

*Post-Conference Report*

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# International Conference on Human Rights Education and Training for the Civil and Public Sector

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Dublin Castle, 3 – 5 December 2013



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By

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The Irish Human Rights Commission (IHRC) was established under statute in 2000, to promote and protect human rights in Ireland. The human rights that the IHRC is mandated to promote and protect are the rights, liberties and freedoms guaranteed under the Irish Constitution and under international agreements, treaties and conventions to which Ireland is a party.



# Contents

	Message from the Conference Rapporteurs	2
	Executive Summary	4
<b>Chapter 1 –</b>	Conference Background, Objectives and Methodology	9
<b>Chapter 2 –</b>	<i>Training Policies and Other Related Policies</i>	15
<b>Chapter 3 –</b>	<i>Training Processes and Tools</i>	27
<b>Chapter 4 –</b>	<i>The Learning and Working Environment</i>	35
<b>Chapter 5 –</b>	<i>Evaluation Processes and Tools</i>	41
<b>Chapter 6 –</b>	Resources and Side Events	51

## Appendices

<b>Appendix 1 –</b>	Conference Agenda	64
<b>Appendix 2 –</b>	The Plan of Action for the second phase of the World Programme for Human Rights Education, paragraphs 37-45	69
<b>Appendix 3 –</b>	List of Conference Participants	75
<b>Appendix 4 –</b>	Conference Evaluation Data	79

**Note:** This report contains a summary of the learning from the International Conference on Human Rights Education and Training for the Civil and Public Sector in December 2013. It does not necessarily represent the opinion or views of the Irish Human Rights Commission, Office of the United Nations High Commissioner for Human Rights, or any of the participating organizations.

Written reports taken during Working Groups and Plenary Sessions varied in terms of detail and quantity. This should be kept in mind when reading this report.

# Message from the Conference Rapporteurs

James Connington, Institute of Public Administration,  
and Brian Ruane, St Patrick's College, Drumcondra.

In addition to the objective of gaining an 'overall flavour' and sense of the Conference, the key objectives for Conference Rapporteurs were to oversee and actively observe the themes central to the issue of human rights education and training for the Civil and Public Services. Many thanks to our colleagues in the IHRC Professor Siobhán Mullally, Dr Mary Murphy and Renee Dempsey, Chief Executive of the Equality Authority, who acted as Conference Rapporteurs over the course of the three days. We reported back on the key issues and fed back our observations to the plenary sessions of the conference, for discussion along with the inputs of the Working Group rapporteurs.

We took the opportunity to sit in on a wide range of the Working Group discussions on the four main conference themes. It was most rewarding to observe such high levels of participation and involvement in the Working Group sessions where, almost without exception, the challenge was to conclude on time, given the eagerness to contribute demonstrated by participants in the sessions.

The central matters which came to light in Working Groups, plenary sessions and other specific conference inputs included interesting, thought-provoking and challenging factors relating to each of the themes. Certain factors demanded particular attention and discussion:

- Under the theme of **Training Policies and Other Related Policies**, the question of identifying entry points for education and training in the absence of specific human rights bodies or organizations came to light
- Under the theme of **Training Processes and Tools**, the use of eLearning, case studies and the issue of the appropriate use of role-play along with the need for highly tailored approaches were discussed and debated at length
- Under the theme of the **Learning and Working Environment**, much discussion took place on issues such as the identification and encouragement of 'human rights champions' and the critical importance of respecting the rights of learners as well as the issue of 'self-care' for the education and training provider
- Under the theme of **Training Evaluation and Impact**, the issue of ensuring that both short and longer term impacts are assessed and the complexity of evaluating same was considered and generated significant discussion.

A number of commonly perceived challenges were voiced and outlined; they include the issue of challenging resistance while maintaining key principles, current pressures in the learning environment in terms of economic and/or political landscape in some regions, along with matters relating to the appropriateness of certain interventions in terms of context and culture, both societal and organizational, and the issue of language and terminology within the field.

In having the opportunity to oversee and observe such a variety and range of input and discussions in Working Groups along with presentations to plenary sessions and panel discussions, we could not but admire the willingness demonstrated to share information and to re-emphasise the importance of central human rights values informing our work, while at the same time not losing sight of the need for the examination of issues raised and to take an evaluative and analytical approach to information and opinion provided and expressed.

An event of the scale of this conference presents a unique opportunity to share experience and perspectives and our view as conference rapporteurs was that this opportunity was wholeheartedly grasped by those involved and we would like to commend all involved for such participation.

# Executive Summary

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*“What brings us together is our commitment to universal human rights”*

Conference Participant, Evaluation Form

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This report is a summary of the proceedings and outcomes of an International Conference on Human Rights Education and Training for the Civil and Public Service held in Dublin Castle on 3-5 December 2013. The conference was jointly organized by the Irish Human Rights Commission (IHRC) and the Office of the United Nations High Commissioner for Human Rights (OHCHR), in co-operation with the following inter-governmental organizations:

- Council of Europe
- European Union Agency for Fundamental Rights
- Organization of American States
- Organization for Security and Co-operation in Europe (Office for Democratic Institutions and Human Rights), and
- United Nations Educational, Scientific and Cultural Organization.

And the following co-operating national human rights institutions:

- Danish Institute for Human Rights
- German Institute for Human Rights.

It was decided early on in the planning to make the conference an international one, linking as closely as possible to the theme of the World Programme for Human Rights Education. The overall conference aims were to:

- a.** Showcase and share good practice in human rights training for the Civil and Public Service, including law enforcement officials
- b.** Encourage and support the design and implementation of human rights training for Civil Servants, including law enforcement officials, in accordance with the WPHRE (2005-ongoing).

Specific criteria to define “**good practice**” in human rights training for the Civil and Public Service may include:<sup>1</sup>

- **Appropriateness** (i.e. the practice addresses core human rights education and training issues for the specific target audience)
- **Participation** (i.e. the practice benefited by the input, in terms of design and implementation, of all relevant stakeholders)
- **Effectiveness** (i.e. an evaluation process has provided evidence that the practice has effectively met its human rights learning goals, or there is direct evidence that the practice will meet or contribute to its learning goals when implemented);
- **Adaptability** (i.e. the practice’s themes and methodology allow it to be used in different local and national contexts).

Two outputs were envisaged within the context of the conference:

1. A draft compendium on human rights training practice in the Civil and Public Sectors, including law enforcement officials, carried out by national human rights institutions, to be distributed and discussed at the conference and to be published following the conference
2. A conference report (this document) depicting lessons learned and capturing shared practices to support, encourage, implement and embed human rights training for the Civil and Public Service. This report will be widely distributed and available electronically.

According to the Plan of Action for the second phase (2010-2014) of the WPHRE, the Conference was organized around four strategic themes which are complementary components of a comprehensive approach to human rights training for Civil and Public Servants:

1. **Training policies and other related policies** (for instance, adoption of policies integrating human rights training in pre-service and in-service training and the establishment of dedicated institutions, as well as policies supporting training, such as those dealing with incentives, recruitment and promotion, etc.)
2. **Training processes and tools** (for instance, adoption or revision of curricula, use of innovative training methodologies, development or revision of training materials, etc.)
3. **The learning and working environment** (for instance, adoption of codes of conduct and professional ethics, awarding of human rights achievements, development of human rights-related community projects with civil society, etc.), and
4. **Training evaluation and impact** (for instance, needs assessment and other evaluation steps, evaluation tools and methods, types of results, success stories, etc.).

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<sup>1</sup> Criteria adapted from Council of Europe, OSCE/ODIHR, UNESCO, OHCHR, 'Human Rights Education in the Schools Systems of Europe, Central Asia and North America: A Compendium of Good Practice' (2009). Last accessed from <http://www.ohchr.org/EN/NewsEvents/Pages/HRsEducationBook.aspx> on 2 May 2014.

The conference was attended by 95 delegates<sup>2</sup> in total, the regional breakdown of which is as follows: 21 from European countries, 27 from other non-European countries, seven from the United Kingdom and Northern Ireland and 40 from Ireland. There was a good mix of professional backgrounds represented as follows: education (23), international human rights protection agencies (7), law enforcement agencies (9), local authorities (2), Government ministries (16), national human rights institutions (29), non-governmental organizations (6), statutory authorities (3) and trade unions (1).

Participants included:

- Representatives of national human rights institutions (NHRIs) responsible for related programming
- Representatives of Government departments or ministries, or other official institutions, responsible for related programming
- Civil and Public Service trainers and senior managers
- Representatives of inter-governmental organizations
- Other experts and practitioners.

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*“The conference has facilitated like-minded individuals, who would not have any cause normally to come together, to do so.”*

Conference Participant, Evaluation Form

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**The Working Group discussions, the results of which are highlighted later on in this report, provided a rich account of the practice of human rights education and training for Civil and Public Sector staff globally.**

**These discussions are summarised briefly under the following points:**

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*Training policies and other related policies that would help integrate and support human rights education and training, include:*

- Constitutional provisions, or other legislative obligations
  - Clear standards for the kind of behaviour expected within organizations, policies, regulations, codes of ethics or behaviour
  - Co-operation and collaboration between agencies
  - Adopting a multi-agency approach of coherent policies at national level
  - Progressive realisation of human rights regardless of resource and budget cuts
  - Not cutting back on training; training implementation and delivery policies in place regardless of resources/budgets
  - Policies grounded in good research and of a uniform standard.
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<sup>2</sup> This number is approximate and includes the conference organizers and volunteers.

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*Training processes and tools that would help integrate and support human rights education and training, include:*

- Tools developed that are non-legalistic, adaptable and appropriate for the audience. Methodologies should be participative. Tools should instil change in those participating
  - Processes, tools and methodologies should be transformative. For example, peer learning, role-playing, case studies and self-reflection
  - On-line and eLearning tools utilised to deliver new skills.
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*The learning and working environment that would help integrate and support human rights education and training, includes:*

- Dignity and respect
  - Human rights ingrained in organizational culture and countrywide to permeate the workplace
  - Reporting structures must be safe and accessible, so that grievances can be dealt with efficiently
  - Consideration should be given to over-burdening and burn-out of some Public Sector workers and to resolving this in a positive way.
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*Training evaluation and impact that would help integrate and support human rights education and training, include:*

- Evaluation should take place at all stages of the training process; planning, design, delivery and follow-up
  - Always be aware of what is being measured
  - Indicators: Evaluation methods can be creative and varied; from needs assessments to focus groups and from the use of on-line methodologies to participatory tools. Internal and external evaluation methods may be used
  - Create space in training for reflective processes and evaluation, rather than always adding it at the end of sessions.
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# 1

# Conference Background, Objectives and Methodology

1.1	Conference Objectives	10
1.2	Conference Methodology	11
1.2.1	Agenda and opening sessions	11
1.2.2	Plenary Sessions	11
1.2.3	Working Groups	11
1.3	Conference Rapporteurs	13

# 1 Conference Background, Objectives and Methodology

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*“Section D of the present plan of action focuses on human rights training for a broad range of adult professionals who have specific responsibility, as State actors, to respect, protect and fulfil the human rights of those under their jurisdiction. They include:*

- (a) Civil Servants who, depending on national laws and governmental structures, may include officials and policy-makers from Government ministries and departments, diplomats, employees of local government and municipalities, as well as fiscal and economic agencies, teachers, public health professionals and social workers.*
- (b) Law enforcement officials, i.e. police, prison personnel and border patrols, as well as security forces and the military, when they are given police powers.*
- (c) The military.*

*The above-mentioned professional groups have very different roles and responsibilities, institutional and organizational cultures and specific international human rights standards applicable to them.”*

(Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education, section D, paragraphs 37 and 38.)

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## 1.1 Conference Objectives

Two outputs were envisaged within the context of the conference:

1. A draft compendium on human rights training practice in the Civil and Public Sectors, including law enforcement officials, carried out by national human rights institutions, and
2. A conference report (this document) depicting lessons learned and capturing shared practices to support, encourage, implement and embed human rights training for the Civil and Public Service.

## 1.2 Conference Methodology

### 1.2.1 Agenda and opening sessions

The conference was run over two and a half days, from the morning of Tuesday 3rd December to lunchtime on Thursday 5th December 2013.

The conference was formally opened by Minister for Justice and Equality, Alan Shatter T.D., with an address by the Ambassador to Belgium, Éamonn Mac Aodha, former Chief Executive of the Irish Human Rights Commission (IHRC). Both distinguished speakers were introduced by Dr Des Hogan, Acting Chief Executive of the IHRC. Then, Elena Ippoliti (OHCHR) presented the conference objectives and focus, with reference to the second phase (2010-2014) of the World Programme for Human Rights Education.

The rest of the agenda (see Appendix 1 on page 64) continued with a mixture of Plenary Sessions and Working Group Sessions.

### 1.2.2 Plenary Sessions

Plenary Session presentations on the thematic areas were delivered to the collected conference participants, for the purposes of introducing the theme, encouraging discussions and sharing good practice. Each Plenary Session consisted of up to four 10/15 minute presentations. At the end of each day, a closing Plenary Session was also held, led by the Conference Rapporteurs, for the purpose of 'tying up' the learning of each day.

### 1.2.3 Working Groups

Conference participants identified their preferred Working Group prior to the conference (some were assigned) and stayed with the Working Group over the course of the conference. During the conference planning stage, additional Working Groups were considered, with the potential of adding one or two thematic-based groups; however, a decision was made to stick with the five World Programme identified areas. Over the course of the two and a half days, Working Groups discussed the strategic themes, based upon the WPHRE. Group numbers varied between approximately 15 and 20 members per group. The audiences for the Working Groups were:

1. Law enforcement officials
2. Ministry personnel
3. Education personnel
4. Health professionals
5. Local authorities

Working Groups aimed to ensure that participants had maximum opportunity to share their experiences with human rights education and training for a specific Civil and Public Service audience and to facilitate discussions on related issues for feedback to the larger plenary group. Areas discussed included, for example, good practice or achievements, opportunities, challenges and strategies to overcome them, as well as remaining needs and proposals for support.

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*“Discussion groups as [well as] being small, personal, respectful [were] an open forum for the transfer and exchange of ideas and thoughts.”*

Conference Participant, Evaluation Form

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Working Group sessions were one or one and a half hour in duration and began with a short presentation by a group member, followed by a period of facilitated discussion. Each group was assigned a moderator, rapporteur, resource contact and notetaker/assistant. Working Group sessions were held in individual meeting rooms, separate to the main conference hall, around the conference venue. Each meeting room was equipped with laptop, projector, flip charts and supporting tools. Some Working Group participants made presentations, based upon their professional experience, related to the subject area of the thematic areas. Most discussions were recorded on flip charts. Following each Working Group thematic session, feedback was given to the larger plenary group back in the main conference hall, mostly delivered by the individual Working Group rapporteur.

**Note:** Written reports taken during Working Groups and Plenary Sessions varied in terms of detail and quantity. This should be kept in mind when reading this report.

### **Guiding Themes for Working Groups**

Each Working Group was asked to discuss the following (non-exhaustive) themes:<sup>3</sup>

- Good practice/achievements in:
  - Training policies and other related policies (including adoption of policies integrating human rights training in pre-service and in-service training and the establishment of dedicated institutions, as well as policies supporting training such as those dealing with incentives, recruitment and promotion)
  - Training processes and tools (including training curricula, training materials, use of innovative training techniques, distance learning)
  - The learning and working environment (including adoption of codes of conduct and professional ethics, awarding of human rights achievements, development of human rights-related community projects with civil society, other extra-curricular activities)
  - Evaluation processes and tools (including needs assessment and other evaluation steps, evaluation tools and methods, types of results, success stories).
- Challenges to implementation
- Strategies to overcome challenges
- Remaining needs and proposals for support.

Summaries of the Working Group discussions, including plenaries, follow on each theme, under the following headings:

- Plenary observations
- Observations from the Working Group discussions
- Examples of practices shared
- Challenges to implementing the theme.

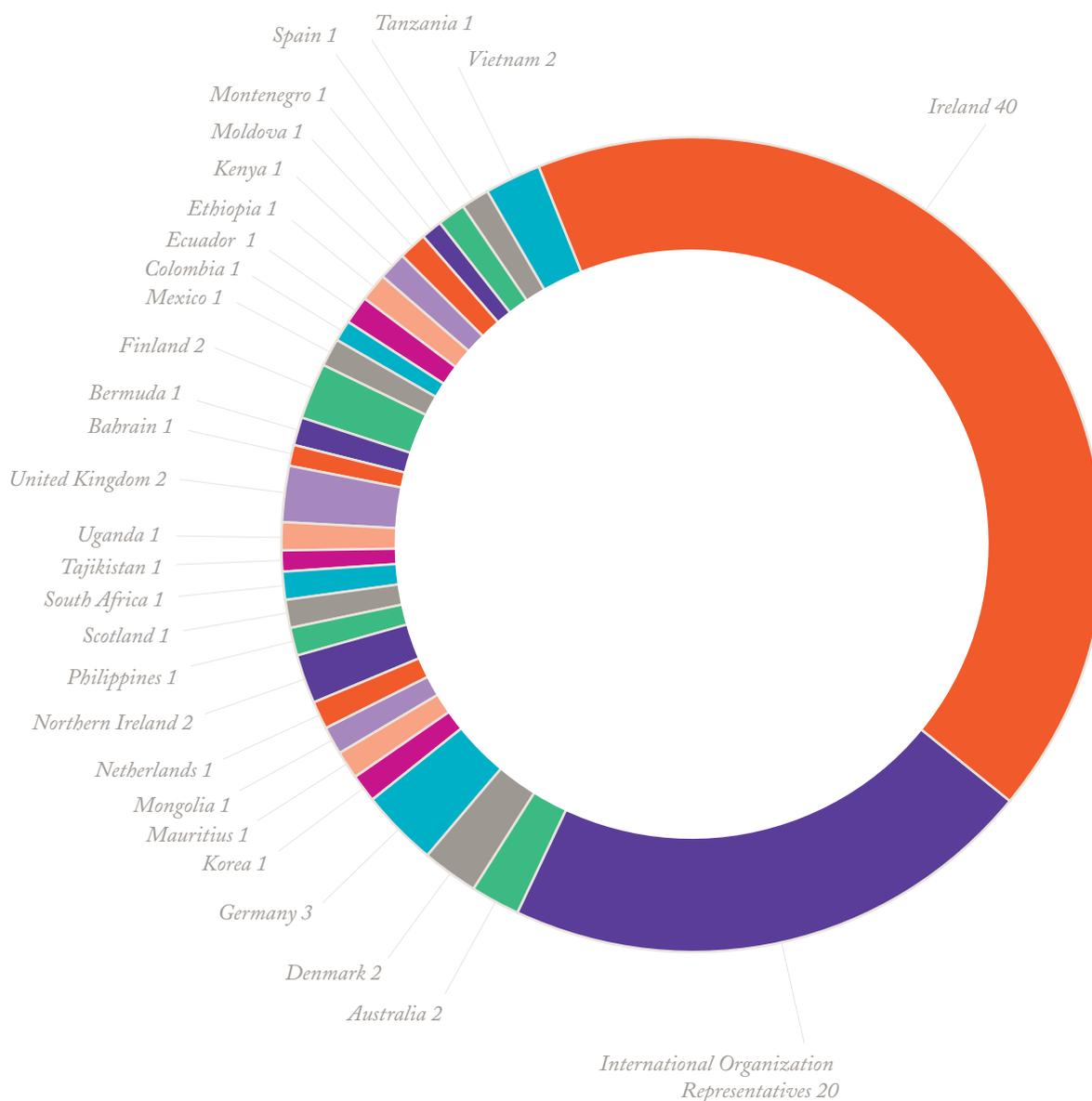
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<sup>3</sup> See Appendix 2, The Plan of Action for the second phase of the WPHRE, paragraphs 37-45, “Action promoting human rights training for Civil Servants, law enforcement officials and the military”.

## 1.3 Conference Rapporteurs

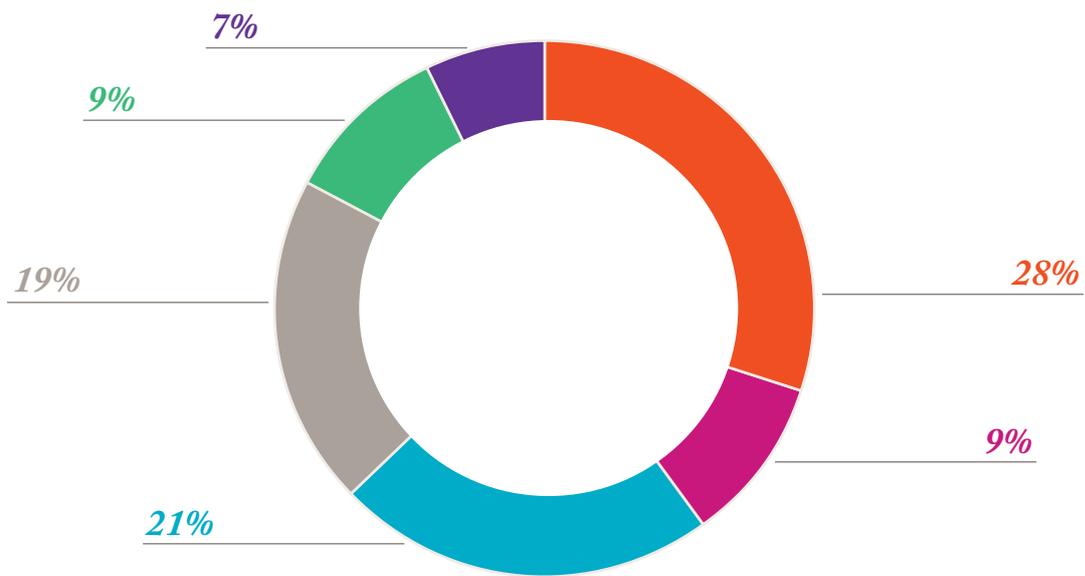
In addition to the Working Group rapporteurs, there were overall positions of 'Conference Rapporteurs'. These roles were carried out by Brian Ruane from St Patrick's College, Drumcondra, and James Connington from the Institute of Public Administration, two individuals with extensive experience in human rights education and in Civil and Public Sector training. In addition, a third overall Conference Rapporteur was appointed on each day; IHRC member Professor Siobhán Mullally, on Day One; Renee Dempsey, Chief Executive of the Equality Authority, on Day Two; and IHRC member Dr Mary Murphy on Day Three. The Conference Rapporteurs chaired the plenary panel discussions and summarised the content at Plenary Sessions.

**Diagram I: Countries Represented by Participants<sup>4</sup>**



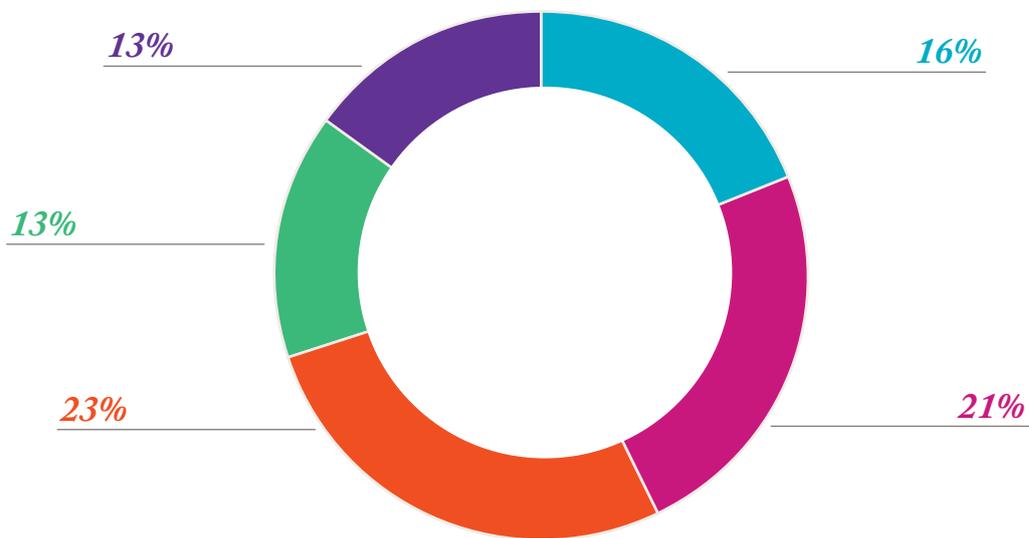
<sup>4</sup> Figures and numbers in diagrams I – III are based as far as possible on available information. Diagrams have been created to assist the reader receive a general overview of participants, organizations and backgrounds into depicted categories.

Diagram II: Type of organization represented



- NHRI    ● Government Ministry    ● Civil and Public Service
- Civil Society/NGO/Academic Institution    ● International Government Organization    ● Other

Diagram III: Areas of work



- Law Enforcement    ● Ministry    ● Education Personnel
- Health Professionals    ● Local Authorities

# 2

# Training Policies and Other Related Policies

<b>2.1</b>	<b>Plenary Observations on Training Policies and Other Related Policies</b>	<b>16</b>
2.1.1	Elena Ippoliti, Office of the United Nations High Commissioner for Human Rights, presented an overview of the theme.	16
2.1.2	Fidelma Joyce, Irish Human Rights Commission, presented an overview of the IHRC's Mapping Study on Human Rights Education (2011) as an example of the theme.	17
2.1.3	Sandra Reitz, German Institute for Human Rights, presented an overview of Germany and human rights education, as an example of this theme.	18
2.1.4	Ana Elzy Ofreneo, Philippines Commission on Human Rights, presented an overview of the Philippines human rights history and the country's human rights education framework.	18
<b>2.2</b>	<b>Working Group Observations on Training Policies and Other Related Policies</b>	<b>19</b>
2.2.1	Constitution Provisions and Legislation	19
2.2.2	Setting Standards	19
2.2.3	Types of Policies	20
2.2.4	Budgeting and Resources	21
2.2.5	Overlap with Ethics	21
2.2.6	Multi-Agency Approach	21
<b>2.3</b>	<b>Examples of Practices Shared</b>	<b>22</b>
<b>2.4</b>	<b>Challenges to Implementing Training Policies and Other Related Policies</b>	<b>23</b>
2.4.1	Uniformity of Standards	23
2.4.2	Staff Turnover	24
2.4.3	Levels of Engagement	24
2.4.4	Tension between Domestic and International Law	24
2.4.5	Multiple Stakeholders	24
2.4.6	Resources	25
2.4.7	Conflicting Rights	25

## 2 Training Policies and Other Related Policies

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*“Training policies provide that human rights training is mandatory for professional qualification and promotion, and specialized training is required for officials dealing with particularly vulnerable groups. Human rights training is integrated into pre-service and in-service training curricula. It is delivered by specialized staff, and a mechanism for evaluation and impact assessment is in place. As training is not an isolated effort but rather part of an overall capacity-building strategy, all policies and regulations concerning the profession are reviewed to make sure that they are not inconsistent with human rights standards but rather promote the profession’s contribution to human rights.”*

(Joint OHCHR-UNESCO booklet of the Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education, pages 5 and 6.)

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*“If training is to produce the desired impact on behaviour and professional performance, it must be clearly supported by and linked to corresponding policies and rules in the trainees’ organization or institution.”*

(Plan of Action for the second phase (2010-2014) of the WPHRE, paragraph 43.)

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### 2.1 Plenary Observations on Training Policies and Other Related Policies

#### 2.1.1 Elena Ippoliti, Office of the United Nations High Commissioner for Human Rights, presented an overview of the theme.

Policies are statements of commitment which include principles, definitions and objectives to serve as normative reference for all actors. In the context of the World Programme, ‘training policies and other policies’ may include:

- legislation or regulations, such as those integrating human rights training in pre-service and in-service training and establishing dedicated institutions
- policies concerning the relevant institutions which support training, such as those dealing with incentives, recruitment and promotion, as well as codes of ethics or conduct
- policies defining planning and implementation strategies for human rights training, such as national plans of action for human rights education.

Good practice in related policy-making may include:

- adopting a participatory approach in policy development, involving all related stakeholders
- rooting policies in research and good practice, as well as in international commitments made by Governments in the area of human rights education and training
- ensuring coherence among related policies (for instance, among national plans of action for human rights, human rights education, education, minorities, combating discrimination, etc.)
- making sure that policies are accompanied by adequate implementation measures including tasks, responsibilities, timelines and resources
- ensuring dissemination and public awareness of the policies.

### 2.1.2 Fidelma Joyce, Irish Human Rights Commission, presented an overview of the IHRC's Mapping Study on Human Rights Education (2011) as an example of the theme.

The purpose of the mapping study was to identify gaps and opportunities that would support the development of a national human rights education plan for Ireland. Using combined methodologies of desk research, bi-lateral meetings with stakeholders, focus group surveys, and round-table discussions with key educationalists, a framework for the Mapping Study was created around the WPHRE and five key components:

- Education Policies including legislation
- Policy Implementation Strategies
- Teaching and Learning
- Learning Environment
- Education and Professional Development.

Research found human rights education is most developed at primary and post-primary level education in Ireland, but is not a feature at policy level in higher or third level education. A strong human rights and community-based approach was found at the level of the community and voluntary sector, which included an interest in human rights education but a lack of follow through due to lack of resources.

In relation to the legal professions, the Mapping Study suggests that human rights should be re-established as a core subject in the training of solicitors but that more resources are needed to support the development of this aspect.

In relation to the Civil and Public Service in Ireland, the Mapping Study recommended that human rights training and commitment should be an explicit feature of continuous learning.

### **2.1.3 Sandra Reitz, German Institute for Human Rights, presented an overview of Germany and human rights education, as an example of this theme.**

The German education system is decentralised in terms of education policies and curricula. Current policies and documents relevant to human rights education include:

- A recommendation of the Standing Conference of the Ministries of Education and Cultural Affairs on the Promotion of Human Rights in Schools (1980/2000)
- The Forum Menschenrechte (NGO Human Rights Coalition/Forum) which produced Standards of Human Rights Education in Schools (2005)
- The 'Länder' survey by the Secretariat of the Standing Conference of the Ministries of Education and Cultural Affairs to prepare a national report within the framework of the United Nations Action Plan for the WHPRE (2008).

The German Institute encourages 'Länder' to mention human rights in their school law (responsibility of Parliaments). An initiative started by Amnesty International Germany saw meetings with the Ministry of Education to send information about materials and teacher training through their channels and the experience so far has been very open. The use of UN documents to give added legitimacy and help with phrasing has been found to be very useful. Use of the UN's treaty body periodic reporting is also important. The aim is to create a demand for human rights education.

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*“This conference was great and we all need something like this often to learn new things and to see that we are not alone in our struggle with difficulties on our way to include human rights in every day teaching.”*

Conference Participant, Evaluation Form

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### **2.1.4 Ana Elzy Ofreneo, Philippines Commission on Human Rights, presented an overview of the Philippines human rights history and the country's human rights education framework.**

Human rights education takes place within the formal sector (for educators, law enforcement officials and Civil Servants) and in the information sector, for community groups, vulnerable groups and the private sector.

The aim of the Philippines' human rights education work is to give the same weight to potential violators as potential victims. The 1987 Philippines Constitution directs all learning institutions to foster respect for human rights and to teach the rights and duties of citizenship. The Constitution also requires all Philippines security forces to respect and protect human rights as they perform their missions and operations.

The establishment of the Commission on Human Rights of the Philippines, by way of the 1987 Constitution, mandated the mandatory continuation of Human Rights Education. Human rights education and training has been conducted in the Philippines for 27 years now, both within the formal sector, to educators, law enforcement officials and the Civil Service and informally, at a community level where human rights training is provided to elected officers in Barangay Human Rights Action Centres.

## 2.2 Working Group Observations on Training Policies and Other Related Policies

### 2.2.1 Constitution Provisions and Legislation

From the Working Group discussions, shared practices and policies in this theme included constitutional provisions, or the enactment of other legislation pertaining to particular Civil Service roles or that which specifically references human rights education.

Some states have embedded public sector human rights education in their constitutions, e.g. the Ecuadorian Constitution states that a human rights training programme should be implemented to comply with a constitutional article on the enforceability of rights by Public Servants.<sup>5</sup> The Finnish Constitution stipulates 'The public authorities shall guarantee the observance of basic rights and liberties and human rights'.<sup>6</sup> In the Mexican Constitutional Reform Act 2011, human rights were included for the first time, which came to be known as the 2011 Human Rights Amendments. In Ethiopia, there is provision for human rights in the Constitution, though this is a recent change and has not yet been mirrored by a cultural shift.<sup>7</sup>

In other countries, legislation places obligations on Civil and Public Service staff, such as the 1998 Human Rights Act in the United Kingdom and the 2003 European Convention on Human Rights Act in Ireland.<sup>8</sup>

In Bermuda, human rights are protected by both the Constitution and by the 1981 Human Rights Act. In Mauritius, a supreme law provides for in-service and thematic training of ministry staff. In Montenegro, educational programmes and training, related to the implementation of international standards in human rights, are regularly organized for judicial officials and police officers in co-operation with the Council of Europe and the OSCE.

### 2.2.2 Setting Standards

Clear standards should be set for the kind of behaviour expected within organizations. This can include:

- Mission and vision statements
- Policies to ensure the sustainability of human rights training
- Policies which outline expected behaviour and performance of employees
- Regulations which include reference to ethical behaviour
- Knowledge of rules is not helpful, unless it equates to changed behaviour.

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5 Art. 11 (3) of the 2008 Constitution of Ecuador, which stipulates: 'The rights and guarantees set forth in the Constitution and in international human rights instruments shall be directly and immediately enforced by and before any civil, administrative or judicial servant, either by virtue of their office or at the request of the party.'

6 Chapter 2, Section 22, 2000 Constitution of Finland.

7 Art. 13 (1): "All Federal and State legislative, executive and judicial organs at all levels shall have the responsibility and duty to respect and enforce the provisions of this Chapter." Art. 13 (2): "The fundamental rights and freedoms specified in this Chapter shall be interpreted in a manner conforming to the principles of the Universal Declaration of Human Rights, International Covenants on Human Rights and International Instruments adopted by Ethiopia".

8 An added human rights and equality provision will be placed on Irish public bodies in the upcoming new legislation that will establish a merged Human Rights and Equality Commission (IHREC) in Ireland.

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*“In the absence of policy, you can make any decision. But it doesn’t mean you have the authority to make the wrong decision.”*

Local Authority Working Group

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Policies should contain incentives for motivational purposes and incentivising adherence to human rights. For example, someone might only get promoted if they have not abused any human rights. However, this might be balanced with some risk when linking human rights competence to promotion, which may result in reducing the training to a ‘tick box’ exercise, which is ignored once satisfactorily completed. Some personal incentive for participants to attend training facilitates their involvement and participation.

Working Group discussions suggested that specific human rights training accreditation can be helpful and should be considered, using international framework or standards such as the ISO system or quality mark. It was also suggested that Memoranda of Understanding (MOUs), signed at national or regional level might act as a ‘stick’ for action on human rights.

For health professionals, there was discussion of the use of the ‘5 x As’ methodology as a way of determining policy, asking if healthcare policy is: Available, Acceptable, Accessible, Adaptable and Affordable.

### 2.2.3 Types of Policies

Policies should be an expression of need and should support:

- Targeted, meaningful training
- Relevance/mapping studies of methodologies
- Effective needs assessments
- Taking incremental action
- Allocation of resources for policy development
- Use of international opportunities e.g. Universal Periodic Review to increase awareness of legal obligations and raise awareness at a personal vs. institutional level
- A ‘top-down’ and ‘bottom-up’ approach to make valuable connections. Engagement from the top-down gets practitioners to comment on what works and what does not work as well, enabling a framework to which human rights may be added
- Institutionalising the training ensures sustainability
- Networking and peer support.

Training for trainers:

- A focus of training for trainers may help towards the state’s obligation to provide human rights education
- Factors to consider: who to teach; what to teach them; how to teach them (help the trainers to identify these factors).

## 2.2.4 Budgeting and Resources

- A progressive realisation<sup>9</sup> of human rights must continue, despite budget cuts in recent years. The state should demonstrate how it is improving human rights protection
- A situation may occur where care practitioners do not have enough resources to deal with patients. This is disheartening for practitioners as they cannot provide for what they need to do and this creates a clash. These other constraints do not allow them to deliver the necessary care
- Minimum care level. The standard should never fall below this minimum level of care
- Need to view human rights as part of the solution, not the problem. There can be difficulty in opening human rights into debates about resources. If we clarify who has responsibility, for example, states, community, individuals, then human rights could become part of the dialogue within decisions about resource allocation
- A business case can be built for human rights training, that it may result in less litigation down the line.

## 2.2.5 Overlap with Ethics

Overlap of 'Ethics' and human rights for Public Sector workers:

- Need to add an ethical consideration. The realisation about who gets care is an example of how human rights and ethics might overlap
- Health professionals need training on how to analyse policy from an ethical and human rights perspective
- It is difficult to talk about specific groups without referring to data which can be difficult to obtain due to, for example, data protection
- Health workers almost have to be activists, enablers and advocacy trainers.

## 2.2.6 Multi-Agency Approach

Bringing people together – community, voluntary, and state agencies - who are working on similar themes (i.e. human rights, justice, etc.) within a municipality or local authority creates solidarity by encouraging sharing of experiences, good practice and resources. For example, combining resources across organizations and departments could help to increase overall budgets. Furthermore, human rights proofing of legislation should be routine, and could be included in induction courses for all new recruits to the Civil Service. Training provided should include both specialist and general content.

<sup>9</sup> 'The concept of "progressive realization" describes a central aspect of states' obligations in connection with economic, social and cultural rights under international human rights treaties. At its core is the obligation to take appropriate measures towards the full realization of economic, social and cultural rights to the maximum of their available resources.' Office of the United Nations High Commissioner for Human Rights, 'Frequently Asked Questions on Economic, Social and Cultural Rights', Factsheet No. 33, at page 13, last accessed from <http://www.ohchr.org/Documents/Issues/ESCR/FAQ%20on%20ESCR-en.pdf> on 8 April 2014. Article 2(1) of the International Covenant on Economic, Social and Cultural Rights states 'Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.' UN General Assembly, International Covenant on Economic, Social and Cultural Rights, 16 December 1966, United Nations, Treaty Series, vol. 993. General Comment Number 3, The Nature of States Parties Obligations (Art. 2, para. 1 of the Covenant), adopted by the UN Committee on Economic, Social and Cultural Rights at its fifth session, 1990, UN Doc. HRI/Gen/1/Rev.3, 15 August 1997, states 'The concept of progressive realization constitutes a recognition of the fact that full realization of all economic, social and cultural rights will generally not be able to be achieved in a short period of time.' (at para. 9) and 'Article 2 (1) obligates each state party to take the necessary steps "to the maximum of its available resources"' (at para. 10).

## 2.3 Examples of Practices Shared

**Australia:** The use of ‘diversity’ champions was begun within the Civil Service in order to infuse human rights principles. An Action Plan on Disability and one for Indigenous Peoples were found to be especially useful in employment, in creating an enabling environment. Codes of Conduct were referenced with human rights. Human rights awards were created to encourage the implementation of the disability plan. Awards for positive contribution of women were created by the Women’s Network. Australia hosts a ‘friendly’ lunch every year with stakeholders in an attempt to counter any feelings of opposition between them and the Human Rights Commission, with the aim of ‘fostering human rights champions in the Civil and Public Service.’ Although there is no equivalent human rights act in Australia, recent legislation on ‘statements of compatibility’ requires any legislation submitted to Parliament to be compatible with the seven international human rights treaties to which Australia is a signatory.

**Costa Rica:** Amnesty International and the Inter-American Institute of Human Rights collaborated on a project entitled ‘Working for Freedom’. There had been a historic resistance to human rights education in Latin-American governments which needed to be worked on. A diagnostic study in the ‘90s looked at the curriculum that was being used. Work was done on preparing materials and resources to use with the possibility of adaptation. Responsibility for this was given to an Educational Resource Centre. The notion of values was important in this approach. Resources on discrimination, justice and solidarity were developed. In the Training phase, teachers became multiplying agents, spreading the HRE principles. A Conceptual Framework was the same for all countries in Latin America, with resources being adapted. These materials were available online. Although resistance from government authorities was experienced, over time, human rights education has become more widely accepted.

**Finland:** There is a ‘Statement of Compatibility’ as well as a handbook to guide drafting parties in the relevant human rights practices. The Finnish Human Rights Centre is currently proposing the development of a national action plan for human rights but has experienced a difficulty in not having a national mapping study/baseline study upon which to move forward.

**Germany:** Methodologies and materials are available for teachers to improve both the placement of human rights within the curriculum but also improvement in the human rights culture.

**Ireland:** St Patrick’s College of Education, which educates primary school teachers, has embedded human rights education within its curriculum since 2003.

**Ireland:** In the Irish Defence Forces, two strands of human rights training are delivered which are tied (1) into resource training for all levels, with an element of human rights, and (2) into pre-deployment training (which is noted to be more effective). Trainees are exposed to human rights issues at an individual, section and command level and assessed on their responses. Human rights training culminates in a ‘deployment readiness exercise’. A mentoring programme links pre-deployment officers with those who have already served overseas and have experience of human rights in the context of real life situations.

**Kenya:** Human rights education is integrated into the curriculum, with topics on human rights and democracy. Students are sensitised to human rights during their teacher training.

**Nepal:** In response to the reporting of cases where individuals who were prosecuted for poaching in national parks were subjected to torture by park officials, Nepalese authorities adopted a top-down approach regarding the adapting of the legal framework; and a bottom-up approach to impact attitudes of those working in the parks. An improved relationship between stakeholders was reported following this approach and incidents of alleged mistreatment decreased.

**Netherlands:** Utrecht municipality adopted the title of a 'Human Rights City'; a local human rights coalition or 'Coalition of the Willing' was created when 60 people came together to discuss the concept of human rights and create a local culture of human rights. The group first assessed how human rights were being integrated in existing policy areas, looking at structural process levels. Policy areas included: anti-discrimination, poverty reduction, immigrant policy, inviolability of the person, social care, human trafficking, public order, corporate social responsibility, human rights education and healthcare. Both 'left' and 'right' wing policies were considered.

**Philippines:** Great importance is placed on cultural sensitivity in teacher education.

**Tajikistan:** An analysis of the previous human rights education programme was carried out, bringing together various ministries and agencies in working groups, under the direction of the Human Rights Ombudsman. A draft programme went through a consultation process and formal agreements made, resulting in a presidential decree to educate all Civil and Public Servants, with obligatory implementation. The Tajikistan Human Rights Ombudsman is responsible for its co-ordination but implementation rests with Government ministries. Shortcomings in the previous system were around evaluation, which has been rectified by introducing a policy framework.

**United Kingdom:** In the Human Rights in Healthcare Programme, co-ordinated by the Human Rights and Equality Commission (EHREC), there was evidence that health workforce and patients did not understand their human rights obligations and entitlements. There was also evidence gathered that a human rights-based approach improves the quality of health services and of health.<sup>10</sup> In the UK, the Human Rights Act incorporates the ECHR. The NHS Constitution includes ethos and codes of conduct which embed equality and human rights in the service.

## 2.4 Challenges to Implementing Training Policies and Other Related Policies

### 2.4.1 Uniformity of Standards

Working Group discussions included how, in the UK, understanding how human rights training is relevant across several different organizations can be an issue. Participants wondered if there is a way to standardise standards. If independent or contracted healthcare providers are employed, there is a need to ensure that policies are applicable to them also. Article 12 of the International Covenant on Economic Social and Cultural Rights (on the right to health) does not impart very concise instructions and a difficulty can arise when health is already partly privatised.

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<sup>10</sup> The Human Rights in Healthcare initiative <http://www.equalityhumanrights.com/human-rights/human-rights-practical-guidance/area-health/human-rights-in-healthcare/> of the Equality and Human Rights Group, Department of Health and British Institute of Human Rights in 2007 involved five primary care and NHS trusts in England. An independent evaluation of the initiative by Ipsos MORI found that a human rights-based approach to health and social care can have a tangible impact on the treatment and care of service users. Ipsos MORI (2008) Human Rights in Healthcare Evaluation, Final Evaluation Report (2008). Last accessed from <http://www.bihr.org.uk/documents/general/human-rights-in-healthcare-evaluation-report> on 9 April 2014.

## 2.4.2 Staff Turnover

Staff turnover can affect the sustainability of training programmes. Conversely, the challenge of staff turnover can also be used as an opportunity: using education as a tool to retain staff. In Tajikistan, those who attend human rights training are obligated to stay with the ministry for a certain period following training. In some country examples, the instability of national institutions can be a difficulty here (Ecuador, for example). Change of government can also affect both the framework and the strategic planning for human rights training. Not just governmental change, but subject or curriculum changes in education, for example; citizenship education in Ireland has been revised and is likely to not remain a compulsory subject; this has implications for teachers. The threat of repeal of the Human Rights Act in the UK highlights the fact that human rights standards have not resonated with the population.

## 2.4.3 Levels of Engagement

Sometimes participants can feel that they were 'sent' for training, particularly if key departmental figures are not attending, and junior staff are instead. There can be a misunderstanding of the legally binding nature of human rights laws. Human rights can be seen as an over-burden, another chore, not a training priority, one that is the work of lawyers to ensure compliance. Human rights training may also be competing with many other types of training. Participants may be suffering from 'training fatigue.'

Needs assessment should be on-going, as is the regulation of the follow-up of in-service training. More evidence/data/impact assessment is needed. What is the minimum content we want to offer? Needs to be practical and applicable but must also contain a theoretical underpinning.

## 2.4.4 Tension between Domestic and International Law

Attitudes to human rights generally can have an effect, particularly when national and international human rights law come into conflict. In some countries (Ethiopia, for example), human rights are seen as a privilege not an entitlement. In others, there is no penalty for non-enforcement. The enforcement of human rights can often be reactionary rather than pro-active. Some Working Group participants noted that it was easier, perhaps, to change knowledge than change attitudes. While attitudes may be an issue, others felt it must be made clear that if human rights are outlined in legislation, there are consequences for non-compliance.

Sometimes, national constitutions may provide for human rights yet lack the instruments for implementation. In Ecuador, there have been 20 constitutions (with less than a 10-year gap between each) since its independence. In Ethiopia, a volatile political climate meant that human rights was previously not in the minds of the general population. In Vietnam, the main challenge is enforcing the constitution and other legal instruments. Enforcement is undermined by a feeling that there is an absence of sanctions for public officials who do not implement existing laws and a more effective implementation of current provisions would be welcome.

## 2.4.5 Multiple Stakeholders

Working with many stakeholders can affect implementation, as rights violations can be wide and varied. There is a disconnect between service providers at the front line and ministerial commitment at policy level. Working in silos can also result in a lack of communication between institutions.

## 2.4.6 Resources

A lack of resources, both financial and political, emerged in Working Group discussions several times. It can be difficult to secure funding for human rights education resources. In the UK, for example, programmes were introduced specifically around the rights of a child but with cutbacks they have been difficult to roll out. A lack of resources also affects how Public Sector professionals may control access to rights, for example how medical professionals may wish to comply with access to healthcare, but are limited because of funding.

## 2.4.7 Conflicting Rights

Competing or conflicting rights can be a difficulty. Staff, particularly in law enforcement, say ‘what about our human rights?’ or a feeling that the provision of rights for one group somehow diminishes the rights of another. In prison environments, for example, there can be a situation of staff and prisoners competing for attention. Human rights are often seen as coming from the outside in law enforcement circles.

Reporting process for treaty bodies may be seen as burden to Civil Servants. Meeting treaty body requirements can be the main focus rather than dealing with issues at hand. As a result, there may be no action on the ground. Training may help to emphasise that change is needed.

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*“As an educationalist, I thought there was an impressive awareness, growing through the event, of the centrality of participative pedagogies.”*

Conference Participant, Evaluation Form

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# 3

# Training Processes and Tools

<b>3.1</b>	<b>Plenary Observations on Training Processes and Tools</b>	<b>28</b>
3.1.1	Joyce Tlou, South African Human Rights Commission, presented an overview of tools used in the training of immigration officers.	28
3.1.2	Bolorsaikhan Badamsambuu, National Human Rights Commission of Mongolia (NHRCM), presented an overview of the on-line human rights education in Mongolia.	29
<b>3.2</b>	<b>Working Group Observations on Training Processes and Tools</b>	<b>29</b>
3.2.1	Key Messages around tools and resources	30
3.2.2	Peer Learning	30
3.2.3	Role-playing	31
3.2.4	Case Studies	31
3.2.5	eLearning	32
3.2.6	Language and Literacy	33
3.2.7	Training Venues	33
3.2.8	Trainers' Self-Reflection	33
3.2.9	Codes of Conduct as Tools	33
3.2.10	Rule of Disagreement	33
<b>3.3</b>	<b>Examples of Practices Shared on Training Processes and Tools</b>	<b>34</b>
<b>3.4</b>	<b>Challenges to Implementing Training Processes and Tools</b>	<b>34</b>
3.4.1	Time resources	34
3.4.2	Tailoring of training tools	34
3.4.3	Language skills	34

## 3 Training Processes and Tools

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*“Training content is relevant to the audience and reflects its role and responsibilities, the institutional and organizational culture, and specific applicable standards. Training methodologies and practices are practical; participatory and sensitizing techniques are used, and training builds on peer learning and professional self-esteem. Training materials and textbooks promote human rights values.”*

(Joint OHCHR-UNESCO booklet of the Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education, page 6.)

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### 3.1 Plenary Observations on Training Processes and Tools

#### 3.1.1 Joyce Tlou, South African Human Rights Commission, presented an overview of tools used in the training of immigration officers.

Training for immigration officers on migration and refugee issues includes:

- The use of participatory and interactive methods in workshops such as small focus groups to encourage sharing of information and experiences
- The use of everyday examples that participants could identify with; for example, officers are asked to draw their family tree in order to bring the issue of migration to a personal experience. Officers would then invariably discover that either their families or they have at some stage in their lives experienced migration and, therefore, start to look at the issue differently
- Simplifying the legal jargon in terms of the governing Act so as to make it easy to understand legal concepts for non-legal personnel.

Advantages of training by a national human rights institution include:

- It promotes a rights-based approach to human development. Rather than presenting a human rights module, the aim is to have human rights mainstreamed within the general work of officers. Government departments are encouraged to develop standard operating procedures and to comment and critique on the department's own training initiatives by providing input into its training manuals and materials
- It promotes partnership with the state to improve efficiency in how officers deliver and render services in a non-adversarial manner
- The Commission's legal services and research departments may sometimes be viewed as adversarial by Government departments because of legal proceedings or compliance matters. The advocacy and educational unit is viewed as more neutral, carrying out work on education and awareness on human rights, resulting in a general goodwill in response to awareness-raising initiatives

## Areas for improvement

- Monitoring and evaluation remains a challenge, with a focus upon a numerical count of how many activities are undertaken rather than how to evaluate the impact of the work and how to measure resulting changes
- In conducting training, there is a need for sustainability, such as training for trainers in order to create ownership among Government departments and not rely on the Commission for human rights training. This brings an added value, resulting in learning from peers and colleagues.

### **3.1.2 Bolorsaikhan Badamsambuu, National Human Rights Commission of Mongolia (NHRCM), presented an overview of the on-line human rights education in Mongolia.**

With an extremely low population density, on-line delivery of human rights education is ideal in Mongolia. The NHRCM's on-line training platform covers the following topics:

- What are Human Rights?
- Human Rights Monitoring
- Human Rights Education.

Courses are currently being developed for human rights-based approaches and human rights and business.

Some of the benefits of on-line training include:

- Reach a greater number of people (for less cost)
- Improve the skills of your employees with new content
- Deliver new skills quickly straight to the student's desk, with minimal downtime and overheads
- Enable better collaboration, communication and knowledge sharing inside your organization
- Better to identify your star performers
- Give your students convenience, freedom and flexibility with their learning.

## **3.2 Working Group Observations on Training Processes and Tools**

Working Group discussions on this theme covered the use of tools and resources in training. The use of role-play and the use of case studies as training tools featured strongly in these discussions, as did peer learning and the use of eLearning methodologies.

### 3.2.1 Key Messages around tools and resources:<sup>11</sup>

- **Know your audience** - use appropriate language for certain groups. Understand your target group to ensure relevance and creation of safe space
- **Actions and Attitudes** are important to instil change
- **Interactive** experiences should be possible for any type of group receiving HRE
- Creation of **resources** that are culturally appropriate, age-appropriate and avail of different media. In the learning environment, use local case scenarios wherever possible and include current issues
- Target audience needs to be studied for **integrated** learning that transforms the pedagogy of education and its important principles
- HRE needs to be **embedded** in the curriculum and should be cross-cutting
- It is vital to have a **pro-active approach**, rather than a reactive one
- **Needs assessment** needs to take place beforehand
- Content and context need to be **relevant and practical**
- Tools should increase competence/capacity building
- Tools should be **participatory** and **not discriminate**. Many text books only show the mainstream; it is important to be inclusive
- Need to take cultural issues when training into account. Get the input of the participant target group in development of training materials to ensure relevance
- **Peer-to-peer** training is important
- If you can **personalise** the tools, they may be more effective – trainees react differently to personalised materials, they make a personal connection
- Tools and resources need to go hand-in-hand with a **culture of human rights education**
- Manuals, resources and tools need to be supported by comprehensive **capacity building trainings** to facilitate proper use of the tools and understanding of the issues
- Important that facilitators/trainers be trained on methodology and content (training of trainers). **Multiplier approach** can be useful to increase reach
- Role-plays, group work, brain-storming and ice-breakers are all **participatory methodologies**
- Have a **reflective process** where students are encouraged to talk about their experiences
- Work with students' own **personal goals** and help them achieve these.

### 3.2.2 Peer Learning

Peer-to-peer learning is very important. Recognising the experiences of colleagues who have experienced challenges and recognition of the expertise of those being trained. Attempt to foster pride with regard to human rights training and build on the pride that trainees may have in the work they do already. Use leaders or 'human rights champions'. Peer-to-peer training (or use of peers as resource persons) can increase legitimacy and buy-in from the perspective of participants.

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<sup>11</sup> Note: Many of these tools and resources are contained in the United Nations Office of the High Commissioner for Human Rights (2000) Professional Training Series No. 6, Human Rights Training: A Manual on Human Rights Training Methodology, available for download from: <http://www.ohchr.org/Documents/Publications/training6en.pdf> and Professional Training Series No. 18 "Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators" available for download from: <http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>

### 3.2.3 Role-playing

Changes in attitudes happen with role-playing. For example, one person is acting as an officer and they will deal with a particular person. It is important to put participants in the seat of rights-holders. This is good because it provides the officers with experience to handle individuals more appropriately. It builds accountability when staff must justify their decisions and shows the importance of a shift in perception in making people reflect. The level of participation in role-plays can be adjusted to suit the target audience, and timing of these types of methods should be considered, perhaps after the first day once trust and comfort amongst participants is established.

Some caution may be necessary in relation to the appropriateness of certain types of role-play in different cultural contexts.

### 3.2.4 Case Studies

Listed below are suggestions of case studies:

- Situation cases...what would I do?
- Decision-making game, using a cascade of consequences to show which rights are being violated as a consequence of your decisions
- Use of 'sphere of influence' graphic in human rights training for health professionals: using a flipchart, it starts with a central circle which represents patient care - this is the central area of work; the second circle is the work sphere - includes direct and indirect work spheres – 'direct' is people they encounter in their day and 'indirect' refers to people that are related but they do not work with on a daily basis e.g. managers, boards, etc.; outer circle - outside work sphere - not directly related to the work - e.g. media, etc.
- When creating case studies, give the legal framework and ask participants to deconstruct and find the rights violation. Example in South Africa of the attitude 'we serve our people first' results in discrimination against foreign patients in healthcare settings
- Case study examples that involve conflicting rights, such as the right to work versus the right to health
- Linking course content/themes to participants' own realities is important in making the theme relevant to the audience
- Allow the process to happen rather than do top-down, allow for the process of engagement to happen by itself
- Make sure that a personal connection is made, that the commitment is genuine. Personalise the decision (for example, what if this was your brother or mother?).

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*“We [South Africa] are known to have the best constitution in the world, however our greatest challenge is implementation.”*

Conference Participant, Plenary Session

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Diagram IV: Spheres of Influence<sup>12</sup>



### 3.2.5 eLearning

eLearning can be used as an effective tool when resources are an issue. Face-to-face training versus eLearning needs to be considered and this might depend on the overall objective of the training. Also to be considered in relation to eLearning:

- The use of information technology beyond training delivery. Example of FRA on-line toolkit aimed at reducing gap between human rights theory in practice, hopes to assist public officials in integrating human rights into policy making, service delivery and administrative practices.<sup>13</sup> Example of the UK police move towards eLearning since budget cuts (mainly to support other training)
- Distance learning or blended learning methods may also be used, depending upon the objective of the training.

<sup>12</sup> Equitas 32nd Annual International Human Rights Training Programme – Participants Manual, June 2011, Stream 2, p.24. Last accessed from <http://equitas.org/wp-content/uploads/2011/07/IHRT-2011-ENG-FAC.pdf> on 9 April 2014.

<sup>13</sup> Last accessed from <http://fra.europa.eu/en/joinedup/home> on 8 April 2014.

### 3.2.6 Language and Literacy

In some countries, language and literacy shortcomings can impede learning (this is also dealt with in 'Challenges' further in the chapter). For example, high illiteracy rates in Ecuador means there is a need to use accessible methodologies to make the unfamiliar familiar. Tools should be written in 'plain English' (or equivalent). Avoid over-legalised language.

### 3.2.7 Training Venues

The training venue is important. Wherever possible, there is a need to ensure that the venue is a neutral, safe space. Be creative with training venues, wherever possible. The venue itself can be used as a training tool, e.g. a Traveller halting site or a social housing estate experiencing anti-social behaviour.

### 3.2.8 Trainers' Self-Reflection

It is important for trainers to self-reflect as everyone will have their own experience. For example, self-reflection might consist of:

- Examining 'what I learned'. 'Every time I teach, I learn. Every time I teach, I adapt and listen and re-modify.' Everyone has their own experience
- Be a role model, ready to take action
- As a trainer, constantly reflect on your own attitude... 'what I am thinking and why?' It is important to know the exact reason why you are doing this training
- Allow the process to happen, rather than imposing a top-down approach.

### 3.2.9 Codes of Conduct as Tools

Might include any of the following:

- Free to talk about opinions; the space must be open and safe
- Be sensitive to each other; consider respect and dignity for fellow students
- Show respect to the learners (police, law official, prison guard, students, etc.)
- Confidentiality is important; what happens in the room stays in the room.

### 3.2.10 Rule of Disagreement

It is the role of the trainer to handle difficult issues and deal with angry reactions. For example:

- Listen, check out, then make a comment
- There are ways to disagree with respect
- Unpack the real issues and know or understand the context
- Reporting safely and clearly what happened
- Resolve difficult situations constructively early on in the course, if possible
- Be ready to handle anger, deal with hostility (use emotional intelligence).

## 3.3 Examples of Practices Shared on Training Processes and Tools

**Korea:** The Korean Human Rights Commission is developing a smart phone App where teachers can access information on Human Rights Education. Courses on HRE will be offered to teachers, along with other subjects. Issues such as racism and disability will be illustrated on the App.

**Scotland:** A 'F.A.I.R.' approach was used as a tool in developing a National Action Plan for Human Rights:

- F:** Facts (come at it from a different perspective and understanding)
- A:** Analysis of the human rights at stake (based on human rights framework and principles such as proportionality or absolute right?)
- I:** Identification of shared responsibility (for example, workers in the care sector tend to be more concerned about the regulatory authority rather than human rights framework)
- R:** Review of actions (reciprocal process which needs to be used by all applicable people to evaluate) - need a proportionate response - people use this model as a dialogue model to think things through - interested in transferability of this tool - how can it be transferred to different societies and different cultures and countries.

**South Africa:** National community radio is used to talk about issues that affect the community; public service broadcasts are created. Radio can be used to let communities know what the police are doing. TV can be an effective method to communicate human rights issues by incorporating them into dramas. Entertainment could be an effective medium for promoting messages. Also, in South Africa, 'human rights ambassadors' are used.

**Uganda:** Literacy has been a challenge in Uganda, where some people cannot read or write and others do not understand English. Human rights ideas are translated from English to the local language and other artistic measures are used to promote human rights ideas, rather than having something purely textual (use of drama, for example, to reduce the gaps of literacy). Also, other means of promoting human rights are used, such as radio which is utilised for community meetings and other campaigns.

## 3.4 Challenges to Implementing Training Processes and Tools

### 3.4.1 Time resources

A lack of time is always a challenge to this theme, particularly in terms of content, when combining normative and practical frameworks. Do you focus on specialist or generalist training when creating resources and tools?

### 3.4.2 Tailoring of training tools

Tailoring training tools may be a challenge in itself. It takes resources and time, may involve intellectual property rights and participating with civil society experts. Partnership with civil society, however, is not always possible.

### 3.4.3 Language skills

In some countries, language and literacy shortcomings can impede learning. This is always a challenge in the development of creative resources.

# 4

# The Learning and Working Environment

<b>4.1</b>	<b>Plenary Observations on the Learning and Working Environment</b>	<b>36</b>
4.1.1	Elena Rosenman of the Australian Government’s Attorney-General’s Department	36
4.1.2	Wilfred M. Assimwe of the Uganda Human Rights Commission (UHRC)	37
4.1.3	Nazia Latif from the Northern Ireland Human Rights Commission (NIHRC)	37
<b>4.2</b>	<b>Working Group Observations on the Learning and Working Environment</b>	<b>37</b>
4.2.1	Organizational Culture	37
4.2.2	Use of Language	38
4.2.3	Creative Use of International Treaties	39
<b>4.3</b>	<b>Examples of Practices Shared on the Learning and Working Environment</b>	<b>39</b>
<b>4.4</b>	<b>Challenges to Implementation on the Learning and Working Environment</b>	<b>40</b>
4.4.1	Staffing and Resources	40
4.4.2	Cultural Impact	40
4.4.3	Respect for Policies	40

## 4 The Learning and Working Environment

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*“Policy statements such as codes of conduct and professional ethics promote the profession’s contribution to human rights and incorporate human rights with regard to all areas of work; good practices are promoted, recognized and rewarded; and interaction and collaboration with the wider community are enhanced.”*

(Joint OHCHR-UNESCO booklet of the Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education, page 6.)

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*“Human rights training can only take place in an environment where human rights are practised.”*

(Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education, paragraph 45.)

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### 4.1 Plenary Observations on the Learning and Working Environment

#### 4.1.1 Elena Rosenman of the Australian Government’s Attorney-General’s Department

In a national human rights consultation in 2008, it was recommended that education be the highest priority for improving and promoting human rights in Australia. Australia’s Human Rights Framework aims to reaffirm, educate, engage, protect and respect human rights. Education initiatives under the Framework include schools, local communities and vulnerable people, Civil Servants and the broader Australian community.

The Public Sector Education Programme on human rights includes training and resources, such as guidance materials, an eLearning module and face-to-face training.

Face-to-face training has resulted in more officers knowing more about human rights obligations, treaties, laws, institutions and Australia’s Human Rights Framework. A greater number of officers now think human rights are relevant to their work.

## 4.1.2 Wilfred M. Assimwe of the Uganda Human Rights Commission (UHRC)

The UHRC has produced Human Rights-Based Approach (HRBA) Guidelines for Policy Makers and Local Governments. This is intended to be a tool for planners and implementers of Government programmes to integrate human rights at all levels and to carry out a human rights audit where necessary. The tool contains case scenarios and examples of how to mainstream human rights in planning.

The UHRC also works with school authorities to establish human rights clubs in schools, giving school children a platform to learn about human rights and to become agents of human rights promotion in schools and at home.

A human rights training manual for law enforcement officials was created for the Uganda Police Force and Uganda Peoples Defence Forces. The manual aims to empower officers to know their rights and civic responsibilities and to adequately know and respect human rights, while respecting and appreciating civilian authority.

The UHRC has observed a change in attitude for training participants from insensitive and reactionary behaviour to a more human rights sensitive and respectful approach.

## 4.1.3 Nazia Latif from the Northern Ireland Human Rights Commission (NIHRC)

A partnership approach between the NIHRC and Northern Ireland Assembly Ombudsman/ Commissioner for Complaints is taken in relation to human rights training. PowerPoint slides and related hand-outs and the use of activities encourage an interactive approach and thinking about the application of human rights. Complaint scenarios are used to encourage application of learning. The learning from the training has shown the empowerment of rights-holders throughout.

Training sessions cover the ideological position on human rights and misconceptions of human rights. Human rights-based recommendations and resource implications for bodies are explored.

A manual for investigators expands on training and aims to translate complex judgments into accessible language. There is an effort to avoid information overload, as well as over-simplification, and to address the evolving nature of human rights, keeping it relevant.

## 4.2 Working Group Observations on the Learning and Working Environment

### 4.2.1 Organizational Culture

Human rights must be ingrained in organizational culture to work in application. There is a need to get employees to rationalise why they do something. They either change that behaviour or they accept that they are violating human rights. It is about the application.

People need to be ethically governed first. Are there efforts to recruit people from minority groups? An organization needs to reflect the diversity of the people it serves, for example, a diverse prison population but not a diverse staff.

Encouraging a reporting structure in a facility or company – individuals may feel uneasy or victimised when reporting a violation - grievance and whistleblowing standards need to be friendlier.

Training must reflect the culture of Civil Servants being engaged with. In the Irish Civil Service, for example, a culture of dignity is evident in the Irish Civil Service's Charter on Dignity in the Workplace, introduced in 2004, which states:

The Civil Service recognises the right of all employees to be treated with dignity and respect in the workplace and it is committed to ensuring that all employees are provided with a safe working environment which is free from all forms of bullying, sexual harassment and harassment.<sup>14</sup>

Ireland's National Healthcare Charter states:

We treat people with dignity, respect and compassion. We respect diversity of culture, beliefs and values in line with clinical decision-making.<sup>15</sup>

These charters can be used in linking human rights to organizational culture. Planning should involve a systematic approach. Key messages from the Education Working Group session on the Learning and Working Environment were:

- A whole-school approach to human rights education is very valuable
- All staff should be trained and motivated
- Developing common ownership of the working environment leads to positive results
- Systems used need to be formal and democratic
- Community involvement is important, as are participative methodologies
- Creating a welcoming, safe environment is key
- Structures involving power need to change and this can be a challenge.

Key messages from the Local Authorities Working Group session on the Learning and Working Environment were:

- For different agencies and inter-agency work, models could be created, as there can be no presumptions that all participants are equally capable
- The importance of networking with other municipalities/local authorities is valuable, knowing others who are going through similar processes. Gather together expertise in sharing events
- Use data sets and connect them
- Use memorandum of understanding (MOUs) as a "stick" for action.

## 4.2.2 Use of Language

The use of language is important in challenging racial stereotyping and racial profiling. For example, making sure employment rights inspectors know that people with undocumented or irregular status always have human rights. There is also an added opportunity of raising awareness of trafficking and other human rights issues among inspectors and immigration officers.

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<sup>14</sup> Last accessed from <http://hr.per.gov.ie/files/2011/04/A-Guide-to-the-Civil-Service1.pdf> at page 76 on 9 April 2014.

<sup>15</sup> Last accessed from [http://www.hse.ie/eng/services/yourhealthservice/hcharter/National\\_Healthcare\\_Charter.pdf](http://www.hse.ie/eng/services/yourhealthservice/hcharter/National_Healthcare_Charter.pdf) at page 5 on 9 April 2014.

### 4.2.3 Creative Use of International Treaties

Creative use of all of the treaties that are out there already – what can be used in the health sector? What United Nations' direct complaints mechanisms can be used? What can civil society organizations do? In the learning environment, it is important to link theory to practice, for example, if you are a midwife, you could concentrate on CEDAW. If you are concerned with children's rights, you could look at UNCRC, etc.

## 4.3 Examples of Practices Shared on the Learning and Working Environment

**Australia:** 'Diversity champions' are used to infuse human rights principles into organizations. For example, action plans are created on disability and indigenous communities. A women's network makes positive contributions to human rights in the Civil and Public Service.

**Croatia:** The working and learning environment in education in Croatia involves all stakeholders. The need for parental involvement in the school system was also highlighted to create openness. Workshops with parents and local authorities created open dialogue.

**Germany:** The German Institute of Human Rights has an on-line manual based on the International Convention on Persons with Disabilities which deals with creating a good learning environment, and it can be used for different perspectives on disability through activities and resources.

**Ireland:** Amnesty International Irish Section's project on 'Becoming a Human Rights Friendly School' sets the challenge of changing hierarchical structures within the school environment, using a variety of tools, including meaningful school councils.

**Ireland:** In the local authority Kerry County Council, the working and learning environment is determined by a combination of public policy; transparency, such as public meetings and transparency in decision-making in the allocation of social housing; accountability of staff; a constant engagement in public participation; empathy with the customer; willingness to interact and an ongoing community engagement.

**Ireland:** Before human rights training of An Garda Síochána (Irish police service), staff members were making a distinction between police work and human rights. It is important for those receiving training to be accountable for their actions. This is not a new approach in terms of education. It is about problem-solving; making trainees go through case studies and justify their answers to their peers. This is an example where policy can change behaviour.

Other shared practice examples on the theme of 'Learning and Working Environment' included:

- Affirmative action' measures in the **Western Balkans**
- Codes of conduct in **Mauritius** updated to include human rights references
- 'Dignity at work' programmes in **Bermuda**
- Code of conducts and affirmative action in **Northern Ireland**
- Making public offices accessible at weekends in **Tajikistan**.

## 4.4 Challenges to Implementation on the Learning and Working Environment

### 4.4.1 Staffing and Resources

Lack of resources is a challenge to implementation, both for the overseeing of policy and the implementation of training. Many Working Groups reported that the local economic landscape is having a direct effect on the working environment.

Staff turnover can be a challenge; if staff are moving to other departments, it can result in a good transfer of knowledge, but also result in gaps where they left.

Some Public Sector workers can be over-burdened, e.g. health workers themselves are experiencing burden of care, they feel abused and discriminated against. Many are suffering from burn-out. Likewise, carers can feel disempowered. This needs to be resolved in a positive way.

Crowded curricula may provide a challenge; human rights training competes with training from other areas/disciplines.

### 4.4.2 Cultural Impact

Cultural surroundings or religious beliefs of staff can have an impact. The culture of a department is often personality driven. Leadership drives organizational culture so is also critical to approach. There is a need to find 'good people' within institutions. In some countries, high-level Civil Servants may be quite removed from disadvantage in society. Is there an institutional commitment to reporting and dealing with poor practice?

There are different contexts in which Civil Servants live or operate (i.e. Amazon, Quito, Andean community, coastal); they are not the same globally.

Corruption can be a difficulty. Are there some learning and working environments that are so corrupt that we shouldn't engage with them?

### 4.4.3 Respect for Policies

When non-discrimination actions are not formulated in human rights terms, policies may be unknown and not respected. Equality quotas and affirmative actions can have an influence.

Ministerial direction may be positive or negative towards human rights. In this regard, human rights education for political staffers, not just Civil Servants, is needed. Government ministers need to understand human rights obligations at international and regional level.

There can be a perception that human rights are only for lawyers. An overly legalistic approach to human rights can also be a challenge; human rights need to be recognised as law but also need to take the environment into account.

# 5

# Evaluation Processes and Tools

<b>5.1</b>	<b>Plenary Observations on Evaluation Processes and Tools</b>	<b>42</b>
5.1.1	Elena Ippoliti, Office of the United Nations High Commissioner for Human Rights, presented an overview of evaluation methodologies in human rights education and training.	42
5.1.2	Maria Løkke Rasmussen, Danish Institute for Human Rights, presented on Examples of Evaluation Activities.	43
5.1.3	Fiona Murphy, Irish Human Rights Commission's Human Rights Education and Training Project (HRETP) for Civil and Public Sector staff, presented an overview of the Project in relation to the four themes, including evaluation.	44
<b>5.2</b>	<b>Working Group Observations on Evaluation Processes and Tools</b>	<b>45</b>
5.2.1	Evaluation Design	45
5.2.2	Methods of Evaluation	46
5.2.3	Evaluation Tools	47
<b>5.3</b>	<b>Examples of Practices Shared on Evaluation Processes and Tools</b>	<b>47</b>
<b>5.4</b>	<b>Challenges to Implementing Evaluation Processes and Tools</b>	<b>49</b>
5.4.1	Evaluation Framework	49
5.4.2	The Value of Evaluation	49
5.4.3	Evaluating Impact	49
5.4.4	Indicators and Data	49
5.4.5	Confidentiality	49
5.4.6	Funding	49
5.4.7	Cultural Aspects	49

# 5 Evaluation Processes and Tools

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*“Human rights training is integrated into pre-service and in-service training curricula. It is delivered by specialized staff, and a mechanism for evaluation and impact assessment is in place. As training is not an isolated effort but rather part of an overall capacity-building strategy, all policies and regulations concerning the profession are reviewed to make sure that they are not inconsistent with human rights standards but rather promote the profession’s contribution to human rights.”*

(Joint OHCHR-UNESCO booklet of the Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education, page 6.)

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## 5.1 Plenary Observations on Evaluation Processes and Tools

### 5.1.1 Elena Ippoliti, Office of the United Nations High Commissioner for Human Rights, presented an overview of evaluation methodologies in human rights education and training.

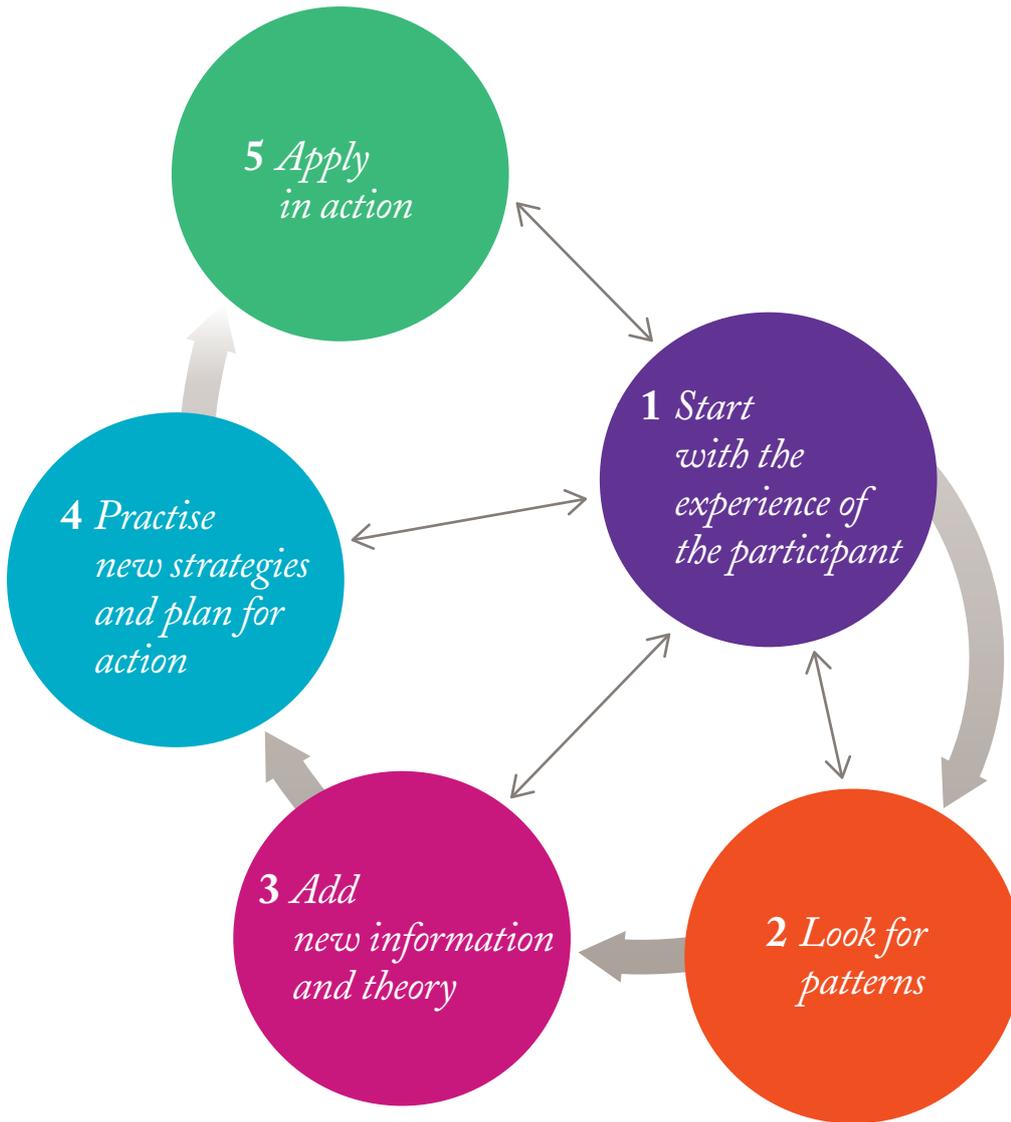
Educational evaluation in the context of human rights education (HRE) can be defined as a systematic activity used to gather information about changes (at 3 levels: individual, organization/group and community/society) that can reasonably be connected with our HRE activities. It supports decisions about how to improve effectiveness of our HRE efforts.

Evaluation should take place at all phases of the training process, i.e. the planning, design, delivery and follow-up phases. The “Cycle of Continuous Improvement” explains how to undertake evaluation at each stage. The four-level training evaluation model developed by Donald Kirkpatrick in 1959 highlights the content of training evaluation as follows:

- Level 1** – Reaction: measures participants’ satisfaction with the programme and captures planned actions;
- Level 2** – Learning: measures changes in participants’ knowledge, skills and attitudes;
- Level 3** – Application: measures changes in participants’ individual behaviour or performance;
- Level 4** – Results/Impact: measures changes in participants’ organization, community and society.

OHCHR has published, jointly with Equitas, “Evaluating Human Rights Training: A Handbook for Human Rights Educators” which provides guidance and practical tools to effectively infuse evaluation throughout the human rights training process.

Diagram V: The Learning Spiral<sup>16</sup>



### 5.1.2 Maria Løkke Rasmussen, Danish Institute for Human Rights, presented on Examples of Evaluation Activities.

Examples of evaluation activities included needs assessments, 'morning sessions', group assignments, and written evaluation.

Reflective learning such as joint display of 'What I have learned/will do' or a 'Letter to myself' was also used.

It was emphasised to reflect thoroughly upon the often multiple purpose of evaluation (participants learning, institutional learning, donors need), as well as how it can and will be used and shared, including upward and downward accountability.

<sup>16</sup> Equitas 32nd Annual International Human Rights Training Programme – Participants Manual, June 2011, Stream 1, p.31. Last accessed from <http://equitas.org/wp-content/uploads/2011/07/IH RTP-2011-ENG-FAC.pdf> on 9 April 2014.

The Danish Institute has a planning checklist of nine steps which is presented in the *Human Rights Education Toolbox* (2013):

- Step 1:** Context analysis
- Step 2:** Practical framework
- Step 3:** Know your participants
- Step 4:** Define learning objectives
- Step 5:** Decide content, structure and flow
- Step 6:** Choose learning methods and activities
- Step 7:** Set your team
- Step 8:** Education material
- Step 9:** Prepare the evaluation

Human Rights Education learning dimensions should include both:

- *What* human rights learners should learn; and
- *How* the human rights learners should learn, i.e. a human rights-based approach reflecting the principles of Participation and Empowerment, Equality and Vulnerable groups, Non-discrimination and a reference to the human rights framework in all planning steps and in the classroom practice.

### **5.1.3 Fiona Murphy, Irish Human Rights Commission's Human Rights Education and Training Project (HRETP) for Civil and Public Sector staff, presented an overview of the Project in relation to the four themes, including evaluation.**

As part of the HRETP, different types of training sessions have been delivered to a wide range of Civil and Public Sector departments, agencies and authorities. As well as initial introductory training sessions, longer courses have been developed and training for trainers sessions. Consistently high evaluation feedback has been received.

The training uses the legal framework as a basis, along with other components such as values and principles, but the ultimate purpose of human rights education is to positively influence attitudes and behaviour.

Some of the principles reinforced by the training sessions include:

- Dignity, respect and equality
- Proportionality, transparency and accessibility
- Universality and inter-dependence

HRETP course development follows a seven-step process, many of which overlap or happen in parallel:

**Step 1:**

Establishing a rationale for the human rights education programme, through context, research and international human rights law.

**Step 2:**

Identifying the target audience, including relevant audience, language, strategy, communications and resources.

**Step 3:**

Carrying out a training needs analysis.

**Step 4:**

Research, arising out of the training needs analysis, into applicable culture, human rights framework and human rights abuses that need to be highlighted.

**Step 5:**

Development of an evaluation framework, participative programming and critical thinking model of training.

**Step 6:**

Delivery of the training, consideration of appropriate materials, location, resources, time, interaction and personal attitudes.

**Step 7:**

Carrying out post-training administration, such as the collation of materials, evaluation, and requirements for ongoing support within the organization.

## 5.2 Working Group Observations on Evaluation Processes and Tools

### 5.2.1 Evaluation Design

Evaluation should link feedback to training design: pick topics that came up, conduct research and seek stakeholder feedback. Evaluation comes in at all stages of Civil and Public Sector training; in planning, by way of a needs assessment; in training design; in training delivery; and in follow-up. There now seems to be more focus on integrating evaluation into each stage of the project cycle. Broader programmatic evaluation is becoming more prevalent.

Discussion of the Kirkpatrick four-level model of Evaluation (1959) took place at more than one Working Group. The Kirkpatrick model has four levels:

**Level 1** – Reaction of participants

**Level 2** – Learning – knowledge, skills, and attitudes

**Level 3** – Application – has behaviour/performance changed

**Level 4** – Impact

Multiplication effect - Sharing your learning or experience of the training with colleagues and peers reinforces the learning and perhaps changes behaviour.

Changing the way we talk about evaluation is important: if we expect learners to integrate evaluation throughout their programme, why do we as facilitators and workshop organizers add the evaluation session at the end of a conference/workshop?

Individual reflection is important to change our approach to and understanding of (and behaviour related to) evaluation. What is the organization's understanding of evaluation? Is there an organizational culture of evaluation? Of accountability?

From Process evaluation to Outcome mapping: ask 'what changes you want to see in the people you are working with over time?' Identify facets that you (1) want to see and (2) like to see. Build up a map of what you want to see.<sup>17</sup>

Support is needed to implement the benefits of training. This can be achieved by:

- Buy-in/support from management
- A type of contract or action plan for implementation
- Multiplication effect – sharing learning with colleagues
- Use of creative evaluation tools

## 5.2.2 Methods of Evaluation

Some of the many types of evaluation methods discussed were:

- Needs assessment
- Focus groups
- Semi-structured interviews
- Use of SurveyMonkey or other on-line methodologies (check reliability)
- Control group
- Formative evaluation
- The use of different media in evaluation processes is important, e.g. video boxes, texting surveys on attitudes at start and finish of training
- Participatory evaluation tools should be explored
- Different audiences may have different practices. This may not be through a pen and paper exercise but through narrative methods
- Audits
- Checklists
- Hotline
- Media
- Webcam
- Random institutional visits/controls for detection of mistreatment

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<sup>17</sup> For further information see [www.idrc.ca](http://www.idrc.ca) for further detail. Last accessed on 9 April 2014.

- Ask both ‘am I doing things right?’ (checklists, schedules, etc.), and ‘am I doing the right thing?’
- External evaluators: Are they better? There is a need to have people who care about the process and the product, not just the outcome. Quantity indicators may take into account all of the relevant impacts.
- External evaluators may help an organization to evaluate, and not just by programmatic evaluation. Coming into a new environment, external evaluators may encourage people to be more critical if confidentiality is guaranteed which can help an organization’s overall performance. A fear of negative consequences may mean less likelihood of sharing.

### 5.2.3 Evaluation Tools

- A ‘Letter to the Future’ can be a valuable evaluation tool. Follow-up in one month’s time is useful<sup>18</sup>
- Traffic light evaluation: a couple of things green ‘go on’, red ‘stop’ and orange ‘to consider’. Traffic light system to be used in a group. Red indicated that the activity was not good or helpful; Yellow indicates that the activity needs to be developed; Green indicates that the activity was good. However, this system only works well with groups as they work with each other and draw each other out
- SWOT analysis: strengths, weaknesses, opportunities, threats
- Use of ‘needs assessment’ as a tool
- Recording visits in on-line manuals can be subsequently useful in the evaluation process
- Use of incentives can speed up the evaluation process
- Create space in training for people to reflect on their learning and how they will integrate it into their work (without additional resources). This can reinforce post-training behaviour change
- Methods of evaluation – always ask ‘what are we measuring?’ All models need to be suitable to what is being measured
- Perform focus group in pairs. What’s hot/not lists. Do a 30-minute session instead of evaluation sheets
- Use of a ‘Reflective Learning Journal’ can help to map a change in attitude over time
- Use innovative and creative participatory evaluation tools where there may be a cultural resistance to written evaluation processes.

## 5.3 Examples of Practices Shared on Evaluation Processes and Tools

**Australia:** In the ‘Addressing Systematic Racism’ Project – focus groups, SurveyMonkey and control groups are used, as well as the OHCHR and Equitas Guidelines on human rights education evaluation. It is the purpose of human rights education to bring about change at an individual level which then cascades to the organization and at a community level; it can be very difficult to assess this impact.

<sup>18</sup> For further information, see Useful Resources for Follow-Up in Appendix 6.

**Costa Rica:** Within the Inter-American Institute of Human Rights, there is an annual course (lasting for two weeks) on human rights education involving Government members and indigenous communities. A longitudinal type of evaluation<sup>19</sup> was the focus for Central America. It asked the question 'Did the participants keep themselves involved in human rights work?' It was shown that for the first five years after the course, people did work in the area, most notably in training. After those five years, the same people began to take up positions with NGOs. After this time, the same group found themselves in higher positions where they could conduct research or where they were leading advocate institutions.

**Ecuador:** Participants receive a token/gift for their desk to help remind them of their experience. It is culturally important as it shows respect for their time.

**Germany:** Measuring impact depends on what indicators<sup>20</sup> are used. Participants are asked what influenced them most through qualitative interviews and evaluation.

**Korea:** The national human rights institution researches and tracks trends and changes in human rights every five years. Public surveys are carried out and the Korean Commission for Human Rights has developed good indicators for changes in perceptions about human rights. This learning can be applied across the board.

**Ireland:** Dublin Airport Police use 'point-of-view' cameras mounted on their uniform which record interactions and may be reviewed later. These could be used in performance evaluation for officers.

**Nepal:** When human rights training was conducted for national park wardens in relation to poachers, evaluation resulted in changes to approach after the first day, as trainers realised that participants were unconvinced that human rights was a relevant issue in the parks. The domestic legal framework has not changed sufficiently to reduce the powers of the warden but there has been an improvement in the reduction of such cases; recommended further actions are outside of the trainers' remit. This is an example of how evaluation is important.

**Netherlands:** In the Municipality of Utrecht, monitoring by way of a structural process with outcome indicators was developed. The system monitors what people think they will do with human rights. This keeps human rights on the political agenda, without politicising them. Is it reasonable to ask cities to do this kind of monitoring (complex with too many indicators)? A new generation of monitoring presented by the EU Fundamental Rights Agency may be simpler.

**Tajikistan:** Government departments identify their own needs and prepare proposals based on what they see as needs, as well as an external review from civil society.

**UK:** An annual staff survey of police asks questions about training development needs i.e. do you have access to training? A breakdown of these results identifies gaps. This is performed on a cross-section of all levels of staff, and surveys are anonymous. High profile case studies can also help to identify issues and facilitate learning from mistakes.

**Western Balkans:** (a regional project over seven countries) uses brain storming/focus groups/stakeholders' questionnaire to facilitate statistical analysis and create disaggregated data. Baseline work plus training gives security in outcomes and impact. Provides definition and openness for gauging change.

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<sup>19</sup> Longitudinal study, research or evaluation is one where participant outcomes and responses are collected at multiple stages over a period of time.

<sup>20</sup> Indicators use official data, definitions, methodologies and other sources to measure progress towards a goal.

## 5.4 Challenges to Implementing Evaluation Processes and Tools

### 5.4.1 Evaluation Framework

Despite the efforts taken by states, there is often no comprehensive framework for evaluating the implementation and promotion of human rights.

### 5.4.2 The Value of Evaluation

Identifying the added value of evaluation and knowing its purpose can be a challenge. Immediate evaluation processes can sometimes be problematic as participants may not see the benefits of the course straight away. The way in which Monitoring and Evaluation is addressed can sometimes make it seem an add-on or an extra at the end. Monitoring and Evaluation needs to become part of a culture of an organization, with sufficient time and resources to undertake it effectively.

### 5.4.3 Evaluating Impact

Evaluating what impact training will have on the learning and working environment can be a challenge. Will a greater number of trained people make a difference?

### 5.4.4 Indicators and Data

The challenge of how indicators are set and used is a complex challenge. Reliability of data: can data gathering be consistent, or how do we monitor it? How do you evaluate 'values' and 'attitudes'? There can be implications from the interpretation of language. There can be tension between quantitative and qualitative evaluation in training; pressure to provide a quantitative evidence base may cause a loss in quality.

### 5.4.5 Confidentiality

There can be a fear of evaluation, that 'incognito' findings will be personalised if you do not give the right answer. How do you create safe conditions to avoid the fear of evaluation?

### 5.4.6 Funding

Evaluation takes both financial and human resources. There are also challenges to its effective follow-up.

### 5.4.7 Cultural Aspects

There are cultural aspects to evaluation to consider; for example, in the Balkans socialist regime, evaluation is seen as an extension of the monitoring of every aspect of people's lives and there is resistance to it.

Some cultures may not appreciate written evaluations and there is a need to adapt or use different evaluation tools. There can be cultural implications when evaluating certain indigenous communities; sometimes people do not like to say no or criticise.



# 6

# Resources and Side Events

<b>6.1</b>	<b>Useful Resources</b>	<b>52</b>
<b>6.2</b>	<b>Conference Side Events</b>	<b>59</b>
6.2.1	Organization for Security and Co-operation in Europe	59
6.2.2	European Union Agency for Fundamental Rights	59

# 6 Resources and Side Events

## 6.1 Useful Resources

### Publications on display at the Conference

#### *Amnesty International*

Amnesty International Ireland, *“Rights Sparks” Initiative Leaflet* (Dublin: 2012).

Amnesty International Ireland, *A Whole School Approach to Human Rights Education* (Dublin: 2012)  
<http://www.amnesty.ie/sites/default/files/hre/2012/01/Whole%20School%20Approach%20to%20HRE%20Booklet.pdf>

#### *Danish Institute for Human Rights*

The Danish Institute for Human Rights, *The Human Rights Education Toolbox: A Practitioner’s Guide to Planning and Managing Human Rights Education* (Copenhagen: 2012),  
[Available in English; Spanish]

#### *European Union Agency for Fundamental Rights*

European Union Agency for Fundamental Rights (FRA), *Fundamental Rights-Based: A Manual for Police Training* (Luxembourg: Publications Office of the European Union, 2013),  
[http://fra.europa.eu/sites/default/files/fra-2013-fundamental-rights-based-police-training\\_en\\_0.pdf](http://fra.europa.eu/sites/default/files/fra-2013-fundamental-rights-based-police-training_en_0.pdf)  
[Annex 4 - Compilation of practices]

#### *Finland Human Rights Centre*

Finland Human Rights Centre, *Annual Report 2012* (Helsinki: 2012).  
[Available in English]

#### *The German Institute for Human Rights*

The German Institute for Human Rights, *The German Institute for Human Rights – Leaflet*.  
[http://www.institut-fuer-menschenrechte.de/fileadmin/user\\_upload/PDF-Dateien/Info-Flyer/The\\_German\\_Institute\\_for\\_Human\\_Rights\\_2013.pdf](http://www.institut-fuer-menschenrechte.de/fileadmin/user_upload/PDF-Dateien/Info-Flyer/The_German_Institute_for_Human_Rights_2013.pdf)

InWEnt gGmbH, in co-operation with the German Institute for Human Rights and the Ministry of Human Rights of the Republic of Iraq, *“Daliluna - A Practical Manual for Capacity Building of Human Rights Trainers in Iraq”* (Bonn: 2010),  
[Available in English and Arabic]

#### *Irish Human Rights Commission*

Irish Human Rights Commission, *Human Rights Education in Ireland: An overview* (Dublin: 2011)  
[http://www.ihrc.ie/download/pdf/human\\_rights\\_education\\_in\\_ireland\\_an\\_overview.pdf](http://www.ihrc.ie/download/pdf/human_rights_education_in_ireland_an_overview.pdf)

Irish Human Rights Commission, *Human Rights Guide for the Civil & Public Service* (Dublin: 2010),  
[http://www.ihrc.ie/download/pdf/ihrc\\_human\\_rights\\_guide\\_2010.pdf](http://www.ihrc.ie/download/pdf/ihrc_human_rights_guide_2010.pdf)

Irish Human Rights Commission, *European Convention on Human Rights Guide for the Civil and Public Service* (Dublin: 2012),  
[http://www.ihrc.ie/download/pdf/echr\\_guide.pdf](http://www.ihrc.ie/download/pdf/echr_guide.pdf)

Irish Human Rights Commission, *National Human Rights Institutions Capacity Development: Working Together for Human Rights – A Practical Guide* (November 2013).

#### *National Human Rights Commission of Korea*

National Human Rights Commission of the Republic of Korea, *Annual Report 2012* (Seoul: 2013).  
[http://www.humanrights.go.kr/english/publications/publications01\\_view.jsp](http://www.humanrights.go.kr/english/publications/publications01_view.jsp)

National Human Rights Commission of Korea, *A World of Dignity for All* (Seoul: 2006),  
[http://www.humanrights.go.kr/english/publications/publications02\\_view.jsp](http://www.humanrights.go.kr/english/publications/publications02_view.jsp)

#### *OHCHR*

Office of the UN High Commissioner for Human Rights (OHCHR) and UNESCO, *Plan of Action for the Second Phase of the World Programme for Human Rights Education* (New York and Geneva: 2012),  
[http://www.ohchr.org/Documents/Publications/WPHRE\\_Phase\\_2\\_en.pdf](http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf)  
 [Also available in Arabic; Chinese; French; Russian; Spanish]

Office of the UN High Commissioner for Human Rights (OHCHR) and UNESCO, *Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments* (New York and Geneva: 2012),  
<http://www.ohchr.org/Documents/Publications/SelfAssessmentGuideforGovernments.pdf>  
 [Also available in French; Spanish]

EQUITAS and the Office of the UN High Commissioner for Human Rights (OHCHR), *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* (Montreal: 2011)  
<http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>  
 [Also available in Arabic; French; Spanish]

World Health Organization (WHO), Office of the UN High Commissioner for Human Rights (OHCHR) and Swedish International Development Agency (SIDA), *Human rights and gender equality in health sector strategies: how to assess policy coherence*, (Geneva: 2011),  
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Council of Europe: <http://hub.coe.int/>  
[View website in French; German; Italian; Russian]

Council of Europe: European Court of Human Rights [www.echr.coe.int](http://www.echr.coe.int) ;

Council of Europe: European Programme for Human Rights Education for Legal Professionals (the HELP Programme) <http://helpcoe.org>

Council of Europe: Justice and Legal Co-operation Department of the Council of Europe  
[http://www.coe.int/t/dghl/cooperation/capacitybuilding/documentation\\_en.asp](http://www.coe.int/t/dghl/cooperation/capacitybuilding/documentation_en.asp)

Danish Institute for Human Rights: <http://www.humanrights.dk/>  
[View website in Danish]

European Union Agency for Fundamental Rights (FRA): <http://fra.europa.eu>  
[View website in French; German]

German Institute for Human Rights: <http://www.institut-fuer-menschenrechte.de/en/home.html>  
[View website in German]

Office of the UN High Commissioner for Human Rights (OHCHR): <http://www.ohchr.org>  
[View website in Arabic; Chinese; French; Russian; Spanish]

Organization of American States (OAS): <http://www.oas.org/en/>  
[View website in French; Portuguese; Spanish]

Organization for Security and Co-operation in Europe (OSCE) - Office for Democratic Institutions and Human Rights (ODIHR): <http://www.osce.org/odihr>

United Nations Educational, Scientific and Cultural Organization (UNESCO): <http://en.unesco.org/>  
[View website in Arabic; Chinese; French; Russian; Spanish]

## 6.2 Conference Side Events

### 6.2.1 Organization for Security and Co-operation in Europe

*Office for Democratic Institutions and Human Rights*

*Launch of the Guidelines on Human Rights Education for Health Workers*

*Pavel Chacuk, Human Rights Advisor*

These guidelines present approaches to be adopted when planning or implementing human rights education for health workers related to six key structural areas: the human rights-based approach to human rights education; core competencies; curricula; training and learning processes; evaluation; and professional development and support of trainers. The guidelines also offer a list of key resources to assist in planning and implementing human rights education for health workers.

The Guidelines publication is available for download from: <http://www.osce.org/odihr/105053>

### 6.2.2 European Union Agency for Fundamental Rights

*Launch of the Fundamental Rights-Based Police Training Manual*

*Alice Hamilton, Research Support Officer*

A series of surveys and projects by FRA has underscored the link between trust in the authorities and the enjoyment of fundamental rights.

The manual provides practical tools to enhance police professionalism and effectiveness throughout the EU, integrate human rights into police training and further the establishment of common policing standards. The manual also aims to help police officers develop the appropriate skills and attitudes to uphold fundamental rights in diverse communities, build trust and ensure minority groups feel that they are treated equally and fairly. FRA's targeted, relevant and participatory training focuses, in particular, on those rights that help engender trust in the police working in diverse societies: non-discrimination, dignity and life.

The manual is available for download from: <http://fra.europa.eu/en/publication/2013/fundamental-rights-based-police-training-manual-police-trainers>







# Appendices

Appendix 1	Agenda	64
Appendix 2	World Programme for Human Rights Education	69
Appendix 3	List of Conference Participants	75
Appendix 4	Conference Evaluation Report	79

# Appendix 1

## Agenda

### Day 1 - Tuesday 3 December 2013

Time	Topic	Lead/name	Notes
8.30	<b>Registration</b>		Refreshments on arrival
9.20	<b>Official Opening</b>	<ul style="list-style-type: none"><li>• Des Hogan, Acting CEO, IHRC</li><li>• Speech by Minister for Justice, Alan Shatter TD</li></ul>	
9.50	<b>Opening Address</b>	<ul style="list-style-type: none"><li>• Des Hogan, Acting CEO, IHRC - introducing</li><li>• Irish Ambassador to Belgium Éamonn Mac Aodha</li></ul>	
10.15	<b>Introductory Plenary Session</b>	<ul style="list-style-type: none"><li>• Elena Ippoliti, OHCHR</li><li>• Fiona Murphy, IHRC</li></ul>	<ul style="list-style-type: none"><li>• Conference framework and objectives (including overview of WPHRE)</li><li>• Agenda and methods of work</li><li>• Introduce Conference Rapporteurs</li><li>• Distribution of draft Compendium</li></ul>
<b>11.15</b>	<b>Break</b>		
11.30	<b>Plenary Session</b>  <b>Theme 1 – Training Policies and Other Related Policies</b>	<ul style="list-style-type: none"><li>• Elena Ippoliti, OHCHR</li><li>• Fidelma Joyce, IHRC</li><li>• Sandra Reitz, German Institute for Human Rights</li><li>• Ana Elzy Ofreneo, Commission on Human Rights of the Philippines</li></ul>	<p>Presentations (15 mins each)</p> <ul style="list-style-type: none"><li>• Mapping Studies</li><li>• National Action Plans</li><li>• Role of NHRIs and other actors</li><li>• Training Policies and other policies</li></ul>
12.30	<b>Plenary Panel Session Theme 1</b>		Space for discussion and questions
<b>13.00</b>	<b>Lunch</b>		
13.45	<b>Side Event</b>	<ul style="list-style-type: none"><li>• Pavel Chacuk - Human Rights Advisor, OSCE/ODIHR</li></ul>	Launch of the Guidelines on Human Rights Education for Health Workers

<b>Time</b>	<b>Topic</b>	<b>Lead/name</b>	<b>Notes</b>
14.30	<b>Introduction to Working Groups (in Plenary)</b>	Conference Rapporteurs: <ul style="list-style-type: none"> <li>• Siobhán Mullally</li> <li>• Brian Ruane</li> <li>• James Connington</li> </ul>	Set up Working Group by audience and explain roles of Moderators, Rapporteurs and Resources Contacts.
<b>15.00</b>	<b>Break</b>		
15.30	<b>Working Group Session Theme 1 – Training Policies and Other Related Policies</b>	Presentations in individual Working Groups, as follows: <ol style="list-style-type: none"> <li><b>1. Law Enf:</b> Pat McCabe, Garda Síochána Ireland and Hamad Khamis Hamad, Tanzanian Police Force</li> <li><b>2. Ministry:</b> Kristiina Kouros, Finnish Human Rights Centre</li> <li><b>3. Education:</b> Yordiley Torres Herrera, Ministry of Education, Colombia</li> <li><b>4. Health:</b> Rachel Zaltzman, UK Equality and Human Rights Commission</li> <li><b>5. Local Authorities:</b> Ruth Gallagher, IHRC</li> </ol>	
17.00	<b>Theme 1 Plenary Session</b>	Working Group Rapporteurs	Working Groups return to main conference hall for Plenary and feedback on progress of Working Group
17.45	<b>Day 1 Closing</b>	Conference Rapporteurs	
<b>19.30</b>	<b>Dinner (George’s Hall in Dublin Castle), opening Prof Ray Murphy, Acting Chair IHREC (designate)</b>		

## Day 2 - Wednesday 4 December 2013

Time	Topic	Lead/name	Notes
9.00	<b>Introduction to Day 2 Agenda</b>	Conference Rapporteurs <ul style="list-style-type: none"> <li>• Renee Dempsey</li> <li>• James Connington</li> <li>• Brian Ruane</li> </ul>	
9.15	<b>Plenary Panel Session</b>  <b>Theme 2 - Training Processes and Tools</b>	<ul style="list-style-type: none"> <li>• Joyce Tlou, South African Human Rights Commission</li> <li>• Bolorsaikhan Badamsambuu, National Human Rights Commission of Mongolia</li> </ul>	2 x 15 minute presentations
9.45	<b>Working Group Session</b>  <b>Theme 2 - Training Processes and Tools</b>	Presentations in individual Working Groups, as follows: <ol style="list-style-type: none"> <li><b>1. Law Enf:</b> Basundhara Khadka, Nepal Police</li> <li><b>2. Ministry:</b> Mayra Tirira, Ministry of Justice, Ecuador</li> <li><b>3. Education:</b> Grace Jamon, University of the Philippines and Michael Walsh, Garda Síochána Ireland</li> <li><b>4. Health:</b> Alicia Dibbets, Netherlands Institute for Human Rights</li> <li><b>5. Local Authorities:</b> Bouraima Adjidjatou, Commission Nationale des Droits de l'Homme, Togo</li> </ol>	
<b>11.15</b>	<b>Break</b>		
11.30	<b>Working Group Session</b>  <b>Theme 2 (cont.)</b>		
12.30	<b>Theme 2 Plenary Session</b>	Working Group Rapporteurs	Working Groups return to main conference hall for Plenary and feedback on progress of Working Group
<b>13.00</b>	<b>Lunch</b>		

<b>Time</b>	<b>Topic</b>	<b>Lead/name</b>	<b>Notes</b>
13.45	<b>Side Event</b>	<ul style="list-style-type: none"> <li>Alice Hamilton – Research Support Officer, European Union Agency for Fundamental Rights</li> </ul>	Launch of the fundamental rights-based police training manual
14.30	<b>Plenary Panel Session</b>  <b>Theme 3 - The Learning and Working Environment</b>	<ul style="list-style-type: none"> <li>Elena Rosenman, Australian Government, Attorney-General's Department</li> <li>Wilfred Muganga Assime, Uganda Human Rights Commission</li> <li>Nazia Latif, Northern Ireland Human Rights Commission</li> </ul>	3 x 15 minute presentations
15.15	<b>Working Group Session</b>  <b>Theme 3 - The Learning and Working Environment</b>	Presentations in individual Working Groups, as follows: <ol style="list-style-type: none"> <li><b>Law Enf:</b> Richard Roche, Irish Prison Service</li> <li><b>Ministry:</b> Mary McKenna, Department of Justice and Equality, Ireland</li> <li><b>Education:</b> Ruth Friedman, OSCE Project on Best Practices for Roma Integration</li> <li><b>Health:</b> Pat Mayers, University of Cape Town, South Africa</li> <li><b>Local Authorities:</b> John Breen, Kerry County Council, Ireland and James Anderson, World Bank</li> </ol>	
<b>15.30</b>	<b>Break</b>		
15.45	<b>Working Group Session</b>  <b>Theme 3 (cont.)</b>		
16.45	<b>Theme 3 Plenary Session</b>	Working Group Rapporteurs	Working Groups return to main conference hall for Plenary and feedback on Working Group work
17.45	<b>Day 2 Closing</b>	Conference Rapporteurs	
<b>19.30</b>	<b>Dinner (Castle Hall in Dublin Castle)</b>		

## Day 3 - Thursday 5 December 2013

Time	Topic	Lead/name	Notes
9.00	<b>Introduction to Day 3 Agenda</b>	Conference Rapporteurs <ul style="list-style-type: none"> <li>• Mary Murphy</li> <li>• James Connington</li> <li>• Brian Ruane</li> </ul>	
9.15	<b>Plenary Session</b>  <b>Theme 4 - Evaluation Processes and Tools</b>	<ul style="list-style-type: none"> <li>• Maria Løkke Rasmussen, The Danish Institute for Human Rights</li> <li>• Elena Ippoliti, OHCHR</li> <li>• Fiona Murphy, IHRC</li> </ul>	3 x 15 minute presentations
9.45	<b>Working Group</b>  <b>Theme 4 - Evaluation Processes and Tools</b>	Presentations in individual Working Groups, as follows: <ol style="list-style-type: none"> <li><b>1. Law Enf</b> – TBC</li> <li><b>2. Ministry</b> – TBC</li> <li><b>3. Education:</b> May Al Otaibi, National Institution for Human Rights, Bahrain</li> <li><b>4. Health:</b> Kamiar Alaei, University of Albany, USA</li> <li><b>5. Local Authorities:</b> Hans Sakkers, Municipality of Utrecht, The Netherlands</li> </ol>	
<b>11.15</b>	<b>Break</b>		
11.30	<b>Theme 4 Plenary Session</b>	Working Group Rapporteurs	Working Groups return to main conference hall for Plenary and feedback on progress of Working Group
12.00	<b>Feedback on Compendium</b>	IHRC	
12.30	<b>Final wrap-up</b>	Conference Rapporteurs	
13.15	<b>Closing Address</b>	Martin O'Brien, The Atlantic Philanthropies	
<b>13.30</b>	<b>Lunch</b>		

# Appendix 2

## World Programme for Human Rights Education

*Plan of Action for the Second Phase, paragraphs 37–45<sup>21</sup>*

*Action promoting human rights training for civil servants, law enforcement officials and the military*

37. Section D of the present plan of action focuses on human rights training for a broad range of adult professionals who have specific responsibility, as state actors, to respect, protect and fulfil the human rights of those under their jurisdiction. They include:

- Civil servants<sup>22</sup> who, depending on national laws and governmental structures, may include officials and policymakers from government ministries and departments, diplomats, employees of local government and municipalities, as well as fiscal and economic agencies, teachers, public health professionals and social workers;
- Law enforcement officials,<sup>23</sup> i.e. police, prison personnel and border patrols, as well as security forces and the military, when they are given police powers;
- The military.

38. The above-mentioned professional groups have very different roles and responsibilities, institutional and organizational cultures and specific international human rights standards applicable to them. Given its broad scope, this section will only present some general strategies for addressing these professions, while occasionally providing specific examples.

### 1. Background

39. With regard to civil servants, law enforcement officials and the military, the plan of action draws on the Universal Declaration of Human Rights, as well as major international human rights treaties, including the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social and Cultural Rights; the International Convention on the Elimination of All Forms of Racial Discrimination; the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; the Convention on the Elimination of All Forms of Discrimination against Women; the Convention on the Rights of the Child; the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, and the Convention on the Rights of Persons with Disabilities.

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<sup>21</sup> Appendix 2 is an extract from the World Programme for Human Rights Education, Plan of Action for the Second Phase, paragraphs 37 – 45, available at: [http://www.ohchr.org/Documents/Publications/WPHRE\\_Phase\\_2\\_en.pdf](http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf)

<sup>22</sup> There is no internationally-agreed definition of what constitutes “civil service” (see World Bank article “Civil Service Law & Employment Regimes”, 26 April 2001, available at <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPUBLICSECTORANDGOVERNANCE/0,,contentMDK:20133489menuPK:286310pagePK:148956piPK:216618theSitePK:286305isCURL:Y,00.html>) The concept and definition of “civil service” and “civil servant” differs widely from country to country, in accordance with national laws and governmental structures. See for instance the International Labour Organization (ILO) Thesaurus, 6th edition, 2008 (available at <http://www.ilo.org/thesaurus/defaulten.asp>): “civil service” is referred to as “the permanent, professional branches of state administration, excluding military and judicial branches and elected politicians” and “civil servant” as “public administration employee”. In current usage, the term most commonly refers to officials within civilian central government or sub-national government (see the World Bank as cited above). Research shows that they may include officials from government ministries, departments, executive agencies, diplomatic service, local government and city councils or municipalities, fiscal and economic agencies, revenue collection agencies; in some cases, also teachers employed in public education systems and employees of public hospitals (non-exhaustive list).

<sup>23</sup> For a definition of law enforcement officials, see art. 1 (a) and (b) of the Code of Conduct for Law Enforcement Officials, available at: <http://www.ohchr.org/Documents/ProfessionalInterest/codeofconduct.pdf>

40. In addition, the United Nations has developed a series of other international instruments, such as recommendations, basic principles, codes of conduct etc., which provide more detailed guidance to certain professional groups for the performance of their duties in line with human rights standards.

41. For instance, in the case of law enforcement officials, those instruments include:

- The Code of Conduct for Law Enforcement Officials
- The Basic Principles on the Use of Force and Firearms by Law Enforcement Officials
- The Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power
- The Declaration on the Protection of All Persons from Enforced Disappearance
- The Principles on the Effective Prevention and Investigation of Extra-legal, Arbitrary and Summary Executions
- The Principles on the Effective Investigation and Documentation of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- The United Nations Standard Minimum Rules for Non-custodial Measures (the Tokyo Rules)
- Instruments concerning the treatment of detainees and prisoners (Standard Minimum Rules for the Treatment of Prisoners; Basic Principles for the Treatment of Prisoners; Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment)
- Instruments concerning juvenile justice (United Nations Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines); United Nations Standard Minimum Rules for the Administration of Juvenile Justice (the Beijing Rules); United Nations Rules for the Protection of Juveniles Deprived of Their Liberty; Guidelines for Action on Children in the Criminal Justice System).

42. Similarly, specific international human rights standards would be applicable to the civil service or the military.

## 2. Strategies

### *(a) Training policies and other related policies*

43. If training is to produce the desired impact on behaviour and professional performance, it must be clearly supported by and linked to corresponding policies and rules in the trainees' organization or institution. With regard to civil servants, law enforcement officials and the military, the following strategies could be adopted:

(a) Reviewing pre-service and in-service training policies to make sure that they include human rights training,<sup>24</sup> and make audience-specific human rights courses compulsory for pre-service training;

(b) Encouraging the adoption of a comprehensive human rights training policy relating to pre-service and in-service training, with such training as a mandatory criterion for professional qualification and promotion;

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<sup>24</sup> See, for instance, para. 3 of general recommendation No. 13 (1993) on the training of law enforcement officials in the protection of human rights of the Committee on the Elimination of Racial Discrimination.

(c) Adopting policies to recruit and especially train officials appropriately suited for dealing with vulnerable groups which may be dealt with by the professions, such as children, women, minorities, people with disabilities, indigenous peoples etc.

(d) With regard to the institutionalization of human rights training:

- (i) Commitment to human rights training for civil servants, law enforcement officials and the military should not translate into just one-off training courses for selected officials but should encourage the establishment of a sound national training structure, involving both the sector in question and those sectors of society it is supposed to serve;
- (ii) Reviewing all existing pre-service and in-service training curricula to explicitly integrate human rights principles and standards in all relevant subjects, and in addition develop specific human rights training courses as appropriate;
- (iii) Encouraging the creation of a fully integrated human rights centre in civil service training colleges, schools of government, and police and military training colleges;
- (iv) When possible, giving priority to the training of trainers, i.e. those who are charged with conducting human rights training and material or knowledge dissemination efforts after returning to their institutions, organizations or duty stations. In proceeding this way, the impact of a training programme is multiplied. In the case of training of trainers, training programmes should also include sessions on training methodology (see above) and design (both lessons and materials);
- (v) Considering the introduction of incentives for the different professional groups to encourage their participation in human rights training programmes;
- (vi) Setting up a mechanism for evaluation and impact assessment with regard to institutionalized human rights training, in accordance with each State's system.

(e) As training should not be an isolated effort but rather part of a human rights capacity-building strategy, it is important that policies and regulations with regard to the profession be also reviewed to make sure that they are not inconsistent with human rights standards and that they specifically promote the contribution of the profession to human rights. Those policies could include the establishment of a vetting system to exclude from the civil service, law enforcement and the military candidates who do not commit to human rights principles; policies for the recruitment, appraisal, compensation and discipline of civil servants, law enforcement officials and the military which are in line with human rights principles of equality, non-discrimination, respect, dignity, fairness and transparency; policies prohibiting sexual discrimination and harassment; and regulations for specific professional tasks which may particularly affect human rights (such as, in respect of law enforcement, standing orders which may cover the use of force and firearms or the prompt and effective response to cases of violence against women).

*(b) Training processes and tools*

44. Strategies to ensure the effectiveness of human rights training for adult audiences, such as civil servants, law enforcement officials and the military, include:

(a) With regard to training methodology and practices, developing human rights training, based on certain methodological principles,<sup>25</sup> as shown by adult learning studies and experience, including:

**(i) Audience specificity**

Training must be directly targeted and appropriately addressed to the particular audience, be they police, healthcare workers, diplomats, military, development professionals etc. A consultative training needs assessment, involving the target institution or group to be trained, should be organized in order to undertake an analysis of the professional duties, experiences, expectations, personal backgrounds and aspirations of training participants, as well as their level of human rights knowledge and skills; to set up specific learning objectives (desired post- training changes in participant knowledge, attitude, behaviour and skills); to design an evaluation strategy, and in particular how the achievement of the learning objectives will be measured; and to assess other activities that should be implemented;

**(ii) Relevant and practical content**

It follows from the previous principle that the training content should focus on human rights standards and practices that are directly relevant to the daily lives of trainees. Professional groups need to know not just what human rights are, but also how to apply them in real life situations. Training content should, therefore, be designed around the functions of the professional group and how to apply human rights in the performance of them, also focusing on human rights issues which would more likely be encountered by the specific profession.<sup>26</sup>

**(iii) Participatory and sensitizing training techniques**

Training programmes should feature a variety of creative and participatory adult training techniques to secure active involvement by the learners, including brainstorming, role-playing, group work, case studies, panel discussions and field trips, possibly with the use of audio-visuals. Well-designed exercises could sensitize trainees to their own potential for both contributing to behaviour that violates human rights (e.g. strengthening trainee awareness of gender<sup>27</sup> or racial bias in their own attitudes or behaviour) and promoting and defending human rights;

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25 See Office of the United Nations High Commissioner for Human Rights (OHCHR), *Human Rights Training – A Manual on Human Rights Training Methodology* (United Nations Publications, Professional Training Series No. 6).

26 For instance, States are encouraged to formulate and implement training programmes for law enforcement, immigration and border officials, prosecutors and service providers, with a view to sensitizing them to racism, racial discrimination, xenophobia and related intolerance (see outcome document of the Durban Review Conference, para. 75). Officials who work on migration issues or are in contact with migrant workers and members of their families will need to get acquainted with the content of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families.

27 It is important to note that in para. 24 (b) of its general recommendation No. 19 (1992) on violence against women, the Committee on the Elimination of Discrimination against Women stated that gender-sensitive training of law enforcement officers and other public officials is essential for the effective implementation of the Convention on the Elimination of All Forms of Discrimination against Women.

**(iv) Peer learning**

Much more can be accomplished through a peer-learning approach that features, for example, the police and the military being trained by their peers as opposed to a professor-student training model. This approach ensures trainers' access to the distinctive professional culture that surrounds each audience. Simultaneously, practitioner trainers should be accompanied and supported by human rights experts, thus ensuring that human rights standards are fully and consistently reflected through the training process. Similarly, international training activities and exchanges could be promoted among individuals belonging to the same professional group;

**(v) The role of self-esteem**

Adult trainees will bring to the training their own professional expertise and practical experience that should be both acknowledged and drawn on for the benefit of training. Trainers should thus seek to establish an atmosphere in which the exchange of expertise and experience is facilitated, the professional knowledge of trainees is recognized and professional pride which reflects human rights principles is encouraged.

(b) With regard to training content, developing distinct content for civil servants, law enforcement officials and the military, reflecting their different roles and responsibilities and institutional/organizational cultures, e.g.:

- (i) With regard to civil servants, who may include a broad variety of professionals (see para. 37 (a) above), human rights training content within this category would differ substantially. For instance, human rights training for social workers<sup>28</sup> would be oriented to the protection of vulnerable groups such as children, women, elderly persons, disabled persons, prisoners, refugees, and migrants, as social workers need to guarantee protection when State action for the public good threatens the human rights of those particular persons or groups. Human rights training for local government officials may focus on human rights standards in the context of good governance,<sup>29</sup> i.e. the exercise of authority through political and institutional processes that are transparent and accountable and encourage public participation. Human rights training for diplomats may focus, inter alia, on international human rights instruments and mechanisms, as diplomats may be called upon to ensure their countries' input into the international human rights machinery;
- (ii) In the case of the police,<sup>30</sup> human rights training would cover human rights standards touching upon various police functions, such as methods of police investigation; search and seizure; arrest and pre-trial detention; use of force and firearms; policing in civil disorder, states of emergency and internal conflicts; legal crowd control measures, etc. It would also focus on groups requiring special protection such as juveniles, women, migrants, refugees and persons with disabilities. Depending on the audience, it could include the infusion of a human rights perspective into matters of police command, management and control, including the issuing of standing orders, development of codes of conduct, entry and in-service training, fair and non-discriminatory recruitment processes, screening processes for new recruits, community policing strategies, the establishment of complaints mechanisms, and the obligation to launch prompt and impartial investigations in the case of human rights violations;

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28 See OHCHR, *Human Rights and Social Work: a Manual for Schools of Social Work and the Social Work Profession* (United Nations publication, Sales No. E.94.XIV.4).

29 See OHCHR, *Good Governance Practices for the Protection of Human Rights* (United Nations publication, Sales No. E.07.XIV.10).

30 See OHCHR human rights training package for law enforcement, consisting of the following: *Human Rights and Law Enforcement: a Manual on Human Rights Training for the Police* (United Nations publication, Sales No. E.96.XIV.5); *Human Rights and Law Enforcement: a Trainer's Guide on Human Rights for the Police* (United Nations publication, Sales No. E.03.XIV.1); and *Human Rights Standards and Practice for the Police: expanded Pocket Book on Human Rights for the Police* (United Nations Publication, Sales No. E.03.XIV.7).

(iii) Human rights training for prison officials<sup>31</sup> would familiarize trainees with international human rights standards in the operation of penitentiaries, facilitate examination of humane and effective techniques for the performance of prison officials and of legal and judicial functions in a democratic society, and prepare trainees to include this information in their daily work. It could include human rights standards regarding facilities for prisoners and detainees; prisoners' physical and mental health, including HIV/AIDS; treatment of special categories of prisoners and detainees, including juveniles, women, persons with disabilities, remand prisoners; prison records; prison administration, discipline and complaints procedures; use of force; punishment and recourse procedures; due process and complaints; contacts with the outside world, including family, legal counsel and medical personnel; freedom of belief and worship; prison labour (e.g. work conditions, remuneration); and education and recreation;

(iv) The military would need to be trained in international human rights norms and standards as relevant to their conflict-related tasks, as well as to those duties of modern professional soldiers that go beyond the waging of war. These increasingly include civil policing duties, the maintenance of order and public safety under states of emergency, and assignment to international peacekeeping operations. The effective, professional and humane performance of these duties requires knowledge of and sensitization to human rights standards, as well as the skills to apply them in the daily work of the military. Traditional military training has, however, in many cases included only reference to the international law of armed conflicts (or humanitarian law), including the 1949 Geneva Conventions and their additional protocols. Human rights training per se, however, has been conspicuously absent.

(c) With regard to training tools, developing training materials that reflect the above-mentioned methodology. Existing textbooks and manuals should be reviewed and revised to ensure that they conform to human rights principles and are audience specific.

*(c) The learning and working environment*

45. Human rights training can only take place in an environment where human rights are practised. To this end, the following strategies could be implemented:

(a) Developing and adopting clear and shared policy statements such as codes of conduct and professional ethics for staff and officials, codes of practice for employers explicitly incorporating human rights standards in all areas of work, and charters on rights and responsibilities for employees;

(b) Encouraging the recognition and celebration of human rights achievements through human rights events, competitions, awards, scholarships and prizes;

(c) Encouraging interaction between law enforcement officials, local government and military and the wider community, including the formal adoption of plans of action (for instance, to combat racism, discrimination, gender violence, etc.).

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31 See OHCHR training package for prison officials, consisting of the following: Human Rights and Prisons: Manual on Human Rights Training for Prison Officials (United Nations publication, Sales No. E.04.XIV.1); Human Rights and Prisons: a Compilation of International Human Rights Instruments concerning the Administration of Justice (United Nations publication, Sales No. E.04.XIV.4); Human Rights and Prisons: Trainer's Guide on Human Rights Training for Prison Officials (United Nations publication, Sales No. E.04.XIV.6); and Human Rights and Prisons - a Pocketbook of International Human Rights Standards for Prison Officials (United Nations publication, Sales No. E.04.XIV.5).

# Appendix 3

## List of Conference Participants

Yibekal Gizaw Agonafir	<i>Ministry of Justice, Ethiopia</i>
Kamiar Alaei	<i>University of Albany, New York, USA</i>
May Sulaiman Al Otaibi	<i>National Institution for Human Rights, Bahrain<sup>32</sup></i>
James Anderson	<i>World Bank, Vietnam</i>
Sneh Aurora	<i>Amnesty International, International Secretariat</i>
Rosa Bada	<i>Bayt al-Thaqaafa Foundation, Spain</i>
Bolorsaikhan Badamsambuu	<i>National Human Rights Commission of Mongolia</i>
Teresa Blake	<i>Irish Human Rights Commission</i>
Lawrence Bond	<i>Equality Authority, Ireland</i>
John Breen	<i>Kerry County Council, Ireland</i>
Kieran Carey	<i>Defence Forces, Ireland</i>
Aisling Casey	<i>Irish Human Rights Commission Volunteer</i>
Brian Cawley	<i>Institute of Public Administration, Ireland</i>
Pavel Chacuk	<i>Organization for Security and Co-Operation in Europe/Office for Democratic Institutions and Human Rights</i>
Kavita Chetty	<i>Scottish Human Rights Commission</i>
Hang Chu Thi Thuy	<i>Vietnamese Institute of Human Rights</i>
Sara Clifford	<i>Human Rights Commission of Bermuda</i>
Martin Collins	<i>Pavee Point, Ireland</i>
James Connington	<i>Institute of Public Administration, Ireland</i>
Anna Crowley	<i>Organization for Security and Co-Operation in Europe, Tajikistan</i>
Elaine Davis	<i>Irish Human Rights Commission Volunteer</i>
Cecilia Decara	<i>Danish Institute for Human Rights</i>
Isabelle De Champlain Bringuet	<i>Irish Human Rights Commission Intern</i>
Victor De Currea-Lugo	<i>Javeriana University, Colombia</i>
Renee Dempsey	<i>Equality Authority, Ireland</i>
Alicia Dibbets	<i>Netherlands Institute for Human Rights</i>
Deirdre Duffy	<i>Irish Council for Civil Liberties</i>
Tony Fallon	<i>Refugee Appeals Tribunal, Ireland</i>
Fintan Fanning	<i>An Garda Síochána, Ireland</i>
Judith Feige	<i>German Institute for Human Rights</i>
Rory Finnegan	<i>Defence Forces, Ireland</i>
Ruth Friedman	<i>OSCE Project on Best Practices for Roma Integration</i>
Bláithín Gallagher	<i>Irish Human Rights Commission Volunteer</i>
Ruth Gallagher	<i>Irish Human Rights Commission</i>
Kevin Gaughran	<i>Civil Public and Services Union, Ireland</i>
Meike Stefanie Günther	<i>German Institute for Human Rights</i>
Hamad Hamad	<i>Tanzanian Police Force</i>
Alice Hamilton	<i>European Union Agency for Fundamental Rights</i>
Emma Haverty	<i>Irish Human Rights Commission Intern</i>
Yordiley Torres Herrera	<i>Ministry of Education, Colombia</i>
Des Hogan	<i>Irish Human Rights Commission</i>
Avril Hutch	<i>Irish Human Rights Commission</i>

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32 Yet to be accredited.

Elena Ippoliti	<i>Office of the High Commissioner for Human Rights</i>
Grace Jamon	<i>University of the Philippines</i>
Gerry Jeffers	<i>National University Ireland, Maynooth</i>
Fidelma Joyce	<i>Irish Human Rights Commission</i>
Veronika Kapelari Horvat	<i>Teacher, Croatia</i>
Nagina Kayani	<i>City of London Police</i>
John Kelly	<i>National Employment Rights Authority, Ireland</i>
Mark Kelly	<i>Irish Human Rights Commission</i>
Cheol Hong Kim	<i>National Human Rights Commission of Korea</i>
Kristiina Kouros	<i>Finnish Human Rights Centre<sup>33</sup></i>
Nazia Latif	<i>Northern Ireland Human Rights Commission</i>
Aleksandar Lazovski	<i>Organization for Security and Co-Operation in Europe/ Office for Democratic Institutions and Human Rights</i>
Maria Løkke Rasmussen	<i>Danish Institute for Human Rights</i>
Daniel McAleve	<i>Dublin Airport Authority, Ireland</i>
Patrick McCabe	<i>An Garda Síochána College, Templemore, Ireland</i>
Brian McElduff	<i>Department of Foreign Affairs and Trade, Ireland</i>
Niamh McKeague	<i>Garda Síochána Ombudsman Commission, Ireland</i>
Mary McKenna	<i>Department of Justice and Equality, Ireland</i>
Marianne McNally	<i>Irish Human Rights Commission Intern</i>
Gillian Martin	<i>Irish Human Rights Commission</i>
Sarah Marugu	<i>Kilmambogo Teachers' Training College, Kenya</i>
Pat Mayers	<i>University of Cape Town, South Africa</i>
Anne Molloy	<i>Amnesty International, Ireland</i>
Petru Moscaliuc	<i>Ministry of Health Consultant, Moldova</i>
Wilfred Muganga Assimwe	<i>Uganda Human Rights Commission</i>
Siobhán Mullally	<i>Irish Human Rights Commission</i>
Fiona Murphy	<i>Irish Human Rights Commission</i>
Mary Murphy	<i>Irish Human Rights Commission</i>
Ray Murphy	<i>Irish Human Rights Commission</i>
Fidèle Mutwarasibo	<i>Immigrant Council of Ireland</i>
Martin O'Brien	<i>The Atlantic Philanthropies</i>
John O'Callaghan	<i>Northern Ireland Human Rights Commission</i>
Gavin O'Leary	<i>Department of Education and Skills, Ireland</i>
David O'Mahony	<i>Institute of Public Administration, Ireland</i>
Ana Elzy Ofreneo	<i>Commission on Human Rights of the Philippines</i>
Johan Olhagen	<i>Office of the High Commissioner for Human Rights</i>
Ricardo Alberto Ortega Soriano	<i>Comisión de Derechos Humanos del Distrito Federal, Mexico</i>
Hyungguen Park	<i>Korean Translator</i>
Goran Pastrovic	<i>Regional School of Public Administration, Montenegro</i>
Yulia Pererva	<i>Council of Europe</i>
Sandra Reitz	<i>German Institute for Human Rights</i>
Richard Roche	<i>Irish Prison Service College</i>
Ana María Rodino	<i>Inter-American Institute of Human Rights, Costa Rica</i>
Victor Rolik	<i>Vinnitsa Human Rights Group, Ukraine</i>
Elena Rosenman	<i>Australian Government, Attorney-General's Department</i>
Brian Ruane	<i>St. Patrick's College, Drumcondra, Ireland</i>
Hans Sackers	<i>Municipality of Utrecht, Netherlands</i>
Dheerujlal Baramlall Seetulsingh	<i>National Human Rights Commission of Mauritius</i>

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33 Yet to be accredited.

Cristina Sganga	<i>Specialist in Human Rights Research, Evaluation &amp; Training</i>
Astrid Stuckelberger	<i>University of Geneva, Switzerland</i>
Carole Sullivan	<i>Equality Authority, Ireland</i>
Mayra Tirira	<i>Ministry of Justice, Ecuador</i>
Joyce Tlou	<i>South African Human Rights Commission</i>
Huong Tran	<i>World Bank, Vietnam</i>
Guljahon Umarova	<i>Office of the Human Rights Ombudsman of the Republic of Tajikistan</i>
Kristiina Vainio	<i>Finnish Human Rights Centre<sup>34</sup></i>
Fionnuala Waldron	<i>St. Patrick's College, Drumcondra, Ireland</i>
Michael Walsh	<i>An Garda Síochána College, Templemore, Ireland</i>
Sarah Winter	<i>Australian Human Rights Commission</i>
Colin Wrafter	<i>Department of Foreign Affairs and Trade, Ireland</i>
Rachel Zaltzman	<i>United Kingdom Equality and Human Rights Commission</i>

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34 Yet to be accredited.



# Appendix 4

*Conference Evaluation Report*

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## **International Conference on Human Rights Education and Training for the Civil and Public Sector**

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Dublin Castle, 3 – 5 December 2013

# Appendix 4

## Conference Evaluation Report



*delegates  
attended*



*evaluation  
forms  
submitted*

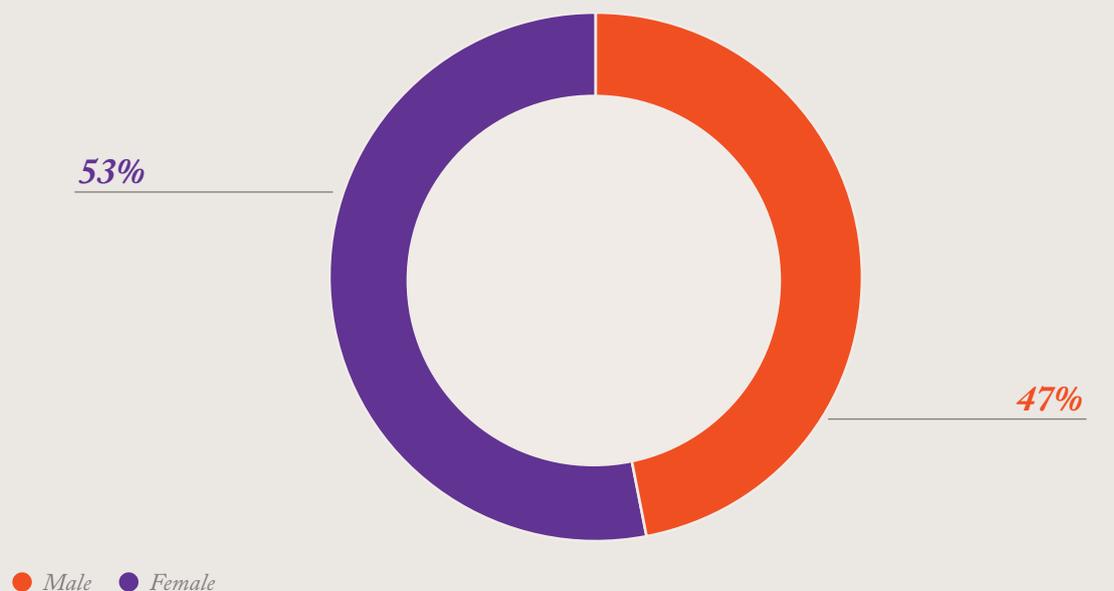
### *Conference Evaluation Data*

The event was attended by 95 delegates<sup>35</sup>. Conference evaluation forms were handed out to participants toward the end of the third day of conference, 5th December 2013. There were 52 evaluation forms submitted<sup>36</sup>. All information in the following report is according to the 52 evaluation forms submitted.

The evaluation forms were intended to capture information from the delegates about their overall impression of the conference format, the content and the usefulness of the Plenary and Working Group Sessions, about the event organization and administration, and to address broader evaluation questions.

### *Participant Information*

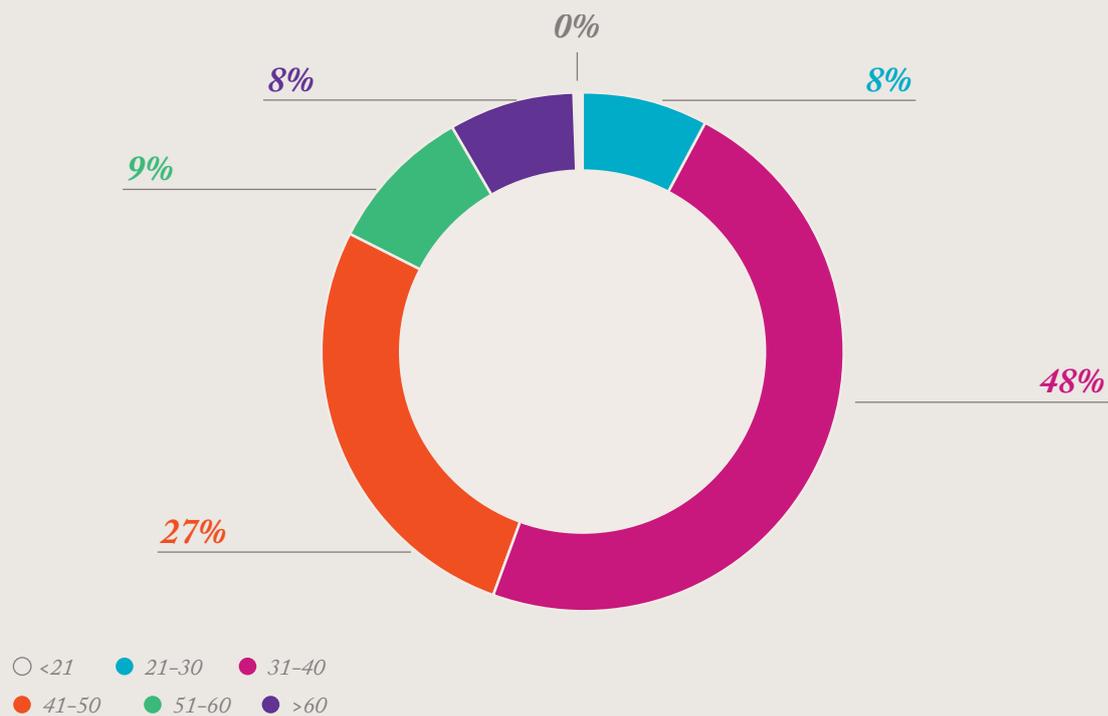
#### **1.1 Gender:**



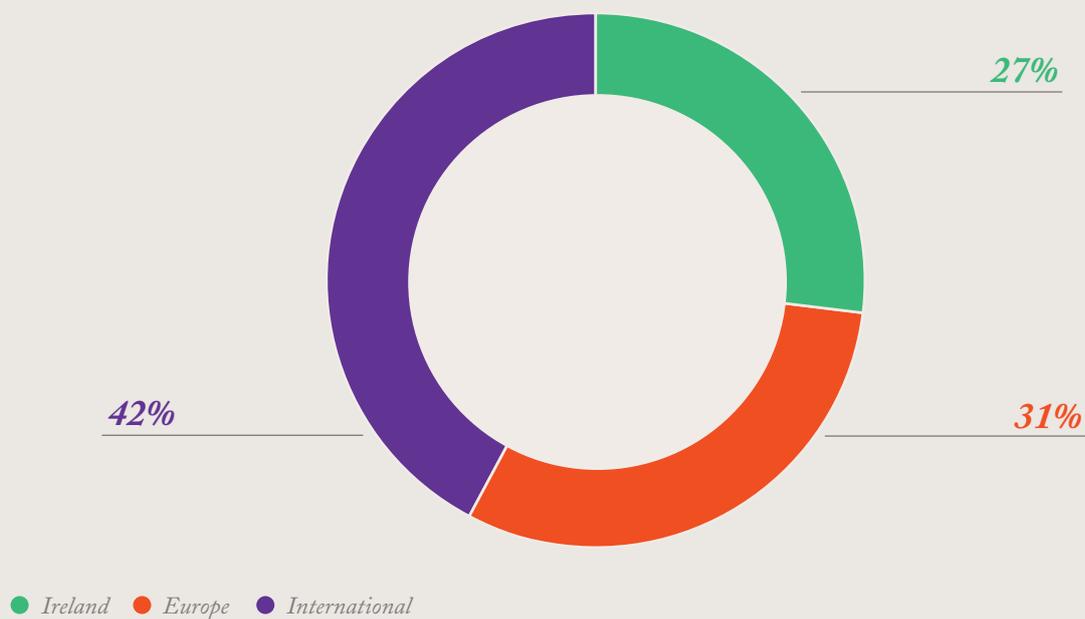
<sup>35</sup> This number is approximate and includes the conference organizers and volunteers. The regional breakdown is as follow: 27 international, 21 European, 7 NI/UK and 40 Irish.

<sup>36</sup> All of the evaluation forms were transcribed directly from originals. For authenticity, we have retained the original language completely. Therefore, some errors may be present throughout.

### 1.2 Age:



### 1.3 Region:<sup>37</sup>



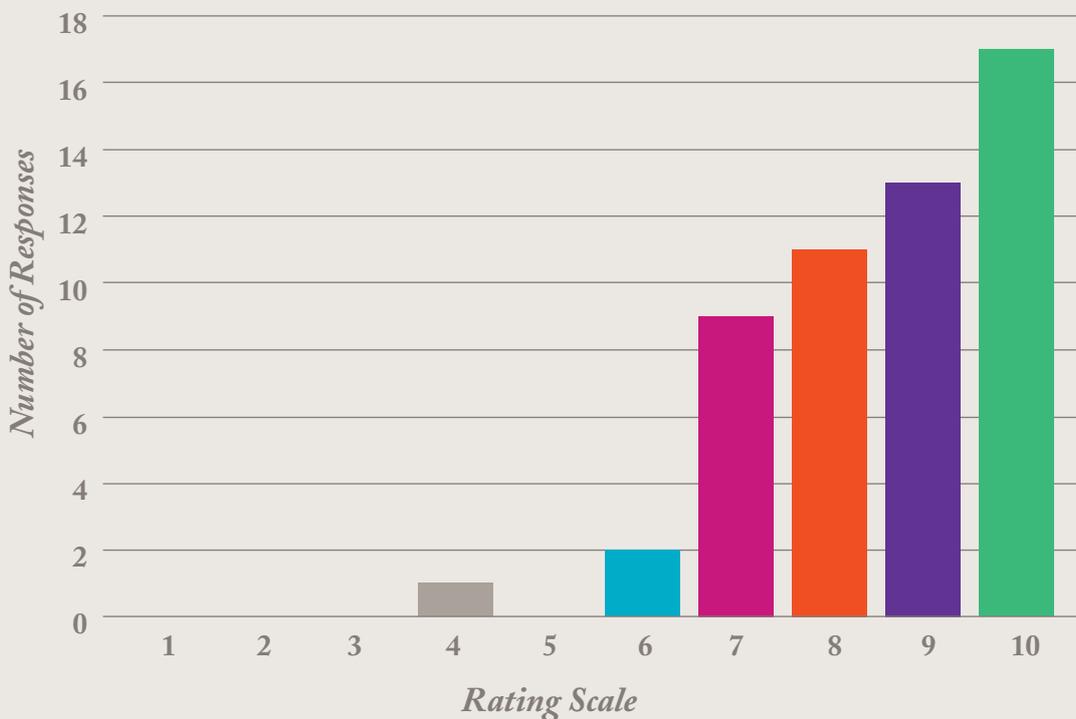
<sup>37</sup> This question was asked as “which country are you based in professionally?” Responses were grouped into the three categories above for ease of viewing; Ireland, Europe, International.

## 1.4 Professional role:

We have not included a diagram for this question as it was posed as an open comment box asking, “please describe your professional role”. Responses included a wide variety of roles across organizations (NHRIs, inter-governmental organizations, government ministries, NGOs and civil society organizations, statutory bodies, and local authorities) and areas (education and training, law enforcement, etc.).

### *General Comments and Reflections*

## 1.5 *On a scale of 1 – 10, in your opinion has the conference facilitated the sharing of experience and showcasing of good practices on human rights education and training for the Civil and Public Service?*



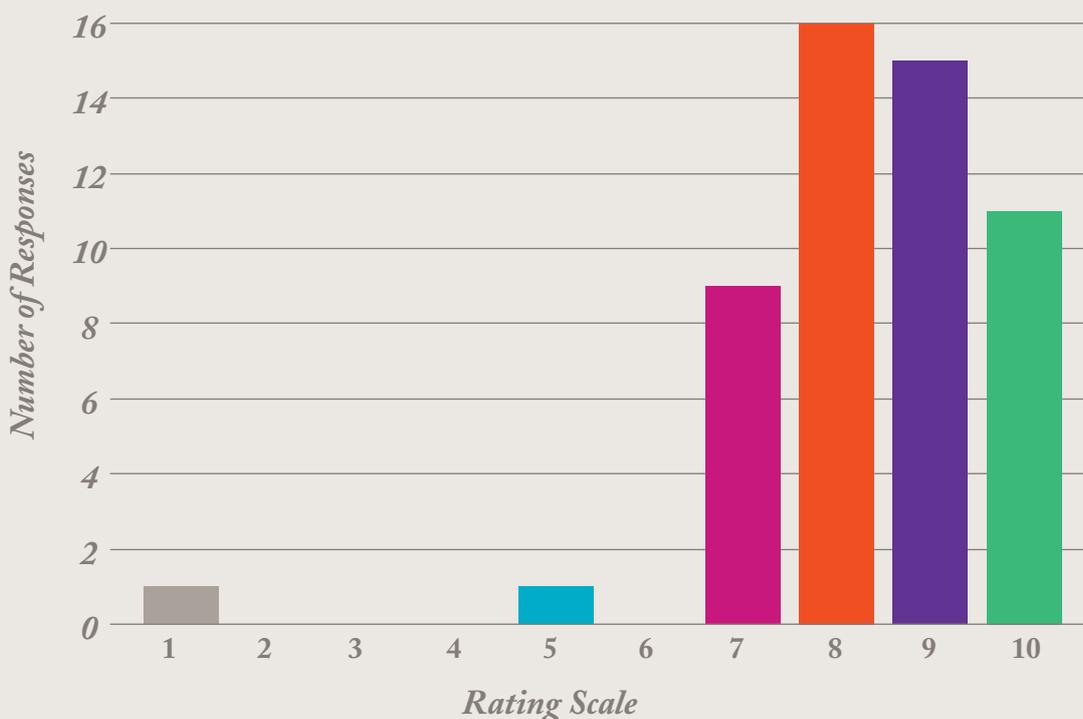
As can be seen by the bar chart above, the majority of responses were very positive. In the interests of brevity, we have included a few responses below, in order to focus on things that might be amended in the future.

### *Selection of comments:*

- The strong international participation ensured a truly global perspective on HRE
- Yes, but would be great if some fluidity between Working Groups, where appropriate
- Yes – time pressure did not allow in-depth discussion on the good practices
- More informal time programmed to support informal sharing of experiences would increase sharing of experiences
- I would have appreciated a bit more substantial discussion of challenges – we tended to gloss over these

- Yes, certainly. How the conference is documented and the overall report and compendium will be very important to see this. Also, perhaps a less traditional form of compendium in a document could be considered, as there were so many practices mentioned – some on-line, mapping per area
- It was great to get a good overview of so many countries doing so many things – unexpected in many ways! I felt I didn't get an in-depth understanding of any particular approaches and there was not enough opportunities for critical discussion re: methodologies, approaches etc. as a result of focus on collating practice
- I think the conference working groups focused too much on people explaining what they were doing (i.e. actual experiences) rather than discussing key themes and challenges. I think some more fruitful discussion on using mixed learning methods or indicators used in HRE would have been more helpful than general cataloguing of what people have done
- I was expecting a higher level

**1.6 On a scale of 1 – 10, in your opinion has the conference encouraged and supported implementation on human rights education and training for the Civil and Public Service?**



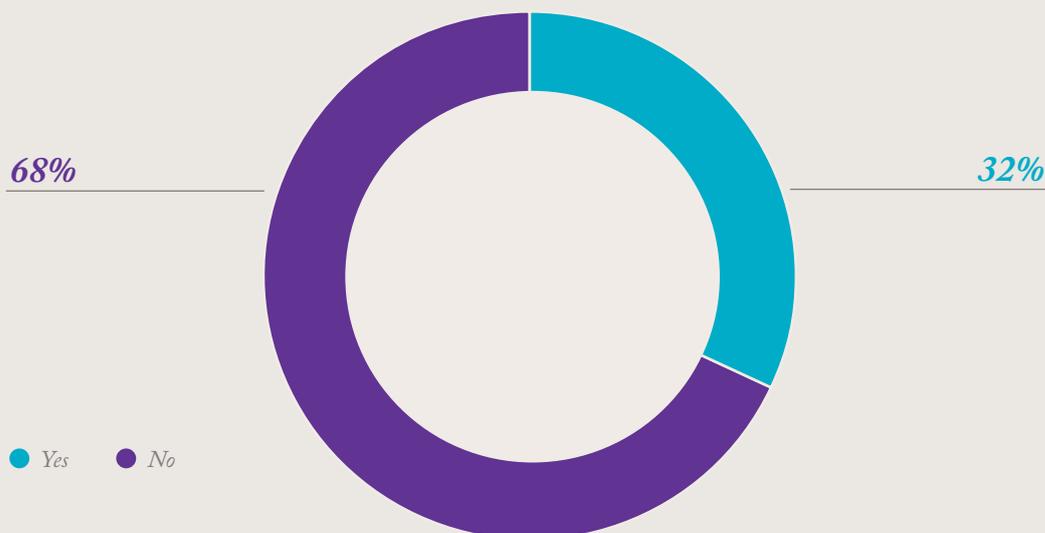
As can be seen by the bar chart above, the majority of responses were very positive. In the interests of brevity, we have included a number of responses, in order to focus on things that might be amended in the future.

*Selection of comments:*

- It highlighted the gap in my own organization and the need to have structured implementation of HR training
- Great energy from all participants which rubbed off on everyone and recharged my enthusiasm for HR
- Raised awareness and reinforced need for awareness and empathy

- 'Encourage and support' needs to target more opinion and policy-makers within HR organizations and within the wider society including politicians
- Yes, an enthusiastic gathering of like-minded people can create a huge change
- Of course, because I learned some new tools to implement human rights even more in my work
- I think all directly committed to HRET implementation but conference may help us do it better, learning from each other, within limited resources
- The conference programme was orientated in that direction and its goals were fulfilled
- We have to distinguish the 'here and now' and the 'there and then' in our questions. Support is yet to come
- Encouragement was there but there is no one-size-fits-all, therefore implementation will still have to be considered individually
- Definitely supported. Not sure 'encouraged' is the right word as I'm not sure delegates need encouragement – it's probably the institutions and funders that need to be 'bought in' more
- It is, but it depends on the whole environment, more decision-makers (ministries/state officials) could be invited to the next conference and also think-tanks/CSOs
- Yes, knowing that similar work is being carried out all over the world is supportive

**1.7 *Prior to this, have you ever attended an international conference on human rights education?***



As can be seen from the above pie-chart, the majority (68%) answered no, with several respondents explaining no previous attendance at an international conference which was specifically focused on HRE.

Positive answers to this question in some cases appear to have a broader understanding of an international conference including, for example, 'teacher training' or 'Equitas training'. Of those who responded 'Yes', 7 do not specify details of the conferences. Other international conferences on HRE cited include:

- 2nd International Conference on HRE, Durban, South Africa, 2011
- Amnesty International HRE Forum
- HREA Conference, Taipei

### 1.8 *What aspects of this conference did you find most useful?*

Many of the responses overlapped in their points, and in the interests of brevity, we have grouped together the intersecting comments and included examples of the main points.

*Grouped comments:*

- Resources – good material for use and future reference<sup>38</sup>
- Networking with the global community of HRE experts<sup>39</sup>
- Discussion and exposure to other agencies' experiences, initiatives, policies and procedures; abundance of the availability of information to take away
- Sharing experience and knowledge with international peers and discussing the commonality of problems, issues and good practice<sup>40</sup>
- Discussion groups as being small, personal, respectful and an open forum for the transfer and exchange of ideas and thoughts<sup>41</sup>
- The Working Group – provided a forum to look at case studies in detail; to identify shared challenges; and brainstorm possible solutions
- Group discussions to deepen and share knowledge, compendium that gave opportunity to share best practices around the world
- Being able to hear about good practices from outside Europe. Learning about positive examples on integrating HRE in the working environment in Ireland
- Diversity of participants
- Coffee break – opportunity for informal chats

### 1.9 *What aspects of this conference did you find less useful?*

As with Question 1.8, many of the responses overlapped in their point, and in the interests of brevity, we have grouped together the intersecting comments and included examples of the main points.

*Grouped comments:*

- Would be useful if participants brought more documentation on their policies and programmes for distribution<sup>42</sup>
- Some information was not particularly relevant to my specific needs/working environment, still interesting though!<sup>43</sup>
- Perhaps if participants had the freedom to experience more than one Working Group<sup>44</sup>
- Facilitator of small groups – we had one excellent one and one less so - wanted to promote own agenda
- At times the pace and format made sense but time constraints in Working Group sessions meant smaller group benefits not maximised<sup>45</sup>

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38 Resources and materials (8 responses).

39 Networking and cross-dimensional element (19 responses).

40 Sharing experience of good practice example (23 responses).

41 Working Groups (24 responses).

42 Resources (3 responses).

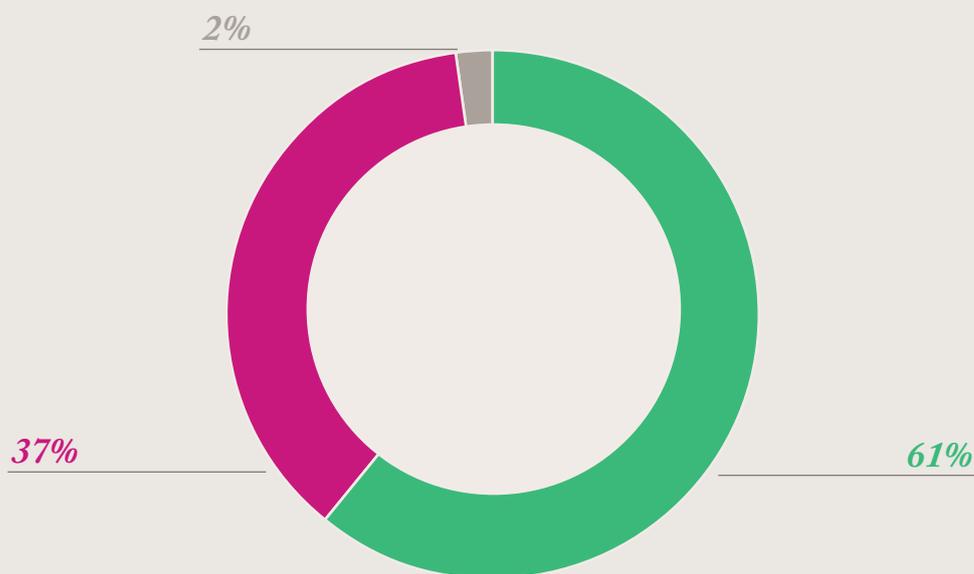
43 Relevancy and substance (3 responses).

44 Working Groups general comments (4 responses).

45 Format /timing (8 responses).

- Less useful were some reporting from rapporteurs because they did not have any plan and they spoke about too much details<sup>46</sup>
- Rapporteurs should have been given more time to feedback. 5 minutes really limited reflection of discussion. Quite a late finish too
- Rapporteurs' reports were not always informative about key points of the themes. Some attempts to cover details of group discussion were not clear
- Rapporteurs of WG: too generalised and too short to get real insight into what was discussed in WG
- Too much time in full plenary without participation from audience. Difficult to absorb information in that way<sup>47</sup>
- All were useful but perhaps more interactivity/open debates during plenary sessions

### 1.10 *Did you find the conference format (combination of Plenaries, Working Groups, smaller working groups) useful?*



● Yes ● Yes, but suggestions ● No

#### *Selection of comments:*

- Yes – it discussed broad issues and then allowed time for practical application discussions at Working Group level. Maybe it would have been useful to mix the Working Groups?
- More robust discussions occurred in the Working Groups; however, as one was restricted to only one group, this meant one lost out on other topics
- Very useful. There was a good balance between feeling part of the larger group but also being involved more deeply in a specific area
- More time in smaller Working Groups – more structured informal time to increase exercise amongst participants would have been more helpful
- Yes, but there was a bit too much discussion of the agenda itself – things could move quicker

<sup>46</sup> Working Group Rapporteurs, mostly focused on feedback at plenary (11 responses).

<sup>47</sup> Plenary (10 responses).

- Given the objective of the conference to promote good practices might have also been good to include some mechanisms for people to showcase their practice/programmes, e.g. visual conference papers (market stall, etc.)
- I thought the Plenaries and Working Groups were useful. But too many rapporteur sessions – it was repetitive and tiring
- In general, yes. But I would have liked to listen to a couple more comprehensive presentations on the themes by experienced people and experts since many of the presenters actually limited themselves to describe particular experiences of their organizations. I missed more conceptual approaches and broader ‘lessons learned’ and challenges
- Not really. Too short plenary presentations and too many presentations (2-3 x Plenary and 1-2 in Working Group). More room and encouragement – to try experiences in practice. Few key note speakers in Plenary and poster exhibition and Working Group. Clear goals would be improvements
- Yes, but limited time for discussion at plenary sessions – no Q&A at all!
- Yes, but we don’t know the aim of the Working Groups after the conference (will something be done with the reports?)

### ***1.11 Did you find the materials shared at the conference useful?<sup>48</sup>***

In the interests of brevity, we have selected comments illustrating the various impressions depicted by the participants, in order to focus on things that might be amended in the future.

#### *Selection of comments:*

- Yes – small booklets particularly useful and practical for staff distribution
- Yes, particularly the Irish Commission’s HR Guide for Civil and Public Service and Evaluation handbook
- The material was excellent and handy. I will be using the documents I gathered in my work
- Material very useful. Hard copies and ‘memory stick’ availability good
- Yes – electronic material particularly useful ahead of conference. Hard copies inspiring (though electronic links more practical for long distance travel)
- Should have been given copies of PowerPoints
- Very useful. Again, the international perspectives highlight commonalities as well as cultural and contextual differences
- Yes, it would have been more useful to have had the draft compendium in advance and have time for reflection – it wasn’t realistic to do this during the conference
- Yes – again great to get practical examples of initiatives, models, methods, information, books, etc. already in use. It was very difficult to find these sorts of materials when we were developing our training – it would be great to get some sort of suggestion list

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<sup>48</sup> Answers mostly Yes - mixed responses included.

### ***1.12 Did this conference meet your expectations?<sup>49</sup>***

In the interests of brevity, we have selected comments illustrating the various impressions depicted by the participants, in order to focus on things that might be amended in the future.

#### *Selection of comments:*

- Yes – gave me pause for thought about my organization's policies, procedures and HR awareness
- Yes, excellent overall
- Yes. I didn't know really what to expect but I have certainly gained a lot and will take away many beneficial things
- Would have liked more answers, i.e. showcasing of good examples
- Yes. My knowledge was greatly expanded
- Yes – excellent facilities and opportunity to share knowledge and ideas and learn from international experience.
- Yes. It surpassed them. As an educationalist, I thought there was an impressive awareness, growing through the event, of the centrality of participative pedagogies
- Yes, found it very inspiring to see the range and quality of HRE around the world and make links
- It was a most useful platform for exchange and networking; I think it would have been useful to have been asked for expectations in advance as it seemed there was a mix of expertise – some people were there to learn and so expect a concrete compendium of best practices could be a challenge; however, people came thinking they were not an expert but actually had much to share and the conference was a great success in regard to the sharing of experiences
- Yes, subject to comments in this survey. It would have been really valuable to be able to engage in more critical discussion and analysis
- Yes, but I don't think the structure of the conference (in the Working Group discussion) allowed enough reflection. People spoke, which was a good thing, but I think some probing questions or issues under each theme would have been more effective
- Yes, I know far more about approaches to HRE than I did before attending and have lots of ideas and excellent contacts to take back to my organization
- Largely yes. The examples of implementation shone through, though the discussion of challenges dominated dialogue
- Somehow. But did not fulfil its potential
- Yes. It was a good opportunity to share and learn, to evaluate my work and think about how to improve

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<sup>49</sup> Answers mostly Yes - mixed responses included.

### 1.13 *Do you plan to take action in the area of human rights education and training for the Civil and Public Service, when back to your country, as a result of your participation in this conference?*<sup>50</sup>

In the interests of brevity, we have selected comments illustrating the various impressions depicted by the participants, in order to focus on things that might be amended in the future.

#### *Selection of comments:*

- Yes – I plan to improve customer service and complaint processes using HR principles and practice awareness training to all staff
- Yes. I feel I now have the necessary skills, information and support to begin implementing training initiatives
- Yes... I will encourage the mainstreaming of HRE in the courses where possible
- Yes, workshops generated quite a few ideas for innovation
- Yes. First of all I will have a presentation about conference in my school to my school teachers, council and other educational personnel (pedagogic, social worker, principal, librarian). Second, I will speak about HR with parents on the next meeting just to open their eyes about some themes
- Yes, a more systematic approach to HRET in Scotland in line with Scotland's National Action Plan
- I plan to include some of the learning and materials in all future training programmes
- Yes – with the NHRI, we have discussed a workshop for those planning implementation of state policy on HRE, particularly on needs assessment and evaluation
- Yes, I am currently scoping a new HRE programme and content from the conference will inform that work
- Most definitely. Perseverance and a committed strategy were important teachings – with IHRC's example, am motivated to drive proposal for systematic implementation
- Yes, very good energy and very good presentations and it shed the light on other countries' experiences
- Yes, I will discuss with Government counterparts on practical ways to bring the education for the Civil and Public Service
- I will make a proposal to next year's annual plan of my organization to collaborate with local authorities and follow best practices developed in the conference
- This is part of my regular work. But will certainly modify my work with what I have learned here

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<sup>50</sup> Overwhelmingly yes or already implementing this work.

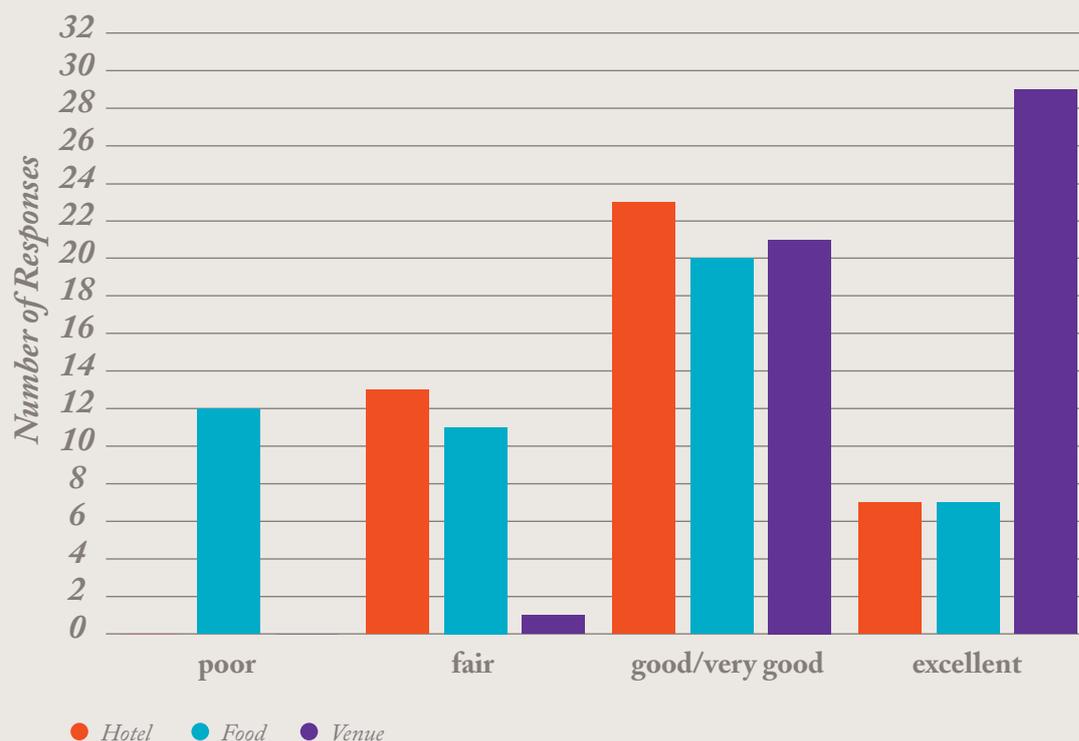
### ***1.14 Any other comments you would like to share with us?***<sup>51</sup>

#### *Selection of comments:*

- Very professional level of organization and very useful to invite to conference different institutions dealing with HRE
- Overall a good conference, range of backgrounds and countries represented at it – very impressive
- Very well run course with an excellent programme
- Congratulations to the organisers, excellent conference. A credit to the IHRC and Ireland
- This conference was great and we all need something like this often to learn new things and to see that we are not alone in our struggle with difficulties on our way to include HR in everyday teaching
- The ‘after hours’ social interactions with other representatives were a great benefit to me; taken out of the formal setting, it was easy and pleasurable to see the ‘real’ people who participated, meaningful and beneficial!
- It may be suitable to have a mixture in groups at some stage to stimulate the ‘why’ question needed for real change
- Pity there was not much sharing between the participants from different groups (only feedback sessions) and especially from different continents
- Given the subject of the conference, it would have been useful to have spoken more about the Civil Service culture and how this might impact the training we provide
- It would be important to make a summary about what we have talked about
- More structure, more facilitation, more direction for the interior
- Not enough debate in Plenary and not enough ice-breaking at the beginning – we don’t know who is who?
- To have a follow-up with participant to evaluate the long-term impact by asking them what they have achieved one year after the conference
- The conference was too much about ethical issues of the person rather than state’s responsibilities. I felt not good with this approach

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<sup>51</sup> Answers mostly positive including thanks and suggestions - mixed responses included.

*Administration: Food, Accommodation and Venue***2.1 How was the food?**<sup>52</sup>

Poor = 24%

Fair = 22%

Good/Very Good = 40%

Excellent = 14%

*Selection of comments:*

- Interesting discussions on the meaning of lunch across cultures
- Very disappointed to see meat, fish and veg sandwiches all together. Shows lack of understanding of dietary and religious requirements. Also, many people do not like arrangements where food is touched by others
- Good. People from different places eat at different times and I personally found lunch very late
- Lunch was horrible and very rustic. Dinner was overcooked
- Dinners were excellent! Lunch was difficult for those with even semi-restrictive diets (I had to go without lunch on the 2nd day!). More options and vegetables/salads would have been preferred

<sup>52</sup> This question was asked as a comment – most responses were one word or very brief and fit into the categories of poor, fair, good/very good, excellent.

## **2.2 *How was the hotel?***<sup>53</sup>

Poor = 0%

Fair = 30%

Good/Very Good = 54%

Excellent = 16%

### *Selection of comments:*

- Good – staff were helpful, good location to conference venue
- It was ok. Unfortunately, it was under construction which made a lot of noise and it was cold
- Great breakfasts
- Quite adequate – apart from the cost of the wifi
- Very convenient and completely satisfactory

## **2.3 *How was the conference venue?***<sup>54</sup>

Poor = 0%

Fair = 2%

Good/Very Good = 41%

Excellent = 57%

### *Selection of comments:*

- Beautiful
- Great – pity we couldn't tour the castle
- Nice – Would have preferred plenary room with more light and air
- Excellent – the round table format in plenary was really nice and appropriate considering the topic!
- Great – especially wifi and business centre facilities
- Lovely, if a little chilly at times
- Excellent organization of space
- Perfect. Nicest venue for a conference I have seen (and I have seen many!)

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<sup>53</sup> This question was asked as a comment – most responses were one word or very brief and fit into the categories of poor, fair, good/very good, excellent.

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Irish Human Rights Commission**

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