In this guide, we will briefly highlight what facilitators should take into consideration when evaluating human rights education activities. For more in-depth information and practical tools on evaluating human rights education programmes, projects and activities, please see Amnesty International's *Learning from Our Experience: Human Rights Education Monitoring and Evaluation Toolkit*.

Adapted from Amnesty International, *Learning from Our Experience: Human Rights Education and Monitoring Toolkit*, Amnesty International Publication, 2010.¹⁰

6.2 PARTICIPATORY EVALUATION

Participatory evaluation involves the assessment of change through processes that involve the stakeholders, each of whom is affecting or affected by the impacts being assessed. This method empowers stakeholders to take action, improves public accountability and offers more relevant information for strategic planning at different levels.

A participatory approach to evaluation involves the assessment of change through processes that involve those that are affecting or are affected by the impacts being assessed.¹¹ Participatory evaluation calls for the involvement of participants and stakeholders in ways that go beyond mere consultation. It is inclusive and seeks full and equal participation in the evaluation process resulting in the empowerment of stakeholders to take action thereby improving accountability. A participatory approach is analytical and action-oriented. When used for human rights education activities, it enables facilitators and participants to reflect collectively on advances and limitations, generate more relevant knowledge and apply lessons learned to improve the quality of the work they are carrying out.

Participatory evaluation is beneficial in a number of ways that are described below:

- It allows pertinent **evaluation questions** to be identified by facilitators and participants that when analyzed will have a direct result on improving the human rights education process.
- It makes **collective reflection** and analysis possible, which can help improve the content and methodology of the human rights education process.
- It promotes a **sense of ownership** not only of the evaluation process itself but also in relation to the human rights education process being evaluated.
- It can be a confidence building, **empowering experience** that enables participants to develop a greater sense of

commitment to the human rights education process and to working for its desired results.

- As well as the strengthening of evaluation skills, it enables **collective learning** to take place and the design of appropriate strategies or actions to better its capacity to meet its goals and targets.
- It represents an opportunity for developing democratic, inclusive **leadership techniques** and strengthens team work, enabling different voices and perspectives to be heard and taken into account in the modification of strategies and actions.

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Human rights educators gather together at Amnesty International's Education for Human Dignity workshop, London, UK, November 2010.

6.3 PARTICIPATORY EVALUATION METHODS AND TECHNIQUES

The choice of participatory evaluation methods and techniques for human rights education activities depends mainly on how the activities are planned and executed, as well as the expected outcomes. In human rights education initiatives, participatory evaluation will necessarily take into account the objectives and expected results of the education process as a whole and of particular activities or groups of activities that form a learning unit or module. Evaluation will also focus on the type of actions taken and their outcomes.



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Participants in Amnesty International's Education for Human Dignity Project evaluate their activities, Italy, September 2011.

Human rights education evaluation focuses on:

- The **degree or level of achievement of stated objectives** and expected results. It is important to ask the opinions of participants on this.
- **New knowledge about human rights and related issues** that the participants have gained as a result of taking part in the training process.
- **Changes in attitudes and values** that have taken place in the participants as a result of the reflective and analytical processes promoted by the training.
- **Transformations in behaviour and human relationships** when the values of human rights are assimilated by the participants as part of their own personal value system and they become empowered.
- **Actions taken** by participants to promote and defend human rights (their own and those of others) and the outcomes of these.

Evaluation of specific human rights education activities may also concentrate on issues such as:

- The **appropriateness of the methodology** used and its ability to engage participants and maximize their participation
- The **thematic content** covered
- **Facilitation**, team work/co-ordination, planning
- **Logistical** aspects of the training (space, conditions, materials and resources, organization)

EVALUATING AND MEASURING CHANGES IN KNOWLEDGE, ATTITUDES AND BEHAVIOUR

Evaluating and measuring changes in knowledge, attitudes and behaviour that take place within and between participants is an important process in human rights education. The results help direct and improve future education plans and activities.

Facilitators can make use of the following methods:

- **Questionnaires** that are completed by the participants at selected moments during the education process (for example, at the end of each day of a workshop, at the end of the training course or process, and/or as a follow up at 3, 6 or 12 months after the training). These may be multiple choice or open-ended questions or a mixture of both. For measuring new knowledge attained and changes in attitude and behaviour, pre- and post- test questionnaires can be designed and used.
- **Open evaluations** in plenary led by the facilitator who may prepare the evaluation questions and themes beforehand and/or invite the participants themselves to suggest the aspects of the education process they want to evaluate.
- **Focus groups** which bring together selected participants after an education process has ended to discuss at more depth specific aspects, particularly those related to changes in attitude, values and behaviour, empowerment and actions taken.
- **Journals** where participants systematically and over a period of time write their reflections about their experience in the training activities and their opinions and feelings about the experience. Participants can be asked to interview each other in relation to what they have written about the thematic content, methodology, facilitation, learning environment, logistics and so on.

TECHNIQUES FOR QUICK EVALUATION OF TRAINING ACTIVITIES WITH PARTICIPANTS

Short, participatory exercises for the evaluation of human rights education processes or activities can be carried out using simple techniques that are not only useful, but also a fun creative way to engage participants in the critical analysis of their learning experiences. A few of these participatory evaluation activities which can be used with participants either at the end of each activity or group of activities can be found in Annex 1.



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Young people participate in the Asia Pacific Youth Network Meeting,
Hong Kong, 2008.

SEVEN
**TRAINING OF
FACILITATORS:**
ACTIVITIES ON PARTICIPATORY
METHODOLOGIES AND
FACILITATION SKILLS



7.1 HOW TO USE THE ACTIVITIES FOR THE TRAINING OF FACILITATORS

The six activities contained in this section for the training of facilitators are designed to strengthen the skills of educators (teachers, trainers, youth activists, peer educators) who wish to facilitate human rights education processes using participatory methodologies and generally to strengthen their facilitation skills.

The facilitators responsible for carrying out these activities should have previous experience as facilitators, as well as a firm commitment to and belief in the promotion of participatory methodologies. In this section, for ease of reference the term “facilitator” is used to identify the individual who is leading the training, while the term “participant” is used to identify the participant taking the training.

Each activity takes between one and two hours and allows flexibility in the ways it can be used. If more time is available, greater and more in-depth analysis can take place.

An ideal group size for the training of facilitators is between 16 and 24 people. However, smaller groups can also be trained using these activities. It is assumed that where small group work is indicated, these small groups are composed of 4 to 6 participants. You may wish to modify the numbers in your small group depending on the total number of participants and the activity you are conducting.



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SAMPLE AGENDAS FOR THE TRAINING OF FACILITATORS

Provided below are sample agendas for training sessions for facilitators based on the activities presented in this resource, depending on the specific needs of the facilitator-participant group and the time available:

Sample agenda 1:

One-day training programme on participatory methodologies

- Activity 1 – Participatory methodologies and human rights education
- Activity 2 – Active participation
- Activity 3 – Participation and power

Sample agenda 2:

One-day training programme on facilitation and facilitation techniques

- Activity 4 – The role and qualities of a good facilitator
- Activity 5 – Group dynamics
- Activity 6 – Creating and maintaining a positive learning environment
- Activity 7 – Dealing with unexpected and difficult situations

Sample agenda 3:

Two-day training programme on participatory methodologies and facilitation

- Sample agenda 1 and sample agenda 2 implemented on consecutive days.

Sample agenda 4:

Part-time training programme on participatory methodologies and facilitation (depending on the needs and availability of the participants)

- A weekly two-hour session over a period of six weeks
- A twice weekly two-hour session over a period of three weeks
- One activity a day (or evening) on seven consecutive days (or evenings)

Alternatively, the activities can be used randomly when there is a need to concentrate on a specific issue that has come up during a training process (for example, Activity 2 if there is a need to focus on power and participation or Activity 6 to deal with unexpected and difficult situations in the context of facilitation).

7.2 EDUCATIONAL ACTIVITIES FOR THE TRAINING OF FACILITATORS

ACTIVITY 1: PARTICIPATORY METHODOLOGIES AND HUMAN RIGHTS EDUCATION

AIMS

This activity aims to increase participants, understanding of the benefits and principles of participatory methodology in the context of human rights education.

At the end of this activity participants will have:

- analyzed two educational models (scholastic and participatory), their respective aims, methods and techniques
- identified the principles of participatory methodologies and analyzed their appropriateness for processes of human rights education

THIS ACTIVITY HAS FOUR STEPS

Step 1: Introduction and organization of groups

Step 2: Discussion of educational models

Step 3: Analysis of educational models

Step 4: Participatory methodologies and human rights education

TIMING

60 – 90 minutes

MATERIALS NEEDED

- One photocopy of each of the two pictures/educational models attached to this activity (or two copies of each picture if four groups are formed). It is important that each group gets only the picture it will be analyzing, not both.
- Flipchart paper, markers and tape.

FACILITATION TIPS

- ✓ Before carrying out this activity, the facilitator should study thoroughly **Section 3 Methodology** (especially Subsections 3.2 “Methodologies and educational settings”, 3.3 “Participatory methodologies” and 3.4 “Participatory methodologies, methods and techniques”) in order to have a clear understanding of the relevant concepts and how they relate to each other.
- ✓ If this activity is carried out in a small group (less than ten participants), the facilitator can co-ordinate a discussion of each picture/educational model in plenary, one at a time, using the questions contained in Step 2.
- ✓ If there is a large number of participants (25 or more), four small groups can be formed instead of two. This means that each picture/educational model will be discussed by two groups.
- ✓ Facilitators need to prepare well in advance the presentation they will use in Step 4 of this activity. Depending on the context, this might entail writing the concept and principles of participatory methodologies on flipchart paper or preparing a Powerpoint presentation.

Step 1: Introduction and organization of groups**Plenary**

- Explain to the participants that they are going to reflect upon different models of education, their aims and outcomes.
- Divide the participants into two or four groups (each group should consist of five to six people).
- Give each group one of the pictures of the educational models attached to this activity (see page 50).
- Instruct the groups to choose one person to co-ordinate discussion and another to take notes.
- Give each group a sheet of flipchart paper and a marker so they can prepare a synthesis of their reflections and analysis for presentation to the plenary.

Step 2: Discussion of educational models**Group work**

- Give the groups the following questions to guide their discussions:
 1. What does the picture say to you about education?
 2. What do you think this model of education aims to achieve?
 3. What are the principal methods and techniques that this educational model uses to achieve its aims? (For example, lecture, workshop, group work)
 4. Who participates in this educational model and how? (For example, the role of the educator, the role of the learner)
 5. What name would you give to this educational model and why?

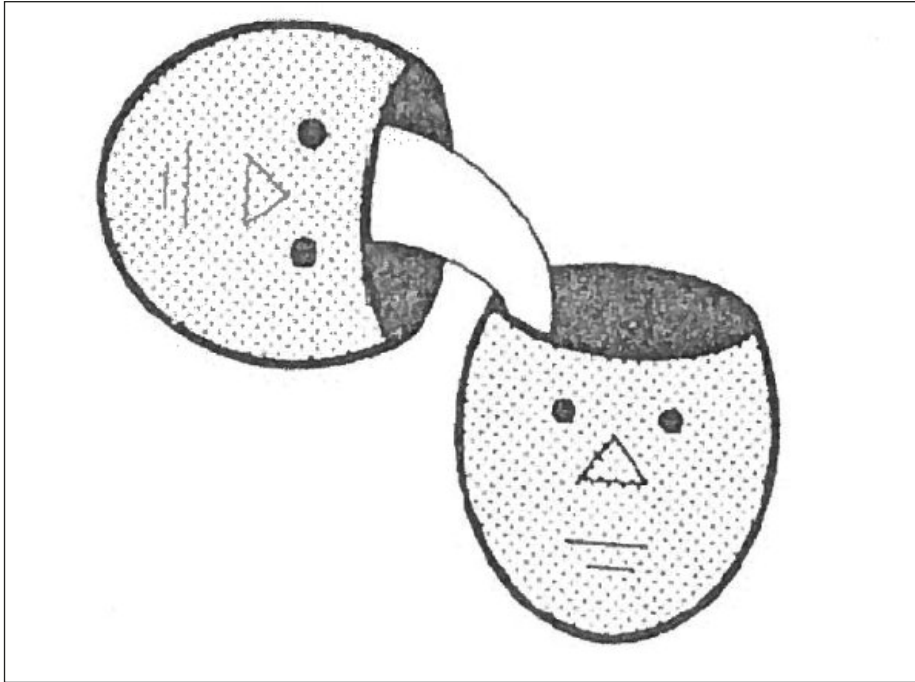


© Amnesty International

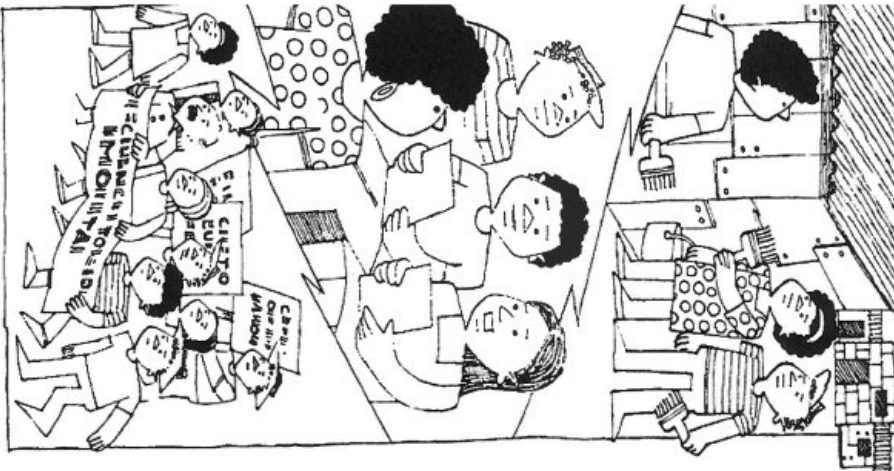
Human rights educators work together during a Training of Trainers workshop in Cotonou, Benin, 2005.

Please photocopy, cut and give one picture to each group (see Step 1, Introduction and organization of groups).

Educational model 1



Educational model 2



© Ediciones de la Torre



Step 3: Analysis of educational models

Plenary

- Ask the group that has discussed Educational model 1 to share their picture and prepared a flipchart with the whole group. Make sure that the picture of the educational model they have discussed is visible to everyone.
- When the group has finished its presentation, ask the other participants if they have any questions for clarification, without entering into an analysis of the educational model.
- If a second group has also analyzed Educational model 1, ask them to present their flipchart.
- Repeat the above steps for the group(s) that discussed Educational model 2.
- Facilitate analysis and debate using the following questions as a guide:
 1. What similarities and differences are there in relation to the **aims** of each educational model?
 2. What similarities and differences are there in relation to the **methods and techniques** they use?
 3. How does **participation** differ in each of the educational models? Why?
 4. Which aspects of each model are appropriate for promoting participatory human rights education processes and why?
- Ask one or two of the participants to help you write the opinions and ideas resulting from the discussion on a flipchart or board.

A training session for Mongolian teachers at the Mongolia-India Joint Secondary School, Ulaanbaatar, Mongolia 2009.

Step 4: Participatory methodologies and human rights education

Interactive presentation

- Using the information in Section 3.3 “Participatory methodologies” in this facilitation manual, briefly present:
 - ◆ the concept of participatory methodologies.
 - ◆ the principles of participatory methodologies (see the box in Subsection 3.4 “Principles of participatory methodologies in human rights education”)
- While carrying out your presentation, encourage participants to ask questions and share comments and observations they may have on participatory methodologies.
- Ask the participants to share why they think participatory methodologies are appropriate for human rights education processes with young people.
- Finish the activity by asking participants what things they will have to change in order to take a participatory approach to their human rights education activities.
- Ask one or two of the participants to help you write the opinions and ideas resulting from the discussion on a flipchart or board.

© Amnesty International (Photo: Sodnomdoe Dolger)



ACTIVITY 2: ACTIVE PARTICIPATION

AIMS

This activity aims to deepen participants' understanding of the concept of active participation and its relevance to human rights education activities.

At the end of this activity participants will have:

- identified and analyzed personal experiences of participation
- explored the concept of active participation
- identified the attitudes and behaviours that enable and hinder the active participation of members in a group

THIS ACTIVITY HAS FOUR STEPS

Step 1: Remembering negative and positive experiences of participation

Step 2: Sharing experiences of negative and positive participation

Step 3: Identifying personal attitudes and behaviours that enable and hinder active participation

Step 4: Active participation – concept and practice

TIMING

1½ – 2 hours

MATERIALS NEEDED

- Flipchart paper, markers, tape
- CD player and relaxing music (optional)

FACILITATION TIPS

- ✓ Before carrying out this activity, facilitators should study thoroughly **Section 3 Methodology** in this guide (especially Subsection 3.5 “Active participation”). If there are concepts or ideas that are confusing or unclear, they should be consulted with other experienced trainers who will be able to help out.
- ✓ Facilitators need to prepare well in advance the presentation they will use in Step 4 of this activity. Depending on the context this might mean writing out the concept of active participation and how it can be promoted on flipchart paper or preparing a Powerpoint presentation.
- ✓ Be aware that recalling negative experiences of blocked or undervalued participation may stir up strong feelings and emotions in some participants. Allow them to express these freely.
- ✓ It will be important at the end of this activity to highlight and reinforce the positive and enabling factors for active participation.

Step 1: Remembering negative and positive experiences of participation

Creating a relaxed atmosphere

- Explain to participants that they are going to reflect upon experiences in their lives when their participation has been positively valued and when it has been blocked or undervalued.
- If you wish, put on some relaxing music in the background.
- Gently ease the participants into a relaxed mood, getting them to close their eyes, perhaps listening to the music.

Visualizing negative and positive experiences of participation

- Invite the participants to remember a negative experience in their life when their participation was blocked, or undervalued (for example in a meeting, conference, staff room, committee, workshop, social group, church, sports team, and so on), stimulating them with phrase like:

1. What was the experience?
2. Where did it take place?
3. Of those present, who blocked or undervalued your participation and why?
4. What did they do to block or undervalue your participation?

- Give a few minutes for the participants to continue reflecting in silence.
- Ask the participants to write down a word (or a few words) that represents something that blocked their participation (examples might be fear, discrimination, lack of information, etc.).

- Now invite the participants to remember a positive experience in their life when their participation was valued and appreciated, stimulating them with phrases like:

1. What was the experience?
2. Where did it take place?
3. Who was present and what did they do to stimulate or enable your active participation?
4. Who expressed appreciation of your participation and how?

- Give a few minutes for the participants to continue remembering and reflecting.

- Ask the participants to write down a word (or a few words) that represents something that enabled or facilitated participation (examples might be solidarity, respect, honesty, support, etc.)

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Mongolian students in Ulaanbaatar work together to draft their new school charter as part of Amnesty International's Human Rights Friendly Schools Project, Mongolia, 2009.

Step 2: Sharing experiences of negative and positive participation

Group work

- Divide the participants into four groups and ask them to select one person to facilitate discussion in the group and another to take notes.
- Ask two of the groups to move to one side of the room and ask them to analyze the POSITIVE experiences of participation they have just remembered.
- Ask the two remaining groups to move to the other side of the room and ask them to analyze the NEGATIVE experiences of participation they have just remembered.
- Give the following question guide to each group facilitator to use to stimulate reflection and analysis. (Note: Group facilitators should keep in mind that each group is focusing only on positive experiences or negative experiences.)
- Invite each member of the group to share the experience that s/he just remembered in relation to their participation.
- Encourage them to express how they felt then and how they feel now on remembering that experience.
- Ask group members to describe the **attitudes** of those who enabled/blocked their participation.
- Ask group members to describe the **behaviours** of those who enabled/blocked their participation (gestures, use of words, body language, etc.)
- Group summarize by identifying:
 1. Personal attitudes that enable/block the active participation of others.
 2. Kinds of behaviours that enable/block the active participation of others.

Step 3: Identifying personal attitudes and behaviours that enable and hinder active participation

Plenary

- The two groups that focused on experiences of POSITIVE participation present their flipcharts of the attitudes and types of behaviour that enable active participation.
- After this presentation invite questions of clarification, without entering into in-depth analysis.
- The two groups focused on experiences of NEGATIVE participation present their flipcharts of the attitudes and types of behaviour that block active participation.
- After this presentation invite questions of clarification, without entering into in-depth analysis.
- Instruct participants to have a look at the flipcharts and invite them to share the impressions, reflections, observations, etc., that come to mind in relation to active participation.
- If needed, you can write the opinions and ideas resulting from the discussion on a flipchart or board.

Step 4: Active participation: concept and practice

Interactive presentation

- Using the information in Section 3.5 “Active Participation” in this *Facilitation Manual*, make a brief presentation of the concept of active participation and how it can be promoted in processes of human rights education.
- While making the presentation, encourage participants to ask questions and share comments and observations they have on active participation.
- Ask the participants how they think active participation and participatory methodologies relate to each other.
- To finish the presentation, ask the participants to share why they think active participation is important when carrying out processes of human rights education with young people (or another target group that the participants work with).
- Ask one or two of the participants to help you write the opinions and ideas resulting from the discussion on a flipchart or board.



Top: Students and teachers in Marrakesh participate in Amnesty International's Human Rights Friendly Schools Project, Morocco, December 2010.

Bottom: Members of the Sawhoyamaya community take part in a workshop with Amnesty International, Paraguay, November 2008.

ACTIVITY 3: PARTICIPATION AND POWER

AIMS

This activity aims to increase participants' understanding of how power relations among members of a group and between the group and the facilitator influence the active participation of group members.

At the end of the activity, participants will have:

- reflected upon how power is used by some people to gain domination and control over others
- analyzed how power dynamics between educators and participants and between participants can negatively affect the learning environment
- identified practical methods for facilitators to manage power dynamics in a positive way

THIS ACTIVITY HAS FOUR STEPS

Step 1: Follow my hand...

Step 2: Follow my hand...

Step 3: What is power and what is it for?

Step 4: Power and participation

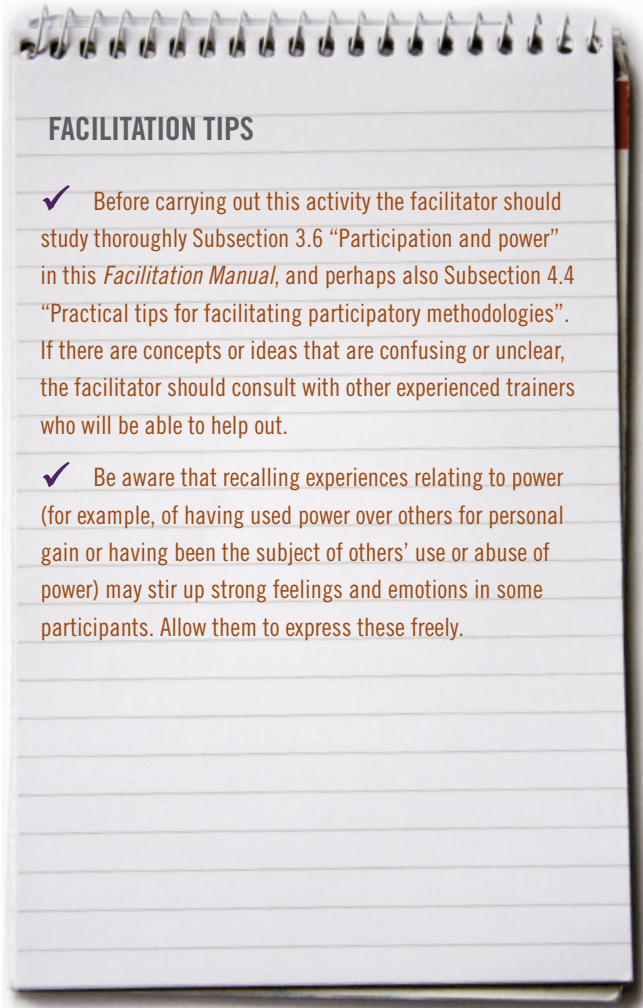
TIMING

60 – 90 minutes

MATERIALS NEEDED

- Flipchart paper, markers, tape
- An additional room or outdoor access (it is important to have ample space for moving around)

Adapted from: P.Welsh and X. Muñoz, *Hombres de verdad o la verdad sobre los hombres: guía de reflexión con grupos de hombres en temas de género y masculinidad*¹²



Step 1: Follow my hand...**Group activity**

- Instruct the participants to form two rows, facing each other. Each row should have an equal number of participants.
- Instruct participants in one of the rows to hold out their right hand and place it in front of the face of the person directly opposite. Instruct the participants in the second row to move towards the hand so that it is about 5cm away from their face.
- Explain to all the participants that those with their right hand extended can move their hand freely and that the person opposite has to maintain the same distance between their face and the other person's hand. The person with their right hand extended can move their hand as quickly or slowly as they wish, leading the other person in any direction, around the room, under tables, over chairs, etc.
- Explain to participants who are following that they must not allow the distance between their face and the hand to increase and they must follow the hand no matter how difficult the movements they are forced to make.
- Allow two or three minutes for the exercise. Observe the tactics used by those who have their hand extended and the reactions of those who are following the hand.
- Tell the participants that they will now change roles. Give them the same amount of time to carry out the exercise.

Step 2: Follow my hand... (continued)**Feedback in plenary**

- Invite the participants to form a circle sitting on the floor or on chairs, remaining in the pairs that have just been working together.
- Stimulate sharing between participants on their experience, using the follow questions as a guide. You may wish to write their response on a flipchart or board.
 1. In one or two words, how do you feel right now? (Stress that they should try and express feelings and not ideas or analysis.)
 2. How did you feel when you were leading and forced the other person to follow your hand? Why did you feel this way? (Ask participants to talk more in depth about their experience.)
 3. How did you feel when you were being led and had to follow the other person's hand? Why did you feel this way? (Ask participants to talk more in depth about their experience.)
 4. What other reflections, observations, would you like to share about the exercise and how it made you feel?
 5. Conclude the sharing exercise, drawing the participants' attention to specific words and phrases which they have used that portray power relationships between people or groups of people and that are based upon domination, control, exploitation, exclusion, denial and abuse of rights, etc.



Step 3: What is power and what is it for?

Brainstorm

- Explain that you are going to conduct a brainstorming exercise and ask for two volunteers to write down participants' ideas and contributions on a flipchart or board. Position one volunteer on your left and the other on your right.

One volunteer will write down the response to the question:

? What is power?

The second volunteer will write down the response to the question:

? What is power for?

- Using the information gathered from the brainstorming exercise, carry out a brief synthesis of what power is and what it is for, emphasizing power as a relationship that is based on dominance and control.

Step 4: Power and participation

Group work

- Divide participants into four groups. Explain that two groups will analyze power relations between educators and participants and two will analyze power relations between participants.

- Give groups one and two the following questions on **power relations between educators and participants**:

1. Recalling training situations (activities, workshops, seminars, classrooms) where you have participated, in what different ways can power manifest itself between educators (teachers, trainers, instructors etc.) and participants (pupils, students, trainees)?
2. What are the consequences for participation and for the learning process when vertical (top-down or imposed) power relations predominate between educators and participants?
3. As facilitators what can we do to promote horizontal (equal) relationships between ourselves and the participants in the training events we run?

- Give groups three and four the following questions on **power relations between participants**.

1. Recalling training situations (activities, workshops, seminars, classrooms, etc.) where you have participated, in what ways does power manifest itself between participants? Think of actual situations you have come across between "opposites", like men/women, youth/adults, rich/poor, straight/gay, and the attitudes and behaviour of some participants towards others (dominance, making fun, exclusion, discrimination).

2. What are the consequences for participation and for the learning process when vertical (top-down or imposed) power relations predominate between participants?
 3. As facilitators, what can we do when some participants dominate and use power in ways that stifle participation and negatively affect the learning environment?
- Give the groups flipchart paper and markers to note down their responses.

Plenary

- Invite groups one and two to present their ideas on the flipcharts. Allow the members of the other groups to ask questions of clarification.
- Repeat the above step for groups three and four.
- Open up discussion and debate on how facilitators can detect, monitor and manage power relations within a training activity to maximize participation.
- Close the plenary session by carrying out a brief synthesis of:
 - ◆ The relationship between power and participation (See Subsection 3.6 “Active Participation” in this *Facilitation Manual*).
 - ◆ Some methods that facilitators can use to detect, monitor and manage negative power dynamics in training activities (Refer to participants own ideas and information, as well as box in Subsection 4.3 “Personal checklist for facilitators”).

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ACTIVITY 4: THE ROLE AND QUALITIES OF A GOOD FACILITATOR

AIMS

This activity aims to increase participants' understanding of the role of a good facilitator, as well as the values and practices that they should adopt when facilitating human rights education activities.

At the end of this activity the participants will have:

- reflected critically upon the role and qualities of a good facilitator
- identified basic techniques to improve their skills as a facilitator for human rights education activities

THIS ACTIVITY HAS THREE STEPS

- Step 1: Role and qualities of a good facilitator
- Step 2: The “dos and don'ts” of good facilitation
- Step 3: Wrapping up
- Step 4: Becoming better facilitators

TIMING

60 – 90 minutes

MATERIALS NEEDED

- Flipchart paper or board, coloured cards (two colours), markers and tape
- Five pieces of card or A4 paper with the following phrases written on them:
 - ◆ Strongly agree
 - ◆ Agree
 - ◆ Disagree
 - ◆ Strongly disagree
 - ◆ Not sure

Adapted from *Equitas, Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*¹³

FACILITATION TIPS

- ✓ Before carrying out this activity the facilitator should study thoroughly **Section 4 Facilitation and facilitators** with particular emphasis on Subsection 4.2 “The role of the facilitator” and Subsection 4.3 “Qualities of a good facilitator”. If there are concepts or ideas that are confusing or unclear, the facilitator should consult with other experienced trainers who will be able to help out.
- ✓ The facilitator needs to prepare well in advance the presentation to be used in Step 4 of this activity.
- ✓ Based on prior knowledge and information that the facilitator has about the participants, he/she should study the list of statements regarding the role and qualities of a good facilitator (see box below “List of statements about the role and qualities of a good facilitator”) and anticipate how the participants will respond to them. This will also enable the facilitator to select the phrases to prioritize in Step 1, especially if time is an issue, and what other phrases to include if he/she wishes to focus on specific issues relevant to the group.

Step 1: Role and qualities of a good facilitator**Preparation**

■ Ahead of the session, place the five signs you have previously prepared (*Strongly agree*, *Agree*, *Disagree*, *Strongly disagree*, and *Not sure*) on the walls, well spaced around the training room so that they can be clearly seen by the participants.

Activity and reflection

■ Tell the participants that you are going to read out a series of statements and that they should listen very carefully. On hearing the statement participants should walk to the sign that represents how they feel about the statement.

■ Read the first statement on your list included at the end of this activity and ask participants to quickly move to the sign that represents their degree of agreement or disagreement with the statement.

■ After each statement, invite participants under each sign to share with the group why they moved under that sign and why they feel as they do about the statement.

■ Repeat the above steps until you have read out all selected statements on your list.

For Step 1: List of statements about the role and qualities of a good facilitator

1. Facilitators should make training enjoyable.
2. The methods and techniques used by facilitators determine the dynamics, levels and quality of participation.
3. Everyone can be a good facilitator.
4. A facilitator's personality is central to the success of the training.
5. A facilitator's skills are central to the success of the training.
6. A facilitator should leave his/her personal values at home.
7. A facilitator has a lot of power in the group.
8. A facilitator should like all participants, otherwise the results will be jeopardized.
9. A facilitator must be prepared to respond always to the needs of the participants.
10. A facilitator should help participants reach the conclusion that the facilitator wants them to reach.
11. In a training session, the facilitator's role is to provide participants with knowledge and "recipes" in relation to actions they must carry out afterwards.
12. A good facilitator develops friendly relationships with all the participants.
13. A facilitator must never acknowledge his/or her lack of knowledge or experience in a certain area because this will severely undermine his/her credibility with the group.
14. A facilitator should be completely neutral in his/her dealings with participants.
15. Most of the responsibility for learning falls on the facilitator.



Step 2: The dos and don'ts of good facilitation

Buzz groups

- Invite the participants to form groups of two or three with others sitting nearby.
- In buzz groups, ask the participants to come up with:
 - ◆ The **dos** of good facilitation: as human rights facilitators, what are some things that we should do?
 - ◆ The **don'ts** of good facilitation: as human rights facilitators, what are some things that we should avoid doing or never do?
- These should be one to two words or short phrases that participants should write on the cards (dos on one colour of card and don'ts on another colour of card).
- When the participants are finished writing, ask them to come up to a wall and post all the dos together on one side of the wall, and the don'ts nearby on the other side.
- Ask a few volunteer participants to group similar or same “dos and don'ts” together.

Synthesis

- After all groups have posted their cards on the wall and similar ideas have been grouped together, invite the participants to regroup, preferably sitting in a circle on chairs or on the floor or standing around the wall facing the cards.
- Lead a discussion in the large group, reviewing what participants have written as the “dos and don'ts” of good facilitation.

Step 3: Wrapping up

Plenary

Referring to the discussions in Steps 1 and 2 of this activity and referencing Subsections 4.2 “The role of the facilitator” and 4.3 “Qualities of a good facilitator” in this *Facilitation Manual*, carry out of brief synthesis of the session emphasizing:

1. The role of a good facilitator
2. The qualities of a good facilitator

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Step 4: Becoming better facilitators

Work in small groups

- Invite participants to spontaneously form groups of two or three.
- Instruct the small groups to think about challenges or difficulties they have faced in the past when facilitating educational activities and how they had dealt with such challenges. Ask the participants, on the basis of the discussions that have taken place during this activity, what they would do differently if faced with those same situations.
- Invite the small groups to share with the whole group their challenges, and proposals for addressing the situation in a different way, as better facilitators. Write their proposals on a flipchart or board.
- To avoid repetition, when moving on to the next small group ask participants to only share new challenges/ proposals that have not been discussed so far.
- If necessary, propose other aspects or proposals that participants can keep in mind to become better facilitators.

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Facilitating a human rights education seminar for Amnesty International's Human Rights Friendly Schools Project, Morocco, 2009.

ACTIVITY 5: GROUP DYNAMICS

AIMS

This activity aims to increase participants' understanding of group dynamics and identify ways to deal with disruptive participants in order to maintain a positive learning environment.

At the end of this activity participants will have:

- experienced how communication and group work can be easily disrupted through a role play activity
- reflected on how to deal with saboteurs, to ensure effective and efficient group dynamics

THIS ACTIVITY HAS FOUR STEPS

- Step 1: Group dynamics – saboteurs
- Step 2: Dealing with disruptive participants
- Step 3: Managing group dynamics
- Step 4: Wrapping up

TIMING

60 – 90 minutes

MATERIALS NEEDED

- Flipchart paper, markers, tape
- Groups of three chairs around the room, if possible

Adapted from *Equitas, Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*¹⁴

Participants at Amnesty International's Education for Human Dignity project, London, UK, November 2010.

FACILITATION TIP

- ✓ Before carrying out this activity the facilitator should study thoroughly **Section 3 Methodology** (especially Subsections 3.2 “Methodologies and educational settings”, 3.3 “Participatory methodologies”, 3.4 “Participatory methodologies, methods and techniques” and 3.6 “Participation and power”) in order to have a clear understanding of the concepts and how they relate to each other.

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Step 1: Group dynamics – saboteurs

Introduction to role play in plenary

- Explain to the participants that they are going to do a role play to understand participant behaviour in groups.
- Divide the participants into groups of three. If there are extra people, invite individuals to join a group of three as observers.
- Explain to the participants that each member of the group will play a different role:
 - ◆ The **speaker** – will tell a story on any subject (for example: about his/her day; his/her work, something he/she encountered on the street, etc.).
 - ◆ The **listener** – will listen to the speaker and can ask questions.
 - ◆ The **saboteur** – will try to sabotage (disrupt, interrupt, make funny hand gestures, etc.) the conversation. Tell the saboteurs that they can start sabotaging the conversation on your signal.

Role play activity

- Let the conversation start and after 30 seconds tell the saboteurs they can start sabotaging.
- Give the groups two to five minutes.
- Now ask participants to change roles and do the exercise again (i.e. saboteurs become listeners, listeners become speakers, speakers become saboteurs).
- After two to three minutes ask the participants to change roles again, ensuring that everyone has played each role.

Reflection in plenary

1. Being a saboteur

- Ask participants who were saboteurs how it felt to be the saboteur. Was it difficult to disrupt a conversation?
- Ask the participants to identify the different ways a person can be a saboteur, or be disruptive.

Some ways a person can be a saboteur or be disruptive include exhibiting behaviours that are:

- Dominating
- Rigid
- Interrupting
- Joking or not being serious
- Rude
- Silent
- Distracting

2. Being sabotaged

- Ask the participants who were speakers and listeners how it felt to be sabotaged.



Step 2: Dealing with disruptive participants

Plenary

- Ask the participants why they think some people might behave as a saboteur or be disruptive in a group. Write the ideas on a flipchart.
- Ask the participants how they might deal with the disruption of a saboteur?

Some reasons for people behaving as a saboteur or disrupting a group and possible ways to address include:

The person **is an expert** and would like to share his/her knowledge: Involve the person as a resource person, but do not let the person take over the session.

The person **is bored**: Involve the person to assist you (for example: in taping up flipchart paper or cards, checking that lunch is ready, handing out documents, etc.)

The person **is not motivated**: Talk it out privately with the individual or involve the person as assistant.

It is the **nature of the person**: Discuss it.

The person **wants to have attention**: Involve the person.

- Ask the participants which solutions they think are preferable to deal with saboteurs or disruptive behaviour in group dynamics?

Some other techniques to deal with the disruption of a saboteur could be:

- ◆ Ignore the saboteur politely
- ◆ Clear the interruption
- ◆ Stop the discussion
- ◆ Talk it out (privately or public) with the saboteur
- ◆ Acknowledge and postpone
- ◆ Divert attention (Don't you have to go to...?)
- ◆ Form small groups
- ◆ Provoke the saboteur for debate
- ◆ Ask others for help
- ◆ Motivate
- ☒ Allow it (never do this)
- ☒ Walk away (never do this)

Step 3: Managing group dynamics**Plenary**

- Ask the participants how a facilitator might ensure that all members in a group are involved and motivated in the discussions.

Some techniques to involve all members in a group are:

- ◆ Be enthusiastic yourself
- ◆ Learn the names of the participants
- ◆ Look at people when they talk to you
- ◆ Do not cut people short
- ◆ Give turns in speaking (Who did we not hear from yet? Have you already given your contribution?)
- ◆ Ask direct questions (Can you tell me what...)
- ◆ Ask for their experience
- ◆ Use examples
- ◆ Involve participants (distribution of handouts, setting up a computer, writing on flipcharts, taping flipchart papers on the wall, etc)
- ◆ Choose learning methods that involve all participants (let them do something in small groups)
- ◆ Put the big talkers in one group when having group work

Ask participants if they have ever had experiences with difficult situations and how they have dealt with them. Ask others in the group to offer other possible solutions to these situations.

Step 4: Wrapping up**Plenary**

- Wrap up by saying that in most groups there is always a saboteur. There are several ways to deal with such a person, for example to involve the person in a task or as an assistant, to ask the group for support, or to discuss it privately with the particular individual during a break. To avoid having saboteurs, you need to stimulate the participants in your group as much as possible.
- Allow for any final questions or comments from the participants.

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ACTIVITY 6: CREATING A RESPECTFUL LEARNING ENVIRONMENT

AIMS

This activity aims to build the capacity of participants to create a training environment that is conducive to collective learning and that promotes mutual respect.

At the end of the activity participants will have:

- used their own experiences to explore ways in which a facilitator can establish and maintain a positive and dynamic training environment
- identified specific facilitation styles and techniques which contribute to a healthy environment that enhances learning

THIS ACTIVITY HAS THREE STEPS

Step 1: Brainstorm ideas on creating an environment conducive to learning

Step 2: Structuring a training activity

Step 3: Facilitation styles and techniques that contribute to a positive learning environment

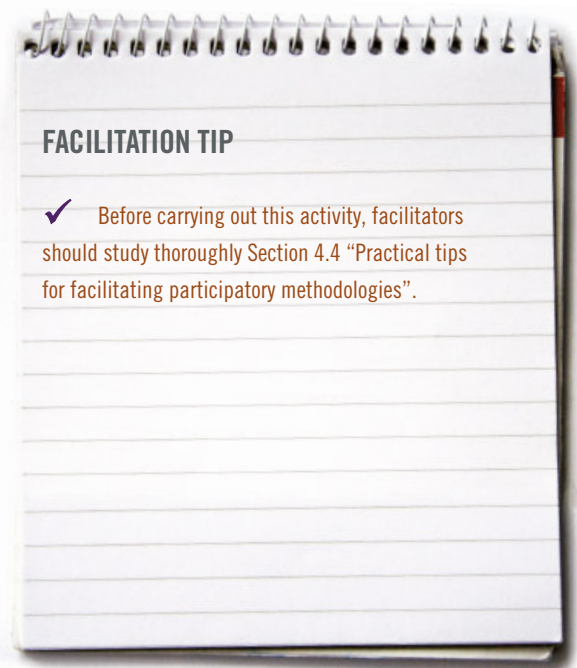
TIMING

60 – 90 minutes

MATERIALS NEEDED

- Flipchart paper or board, markers, tape

Adapted from: P.Welsh and X. Muñoz, *Hombres de verdad o la verdad sobre los hombres: guía de reflexión con grupos de hombres en temas de género y masculinidad*.



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Young people participate in a solidarity action, Amnesty International Philippines, 2000.

Step 1: Brainstorm ideas on creating an environment conducive to learning

Plenary

- Tell the participants that you are going to carry out a brainstorming session on creating a climate that is conducive to collective learning and that promotes mutual respect.
- Ask for a volunteer from the group to help you to note down participants' ideas on a flipchart or board.
- Carry out the brainstorming exercise, inviting participants to think of things they have done previously as facilitators or that they have seen other facilitators do. Ask the question: As facilitators, what can we do to create a climate that is conducive to collective learning and that promotes mutual respect?
- If the participants have difficulties in coming up with ideas, stimulate thinking by referring to the following specific aspects of a training workshop or activity:
 - ☑ The physical environment
 - ☑ Setting and adhering to ground rules
 - ☑ Promoting active and democratic participation
 - ☑ Nurturing interpersonal communication and relationships
 - ☑ Using energizers and icebreakers
 - ☑ Facilitation styles and skills

Step 2: Structuring a training activity

Group work

- Divide the participants into six small buzz groups (two to three people per group). Explain that each group will reflect upon things facilitators can do at different moments before and during a training workshop or activity to create and/or maintain an atmosphere conducive to collective learning.
 1. Before a workshop or training activity (**Buzz Group 1**)
 2. At the beginning of a workshop or training activity (**Buzz Group 2**)
 3. To build up trust and confidence as the workshop develops (**Buzz Group 3**)
 4. To stimulate quiet or shy participants (**Buzz Group 4**)
 5. To ensure that participants are respectful and listen to each other (**Buzz Group 5**)
 6. When participants are tired or lose concentration (**Buzz Group 6**)
- Tell the participants they should recall techniques they have used in the past or have seen other facilitators use.
- The buzz groups prepare flipcharts with their ideas, or if they prefer they can do a simulation or role play of the techniques they would use to create and/or maintain an atmosphere conducive to collective learning, or they can explain them in plenary.

Feedback in plenary

- Invite the buzz groups to make their presentations one at a time.
- Give time after each presentation for questions of clarification and further suggestions.



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Step 3: Facilitation styles and techniques that contribute to a positive learning environment

Synthesis

- Lead a brief synthesis of practical tips and techniques for facilitators which contribute to maintaining an environment conducive to learning that is characterized by mutual respect. (Use information contained in Subsection 4.4 “Practical tips for facilitating participatory methodologies”.)

- Bring the activity to a close by highlighting a few elements related to facilitation styles that also contribute to a healthy, respectful learning environment. Some things to keep in mind are:

1. The facilitator’s attitudes, values, behaviour, body language, how he/she uses power.
2. Ways of communicating between the facilitator and participants (for example, listening skills, drawing in, acknowledging, valuing, caring for participants).
3. The facilitator’s ability to engage participants and ensure they communicate respectfully with each other.

Amnesty International’s Education for Human Dignity workshop,
London, UK, February 2011.

ACTIVITY 7: DEALING WITH UNEXPECTED AND DIFFICULT SITUATIONS

AIMS

This activity aims to strengthen the capacity of participants to handle unexpected and challenging situations that can occur when training diverse groups of participants.

At the end of this activity participants will have:

- analyzed unexpected and difficult situations that may arise during training sessions
- identified strategies and techniques for addressing these situations
- reflected on challenging situations that participants have actually experienced and applied new ideas on how they might have addressed these situations

THIS ACTIVITY HAS FOUR STEPS

- Step 1: Handling unexpected and difficult situations
- Step 2: Handling unexpected and difficult situations
- Step 3: Unexpected and challenging situations in facilitation
- Step 4: How to deal with unexpected and difficult situations

TIMING

60 – 90 minutes

MATERIALS NEEDED

Copies of the six training case studies attached to this activity (copies of one or two case studies for each group).

Adapted from Equitas, *Training of Trainers: Designing and Delivering Effective HRE*.

FACILITATION TIP

- ✓ Before carrying out this activity, facilitators should study thoroughly Section 4.4 “Practical tips for facilitating participatory methodologies”, with particular emphasis on the subsections that deal with “Facilitating sensitive and taboo topics” and “Dealing with feelings and emotion”. Subsection 3.6 “Participation and power” also contains useful tips.

Step 1: Handling unexpected and difficult situations

Group work

- Explain to participants that in this activity they will analyze case studies which describe challenging situations that they could face in training workshops or activities. The participants will be required to find strategies and techniques to deal with such situations in a constructive way that is compatible with the principles of participatory methodologies and good facilitation practice.
- Divide participants into small groups and assign one or two case studies to each group. Six sample case studies are provided below. You may decide to include others depending on the needs and interests of the participants.
- Instruct the groups to read the case study assigned to them and discuss how they would handle the situation.
- Ask the groups to prepare their presentations as role plays.

Step 2: Handling unexpected and difficult situations (continued)

Feedback in plenary

- Each of the groups presents their role play on the case study they were assigned.
- Allow time for discussion and debate after each presentation, encouraging participants to ask questions about why the group decided on one strategy or technique and not another.
- Likewise, ask the larger group if they would have dealt with the situation in a different way and why.
- Before moving on to the next case study, ask the group what new elements have been learned in relation to dealing with unexpected and difficult situations. Write these on a flipchart.

Members of an Amnesty International group in Istanbul, Turkey, visit a group in Ankara to share training on human rights education training and organize a new module. Ankara, May 2010.

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Step 3: Unexpected and challenging situations in facilitation**Reflection in plenary**

- Invite participants to describe to the rest of the group actual challenging situations they have faced when facilitating training workshops or activities. Instruct them not to explain yet what they did to resolve the situation.
- Ask the rest of the group for suggestions on what they would do if they were confronted with that same situation. Allow several suggestions to be made.
- Invite the person who originally presented the situation to explain what he/she did to resolve it.
- Allow reflections, comments and observations from the rest of the group.
- Use difficult situations from your own experience as a facilitator to stimulate discussion and debate, especially if participants are new to facilitation, shy or reluctant to speak out.
- After each new situation has been analyzed, ask the group what new strategies and techniques have been learned when dealing with unexpected and challenging difficult situations. Add these to the flipchart from Step 2.

Step 4: How to deal with unexpected and difficult situations**Synthesis**

- Using the flipchart(s) prepared in Steps 2 and 3, carry out a brief summary of the new strategies and techniques that have been learned when faced with unexpected or challenging situations. If possible, make distinctions between things that facilitators should always strive to do and those things that they should avoid doing,

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These situations can be photocopied, cut and handed out to the working groups for discussion.

Situation 1

The participants in your training activity have been working in three groups on a particular task for about an hour. There are 45 minutes available for all three groups to present the results of their discussion to the other groups. Group one completed their presentation in 10 minutes. Group two is now presenting and they have had the floor for over 20 minutes. Their presentation is very engaging and there is lively discussion. Group three has not presented yet. Participants will break for lunch in 15 minutes.

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



Situation 2

You are facilitating a one-day workshop on sexual reproductive rights with a group of 25 young people (17 men and 8 women). Participants are engaged in a discussion (dominated by the young men) on a topic which is of particular interest to you. Moreover, it is an area in which you have a lot of experience and knowledge. You do not agree with some of the things that are being said and how they are being expressed.

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



Situation 3

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

- **The Hesitant One:** A teenage girl, shy, reluctant and often silent. It is easy to forget this person is in the group.
- **The Monopolizer:** An older youth who has a tremendous amount to say. He will take up all the available time for discussion if permitted.
- **The Saboteur:** This participant tends to interrupt, cut others off, and jump in before others have had a chance to finish. This person is eager to speak but unwilling to listen.

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

Situation 4

You are facilitating a human rights training with young men and women leaders from an array of state institutions, NGOs and religious organizations from different parts of the country. Participants hold very diverse positions on the relationship between human rights and gender equality. During the session, an argument erupts around the issue of gender and sexuality. Although you are able to contain it and move on, the dynamic of the group continues to experience the negative effects of this incident. You sense that it is negatively impacting on the success of the training.

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



Situation 5

You are facilitating a training programme designed by someone else that takes place one day a week over a six-month period. You are provided with the training materials only one day at a time, usually just the day before and sometimes only during the training session.

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



Situation 6

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

- **The Rigid One:** One participant takes a position on an issue and will rarely move from it, if at all. The person is so unyielding that it makes it difficult for the group to make progress.
- **The Idea Zapper:** Another participant is very skilful at putting down other participants' ideas. This person always has some negative comment ready, which aims to discourage any idea that is new or different.
- **The Complainer:** A third participant is an expert at blaming, finding fault, complaining, and sharing his/her endless complaints with anyone who will listen.

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



ANNEX 1: TECHNIQUES FOR QUICK EVALUATION OF TRAINING ACTIVITIES WITH PARTICIPANTS

A. BANG, BANG...

Materials needed

Strips of paper, markers, balloons and flipchart paper (optional).

Instructions

1. Decide which aspects of the activity need to be evaluated.
2. Write questions related to this, like the following ones, on small strips of paper:
 - What did you like most about the activity and why?
 - What did you like least about the activity and why?
 - To what extent were the objectives of the activity met?
 - How do you assess the levels of participation?
 - What did you like most and least about the facilitation of the activity?
 - What would you change about the activity and why?
 - What would you keep the same and why?
 - What is your opinion of the organization and logistics (training venue, food, accommodation, etc.)?
3. Fold each strip of paper and insert it into a balloon (one balloon for each strip of paper). Blow up the balloons and write the number that corresponds to the question that it contains inside.
4. Ask for two volunteers from the participant group and tell them that they have to burst the balloon, by placing it between their bodies and exerting pressure.
5. When the balloon bursts, tell them to unfold the slip of paper inside and read the question.
6. Allow the two participants to share their reflections first and then give other participants an opportunity to share their ideas and feelings on the same question.
7. Take note of the responses or write them on a flipchart.
8. Repeat the same procedure for all of the balloons.
9. To make it even more fun, instruct new volunteers that they cannot use the same parts of their bodies used by previous pairs.

B. COMPLETE THE STATEMENTS...

Materials needed

Sheets of A4 paper, pens, markers and flipchart paper.

Instructions

1. On a flip chart paper, write open-ended statements, like the ones below, about the various aspects of the training to be evaluated:
 - The thing I liked most about the activity was...
 - The thing I liked least about the activity was...
 - The most important thing that I learned in the activity was...
 - I would have liked more of... and less of...
 - This activity has motivated me to...

Other questions to go deeper:

 - I liked (or disliked) the way the activity was facilitated because...
 - As regards my participation I would like to say...
 - As regards others' participation I would like to say...
 - I felt most confident doing... I felt least confident doing...
2. Provide a sheet of writing paper (and pen if necessary) to each participant.
3. Ask them to copy the statements listed on the flipchart that must catch their attention and complete them. Alternatively, provide each participant with a printed copy of the open-ended statements and have them complete the ones they relate to on the copy.
4. Ask a few volunteers to read their responses OR, if time permits, go around and ask all participants to share their responses.
5. Record/collect all the participants' responses. Use the data to complement evaluation data collected at the end of the training.



C. I WANT TO SAY SOMETHING

Materials needed

Four signs in different parts of the training room: “yes”, “no”, “I don’t know” and “I want to say something”.

Instructions

Prepare a few questions, for example:

- Did you enjoy the activity?
- Did you learn anything new?
- Did you understand what was being discussed?
- Are you going to do something about what you discussed or learned?
- Did the activity hold your attention?
- Did you get to say what you wanted?
- Did others listen when you said something?

When preparing the questions, be sure to include things that occurred in the activity that need addressing as well as specific questions regarding content.

1. Paste four signs in different parts of the training room: “Yes”, “No”, “I don’t know” and “I want to say something”.
2. Ask the first question about the activity and tell people to stand under the sign that represents their response.
3. Let those who are standing under the “I want to say something” sign have their say. Then let others under the other signs speak, explaining why they went there.
4. Do the same for all of the questions.

D. BACKPACK

Materials needed

Sheets of A4 paper, coloured pens, markers, tape and flipchart paper.

Instructions

1. Ask participants to draw themselves going home with a backpack on their back. The backpack contains all the items that they would like to take from the workshop or activity and carry home with them.
2. They should consider everything that they have learned and want to keep such as ideas, images, knowledge, feelings, people, new ways of seeing the world, values, strengths they have gained from overcoming a challenge, and so on.
3. They can also think about things they do not want to take in their backpacks and draw them outside the backpack – things that they want to leave behind. These might be things like bad habits, old ideas, difficult moments, bad food, no sleep.
4. Participants can share their drawings by posting them on a wall or by forming small groups to discuss.
5. Depending on time, you can ask for observations, reflections, comments, focusing on similarities and differences.



ANNEX 2: FURTHER READING

1. A MANUAL FOR PARTICIPATORY TRAINING METHODOLOGY IN DEVELOPMENT Society for Participatory Research in Asia (PRIA)

This manual deals with the concept and practice of participatory methodologies as well as the design and implementation of training programmes for their use in development settings.

<http://pria.org>

2. COMPASS: A MANUAL ON HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE Council of Europe, 2002

Produced by the Council of Europe, *Compass* is a collection of 49 training activities with supplementary information that covers a variety of themes and address different types of rights. It uses an experiential learning approach, focuses on values and social issues and is usable in formal and non-formal educational settings. Downloadable in English, French and Russian. Available on request in other languages.

www.eyeb.coe.int/compass

3. EVALUATING HUMAN RIGHTS TRAINING ACTIVITIES: A HANDBOOK FOR HUMAN RIGHTS EDUCATORS

Equitas – International Centre for Human Rights Education

A practical guide for human rights educators wishing to improve their work and to measure and document their effectiveness, this Handbook equips human rights educators with basic knowledge in evaluation and with step-by-step guidance, including examples of tools and techniques adaptable to different contexts.

<http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>

4. FIRST STEPS: A MANUAL FOR STARTING HUMAN RIGHTS EDUCATION (PEER EDUCATION EDITION)

Amnesty International 2002 (Index: POL 32/002/2002)

First Steps is a practical manual for teachers and other educators who work with young people and who want to introduce human rights in their educational practices. This adapted version of *First Steps* enables young people between the ages of 15–25 to teach other young people about human rights. It is designed to be a basic introduction, with age-specific activities for younger and older children.

http://www.amnesty.org/es/library/asset/POL32/002/2002/en/c982c8fc-be6e-423c-aeca-05a63ca9f30d/pol320022002_eng.pdf

For the original version of *First Steps* (POL 32/004/1995) aimed at teachers and others see:

http://www.hrea.org/erc/Library/First_Steps/index_eng.html

5. HUMAN RIGHTS HERE AND NOW

Nancy Flowers et al., 1998

This material contains basic background information about human rights concepts, documents, history and the process by which international human rights law is created and defended. It includes general principles and methodologies for effective teaching about human rights as well as a collection of innovative learning activities that motivate participants to take action in defence of human rights. It can be used by educators in both formal and informal settings with groups of adolescents, young people and adults.

<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Default.htm>

6. LEARNING FROM OUR EXPERIENCE: HUMAN RIGHTS EDUCATION MONITORING AND EVALUATION TOOLKIT.

Amnesty International 2010 (Index: POL 32/009/2010)

This Toolkit aims to strengthen capacity and to include monitoring and evaluation into human rights education activities in order to improve effectiveness and impact. The Toolkit includes: an introduction to monitoring and evaluation of human rights education work, steps to incorporate monitoring and evaluation into a human rights education project plan, and suggestions for evaluation approaches and methods best suited to specific human rights education activities.

To receive a copy please email hreteam@amnesty.org

7. SINIKO – TOWARDS A HUMAN RIGHTS CULTURE IN AFRICA: A MANUAL FOR TEACHING HUMAN RIGHTS

Amnesty International, 1999 (Index: AFR 01/003/1999)

SINIKO is a manual for teachers and educators in Africa who work with young people both in formal and non-formal educational environments. It is designed as a basic introduction, with advice on methodology, activities for older and younger children and ideas for action. Educators can adapt this material to suit their own circumstances and context.

www.amnesty.org/en/library/asset/AFR01/003/1999/en/c9e5d998-e1a5-11dd-9f8a-a19d21ac1fa4/afr010031999en.pdf

8. THE HUMAN RIGHTS EDUCATION HANDBOOK: EFFECTIVE PRACTICES FOR LEARNING, ACTION, AND CHANGE

Human Rights Resource Center, University of Minnesota, USA, 2000

This Handbook is intended to help people who care about human rights to become effective educators, able to share both their passion and their knowledge. To further human rights education in all its many forms, *The Human Rights Education Handbook* lays out the basics: why, for whom, what, where, who, and how. It draws on the experience of many educators and organizations, illustrating their effective practices and distilling their accumulated insights.

<http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html>

9. TRAINING OF TRAINERS: DESIGNING AND DELIVERING EFFECTIVE HRE **Equitas – International Centre for Human Rights Education, 2007**

The manual outlines a six-day workshop which aims at providing human rights educators with the necessary tools for planning, designing, and conducting effective training-of-trainers (TOT) workshops. It focuses on the “how to” of designing, delivering, and evaluating human rights training, as well as the development of a systematic approach to human rights education. During the workshop, participants prepare a model human rights training session that they can use as a basis for developing training they will deliver within the context of the work of their organizations.

www.equitas.org/wp-content/uploads/2010/11/Equitas_Generic_TOT_2007.pdf

ENDNOTES

- 1** Article 2.2 of the United Nations Declaration on Human Rights Education and Training adopted by the Human Rights Council, Resolution 16/1, 23 March 2011. <http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>
- 2** United Nations Declaration on Human Rights Education and Training adopted by the Human Rights Council in its 16th session, 23 March 2011. The Council also recommended that the declaration be adopted by the United Nations General Assembly. <http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>
- 3** Article 4 of the United Nations Declaration on Human Rights Education and Training adopted by the Human Rights Council, Resolution 16/1, 23 March 2011, <http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>
- 4** Adapted from the UN Programme for HRE <http://www2.ohchr.org/english/issues/education/training/planaction.htm>
- 5** Liam Kane, *Popular Education and Social Change in Latin America*, Latin America Bureau, London 2001, p38.
- 6** Liam Kane, *Popular Education and Social Change in Latin America*, Latin America Bureau, London, 2001, p57.
- 7** Adapted from: N Flowers et al., *The Human rights education handbook: effective practices for learning action and change* (Topic book: 4), Human Rights Resource Center, University of Minnesota, 2000, 168p. [http://www1.umn.edu/humanrts/edumat/human rights educationduseries/hrhandbook/part2B.html](http://www1.umn.edu/humanrts/edumat/human%20rights%20educationduseries/hrhandbook/part2B.html), accessed 20 July 2011.
- 8** N Flowers et al., *The Human rights education handbook*, p168.
- 9** Adapted from: SONKE Gender Justice Network/One Man Can Campaign, *Understanding to Action: A One-Day Training to Build Men's Knowledge and Skills in Supporting Survivors and Advocating for the Enforcement of South Africa's Sexual Offenses Act*, Cape Town South Africa, 2008, pp.37-38.
- 10** Amnesty International, *Learning from Our Experience: Human Rights Education and Monitoring Toolkit*, Amnesty International Publication, 2010, p75.
- 11** Adapted from I. Guijt, "Participatory Monitoring and Evaluation for Natural Resource Management and Research", in Socio-economic Methodologies for Natural Resources Research Best Practice Guidelines, International Institute for Environment and Development (DFID), Natural Resources Institute and Department for International Development, 1999.
- 12** Adapted from: P.Welsh and X. Muñoz, *Hombres de verdad o la verdad sobre los hombres: guía de reflexión con grupos de hombres en temas de género y masculinidad*, Programa Regional de Masculinidad del CID-CIIR / Asociación de Hombres contra la Violencia AHCV, Managua: CIIR, 2004. pp35-37.
- 13** Many of the ideas integrated into this section have been adapted for information contained in: *Equitas, Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*, Equitas - International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights, Montreal, 2011.
- 14** Adapted from *Equitas, Training of Trainers: Designing and Delivering Effective HRE*, Montreal, Canada, 2007, pp 107 -108, www.equitas.org/wp-content/uploads/2010/11/Equitas_Generic_TOT_2007.pdf, accessed 10 August 2011



NOTES



FACILITATION MANUAL

A GUIDE TO USING PARTICIPATORY METHODOLOGIES FOR HUMAN RIGHTS EDUCATION

This manual is a resource for human rights educators who wish to use participatory methodologies in human rights education and improve their facilitation skills. It is developed specifically for those who train or educate others: teachers, youth workers and leaders, community activists and educators, as well as peer educators in both formal and non-formal educational settings who are committed to facilitating human rights education that seeks to engage, inspire and empower participants to take action.

This facilitation manual is part of Amnesty International's *Respect My Rights, Respect My Dignity: Education for Human Dignity Resource Pack* and is intended to be used with the human rights education resources on poverty and human rights issues also included in the pack. This manual has also been developed with the necessary flexibility to be adapted to other materials or used on its own as a general resource for facilitators working in a diversity of settings.

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