

**HUMAN RIGHTS EDUCATION AND ADVANCING THE MISSION  
OF HUMAN RIGHTS NGOs**

**AN ANALYSIS BASED ON CASE STUDIES OF AMNESTY  
INTERNATIONAL'S EFFORTS IN TEN COUNTRIES**

**Submitted Thesis  
to obtain the academic degree of Dr. phil.  
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Over the past decades I have had multiple connections with Amnesty International (AI), as a member of the AI USA section and through collaborations and friendships with HRE Coordinators that cover literally the globe. I believe that the work of AI is crucial to the HRE

movement and it is for this reason that I wanted to concentrate my thesis on their efforts. I was fortunate to have superb professional support from Vibeke Eikås, formerly of the AI Norway section, when I carried out the REAP evaluation that provided the data that is the basis for this study. I also appreciate the cooperation that I received from the HRE coordinators in relation to the site visits that I carried out in the case study countries and for the willingness of the HRE Steering Committee associated with the REAP project to allow me to use this data in my thesis. I hope that they, and others within Amnesty, will find this analysis to be a productive contribution to the evolution of HRE within the organization.

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## DEFINITION OF TERMS

**Actions** – Actions in the context of the work of Amnesty International are organized activities, such as marches or letter-writing petitions, carried out in order to raise public awareness and to mobilize support for a cause.

**Amnesty International (AI)** – Amnesty International is a non-governmental organization focused on human rights with over 3 million members and supporters around the world. The objective of the organization is "to conduct research and generate action to prevent and end grave abuses of human rights, and to demand justice for those whose rights have been violated."

**Campaigns** – Campaigns are a sustained, organized public effort making collective claims of target authorities.

**Civil society** – Civil society is constituted by an array of organizations such as registered charities, non-governmental organizations, community groups, women's organizations, faith-based organizations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups.

**Community-based organizations (CBOs)** – Community based organizations, public or private nonprofit (including a church or religious entity) represents of a community or a significant segment of a community, and is engaged in meeting human, educational, environmental, or public safety community needs.

**Duty bearers** – State parties with obligations under international law to respect, protect and fulfill people's rights. Private entities, such as a corporation, the family or local government are also sometimes seen as duty bearers.

**Formal education** – Formal education is defined as organized teaching and learning practices that take place in an educational setting as part of a degree program.

**Human rights-based approach** – A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. This approach links the goals and outcomes of programming with standards and guides all program processes according to the principles of equality and nondiscrimination; empowerment and participation; and accountability.

**Human rights standards** – Standards are defined as internationally negotiated or endorsed human rights documents (instruments), whether these are binding or non-binding. Binding documents codify or create legal obligations or duties (“hard law”), while non-binding documents make recommendations about norms of conduct and policy (“soft law”).

**Human rights change** – Human rights change is defined as social change that is framed from the perspective of the international human rights framework, including its standards and principles. Human rights change may be based upon changes in knowledge, belief, attitudes and actions but the ultimate litmus test for human rights change will be improvements in the enjoyment of human rights.

**Human rights NGO** – A kind of social change NGO that specifically articulates its agenda and mission in terms of strengthening international human rights norms, protecting and implementing human rights and by holding governments and non-state actors accountable to those standards.

**International human rights framework** – The international human rights framework incorporates the treaties, standards and norms promulgated by the UN and regional human rights bodies.

**Methodology** – Methodology is a particular procedure or set of procedures.

**Multipliers** – In the context of REAP, multipliers were individuals who were trained in HRE in order to be able to carry it out in their environment (e.g., school, NGO). Learners were those who participated in learning activities organized by multipliers.

**Nonformal education** – Nonformal education is organized learning experiences that are not part of a degree program.

**Non-governmental organization (NGO)** – NGOs are defined as legally constituted organizations that operate independently of government.

**Pedagogy** – Pedagogy is the method and practice of teaching.

**Popular education** – Popular education is used to classify an array of nonformal educational activities, typically oriented towards the adult learning, and ranging from single sessions to workshops to extended learning programs. Within the social movement paradigm, popular education is carried out with less privileged groups with the intention to encourage them to break the cycle of dominance and subservience that can be reinforced through learning that does not promote “questioning” or which reflects the “banking system” of education.

**Rights holders** – Individuals or groups with valid claims against “duty bearers” (usually the government) to meet their obligations under international law to respect, protect and fulfill people’s rights.

**Sections** – In the Amnesty International context, Sections refer to national chapters, which are formalized NGOs in the national environment. AI Structures, on the other hand, are less formalized.

**Social change** – Social change refers to any significant alteration over time in behavior patterns and cultural values and norms in a society.

**Social movement organization** – A social movement organization is an organized component of a social movement. Variations include those that work across borders (“transnational”) and associate their work with the international human rights framework (“human rights”).

**Social movement** – A social movement is a type of group action focused on specific political or social issues, and intending to carry out or resist social change.

**Transformative learning** – Transformative learning is a process by which the learner calls into question taken-for-granted frames of reference to make them more inclusive, non-discriminating, open, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action.

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# CHAPTER 1 – INTRODUCTION

## Contents

### 1.1 Research Questions

### 1.2 Book Structure

### 1.3 Literature Review – Transnational Social Movement Organizations and Human Rights Education

1.3.1 Transnational Social Movement Organizations

1.3.2 HRE and Human Rights Organizations' Objectives and Strategies

1.3.3 Pedagogy and Education for Social Change

1.3.4 Conclusion of Literature Review

## 1.1 Research Questions

Human rights is a transnational value system, reflecting what some have recognized as “norms of global humanity” (Steiner-Khamsi, 2004, p. viii). These norms are embodied in the legal standards and principles of the international human right framework. States are obliged through their treaty obligations to respect, protect and fulfill human rights, and to ensure that education is aimed at strengthening respect for human rights and fundamental freedoms.

The self-monitoring of state performance is formalized in the reporting processes to treaty bodies, the Universal Periodic Review, and the monitoring of national human rights institutions and other self-monitoring governmental offices and bodies. Yet, the accountability of governments is also ensured through citizen awareness and independent monitoring carried out by human rights non-governmental organizations (NGOs)<sup>1</sup>. The role of human rights education (HRE) within the work of human rights NGOs, in particular Amnesty International, one of the world’s preeminent human rights organizations, is the focus of this study.

Human rights NGOs can be seen as a kind of social movement organization<sup>2</sup>, which is addressed in the literature review section. Human rights NGOs articulate their agendas and missions in terms of strengthening international human rights norms, protecting and implementing human rights and by holding governments and non-state actors accountable to those standards. While the methods used may vary by individual organization, the core activities are the promotion of standards, investigation and documentation of violations, advocacy and campaigning, and litigation (Dorsey, 2011, p. 185-6).

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<sup>1</sup> *Non-governmental organizations* are defined as legally constituted organizations that operate independently of government – are a component of *civil society*, which is constituted by an array of organizations such as registered charities, non-governmental organizations, community groups, women’s organizations, faith-based organizations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups.

<sup>2</sup> *Social movement organizations* are the “organizational” component of a social movement, which is a type of group action focused on specific political or social issues, and intending to carry out or resist social change. *Social change* refers to any significant alteration over time in behavior patterns and cultural values and norms in a society.

Since the 1990s, awareness-raising, training and formal and non-formal<sup>3</sup> education have become increasingly recognized and applied as viable strategies in the promotion of human rights. Human rights education is wide-ranging in form but these practices share a common goal to promote “universal respect for and observance of all human rights and fundamental freedoms” (United Nations, 2011, Article 2, para 1). In December 2011, the General Assembly of the United Nations adopted the Declaration on Human Rights Education and Training, validating the role of HRE in supporting the protection and fulfillment of human rights by governments, the duty bearers.

Human rights education, as defined in this declaration is

all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms. HRE contributes to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and by developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal culture of human rights.<sup>4</sup>

Over the past ten years, a body of HRE-related research has emerged. This research has been primarily focused on the schooling sector in relation to the presence of HRE content in educational standards and curriculum, outcomes of HRE curricular programs and classroom environments on learners, and NGO and transnational efforts to promote HRE in schools.<sup>5</sup>

A modest amount of empirical research has been carried out in relation to the non-school settings of HRE and the HRE activities of human rights NGOs and the broader category of civil society.<sup>6</sup> This gap is an unfortunate one, as the work of civil society organizations in developing and carrying out human rights education has been central to the elaboration of

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<sup>3</sup> *Formal education* is defined as organized teaching and learning practices that take place in an educational setting as part of a degree program. HRE carried out within a subject that is part of a school curriculum or professional degree program would be considered part of formal education. HRE carried out in the schooling or university sector is usually carried out by resident teachers or faculty. *Non-formal education* is organized learning experiences that are not part of a degree program. These learning experiences can take place in any setting, including the school environment. Examples include HRE carried out in after-school clubs, community centers and optional, in-service trainings carried out for professionals.

<sup>4</sup> *United Nations Declaration on Human Rights Education and Training* (2011), Article 2, para 1.

<sup>5</sup> For the number of organizations engaged with HRE in schools refer to Suarez (2007a, 2007b); Suarez and Ramirez (2007) and Ramirez et al (2006). Some country-specific examples of the infusion of HRE in schools can be found in Mueller (2009); IIDH (2002); Gerber (2008); Keet (2006); Druba (2006); Donnelly (2006); Lapayese (2005); and Stone (2002). For policy studies in relation to HRE in schools and inter-governmental organizations see Fritzsche (2004). These sources are referenced in Tibbitts and Kirchsclaeger (2010).

<sup>6</sup> Some research has emerged in relation to non-formal education for adults and professional development training programs, which are addressed in the literature review.

HRE practices. Civil society organizations have been an essential engine for HRE practices worldwide.<sup>7</sup> It is likely that their HRE efforts have not been well documented because they do not often take place in environments where assessment is required (e.g., formal school or university settings), evaluation is restricted to post-training surveys, resources are not formally piloted and assessed, and because project-based evaluations, when they take place, are not often made public.

The lack of research on the content and results of HRE carried out by civil society organizations not only fails to provide a rendering of which approaches are effective in reaching intended outcomes for learners but also how effectively such programming and its results reflect and support the organization's overarching mission. The ability of HRE programming to reflect and advance the social change mission of any sponsoring organization is an important question for HRE carried out by this sector. In other words, if we want to understand the quality of HRE carried out by an organization, we would want to evaluate not only its immediate success in reaching goals set for learners, but also the degree to which HRE advanced the organization's mission and functions.

This study is intended to contribute to the general literature on HRE and civil society organizations but, more specifically, on HRE carried out by human rights NGOs. This organizational context is an important one, as human rights NGOs have an explicit mandate and strategies for promoting human rights change<sup>8</sup>, namely that of influencing governments so that they are accountable to human rights standards. Within traditional human rights NGOs, HRE is generally viewed as a set of practices that instrumentally supports other functions, such as advocacy and campaigning. Thus we can imagine that HRE carried out within human rights groups might have a complex supporting role.

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<sup>7</sup> Although this research is still emerging, there is increasing evidence that HRE is emerging in the work of non-governmental organizations working at the grassroots level as well as in national systems of education (Buergethal and Torney, 1976; Claude, 1996; HREA, 2005; IIDH, 2002; Elbers, 2000). The only study on this subject indicated that the number of organizations dedicated to human rights education quadrupled between 1980 and 1995, from 12 to 50 (Ramirez, et al, 2006, p. 3). These numbers are likely to be much higher as the secondary sources only documented those organizations that had either an Internet presence or were already networked in international circles. This text quoted from Tibbitts and Fernekes, 2011, p. 87).

<sup>8</sup> *Human rights change* is defined as social change that is framed from the perspective of the international human rights framework, including its standards and principles. Human rights change may be based upon changes in knowledge, belief, attitudes and actions but the ultimate litmus test for human rights change will be improvements in the enjoyment of human rights.

The central research questions are: What are the rationales, forms and outcomes for HRE within Amnesty International, and how do these strategically support the organization's mission and functions? An analysis of the results of the study is intended to contribute to the literature on the role of awareness-raising, capacity-building trainings and non-formal education within the work of human rights NGOs and other social movement organizations.

This thesis attempts to address these questions through a qualitative study of Amnesty International (AI) and the human rights education activities of ten Sections<sup>9</sup> that participated in the Rights-Education-Action Programme (REAP) between 2004-8. AI is an international human rights organization founded in 1961 with over 3 million members or supporters in over 150 countries (Amnesty International, 2012). AI is one of the world's most recognized human rights organizations and is the only human rights NGO of its stature to sponsor HRE programming. AI received the Nobel Peace Prize in 1977 and celebrated its 50<sup>th</sup> anniversary in 2011. It is recognized as having defined the core human rights strategy of mobilizing shame (Dorsey, 2011, p. 181).

This study involved rare survey data collected for ten AI Sections in countries located in Europe, Asia or Africa and on-site data collection carried out in four case study countries of Malaysia, Morocco, Poland and South Africa.<sup>10</sup> This primary data is complemented by internal AI policy documents, public information and REAP project documents.

The thesis attempts to answer the core research questions by applying as an analytical tool the typologies for HRE the researcher developed in the late 1990s and which have, since then, been used as the standard concepts for identifying and analyzing HRE approaches. These models are named Values and Awareness; Accountability; and Transformation.<sup>11</sup> For the purpose of this thesis and the analytical work entailed, the researcher adapted these models in two ways: (a) through the elaboration of characteristics associated with the models that can

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<sup>9</sup> AI's organizational structure at the national level is called a "Section" in those countries where local members have organized as an NGO. Less institutionally organized members at the national level may affiliate with AI as a structure. In this thesis, only the term Section will be used as this applies to the countries engaged in the study. The ten Sections that participated in the study are Israel, Malaysia, Moldova, Morocco, Poland, Slovenia, South Africa, Russia, Thailand and Turkey.

<sup>10</sup> The rationale for these countries is presented in Chapter 3.

<sup>11</sup> The HRE models are presented in detail in Chapter 2.

be used as criteria or “markers” for identifying associated HRE programming; and (b) through the interpretation of the models in relation to their application to the specific context of HRE programming carried out by a human rights NGO.<sup>12</sup> Based on the results of the study, changes to these original concepts are proposed in the concluding chapter. These revised models are intended to be a contribution to the *theoretical literature on human rights education*.

By applying these analytical models to the HRE in the ten REAP countries the study critically explores the rationale and practice of HRE at both the cross-national and national levels. In investigating these questions, the study intends to reveal the differing views and forms of HRE within AI, the outcomes and the implications for AI as well as potentially other human rights or social movement NGOs. Thus, the analysis of HRE within AI is intended to contribute to *the practice-oriented literature on human rights education*.

An additional aspect of the study with AI is that it took place at a time when the organization was itself shifting from its traditional focus on the protection of civil and political rights, including the freeing of prisoners of conscience, to a broader mandate including social, economic and cultural rights. The study of HRE at this time in Amnesty’s history reveals differing practice of HRE-related actors within AI at headquarters and in the ten national Sections. Although the research was not designed to address the question of how AI’s shifting mission is influencing practices, some of the data collected informs this topic. Thus, the analysis of HRE within AI during 2004-8 may contribute to the *literature related to the changing strategies of human rights and development NGOs*.

Just as important as describing what this research is about, is clarifying what it does not cover. The thesis does not attempt to measure the degree to which HRE is, in fact, contributing to Amnesty International’s mission to reduce human rights violations. Although the study does examine the evidence of outcomes for HRE as anticipated for each of the models in the context of a human rights group, the results are not intended to be used to render a judgment on the effectiveness of HRE overall. Rather, the study is intended to illuminate the forms and characteristics of HRE within Amnesty International and to consider

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<sup>12</sup> The HRE models were initially elaborated in a “general” way so that they could be applied to any learner context. The revisions to the concepts that are proposed in the concluding chapter are intended to inform these general models, although they were elaborated in the context of the study of HRE within a human rights NGO.

the implications for HRE within this organization and potentially other human rights and social movement organizations engaged in HRE.

The thesis also does not present stand-alone, holistic case studies of HRE at the national and sub-national levels. The study was designed to analyze HRE from an organization-wide basis, drawing on national examples. The study does incorporate views of AI national HRE coordinators in regards to the design and implementation of HRE. The thesis also integrates “vignettes” from the four case study countries in order to illustrate and analyze specific features of HRE, such as “training of training” workshops and school groups. However, the study does not attempt to analyze context-specific conditions influencing such programming<sup>13</sup>.

Finally, the study does not intend to address the effectiveness of HRE as a strategy for motivating and engaging volunteers within the AI network, although this has been identified as an internal priority by AI senior management. In carrying out the study, some relevant data is collected. However, this is analyzed as evidence in relation only to HRE contributing towards such objectives in a general way.<sup>14</sup>

## 1.2 Book Structure

This chapter outlines the configuration of the book, with an elaboration of the contents of each of the eight chapters. The book is conceptually divided into three parts. Part I consists of Chapters 1-3, which establish the foundation for the study, including this introductory chapter, the theoretical framework and the research methodology. Part II contains the analysis of the data collected for this study, including AI policy documents (Chapter 4) and the Section data (Chapters 5-7). Part III consists of the concluding Chapter 8, which overviews the empirical findings and their implications. Each of the chapters is now briefly presented.

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<sup>13</sup> Context-specific conditions would include a wide range of potential influences, including the levels and types of human rights violations, political conditions in regards to the operation of human rights NGOs, available resources for the AI Section, and the strength of membership and volunteer networks. Such conditions would need to be considered both objectively (in relation to available data) as well as subjectively (in relation to the views of the AI actors).

<sup>14</sup> The social movement literature distinguishes three fundamental reasons why people participate in movement activities: they want to change circumstances, act as members of their group, or act upon their principles. See Klandermans, B. (1997). *The social psychology of protest*. Oxford: Blackwell Press.

The literature review section of Chapter 1, which follows this presentation of the book structure, overviews the concepts associated with transnational social movement organizations and human rights NGOs as a subcategory of this larger category. The literature review examines the functions of human rights groups, including ones organized traditionally around campaigning and advocacy, such as Amnesty International. The review also attempts to document the roles that have been identified in the work of social movement organizations, highlighting the general lack of attention to HRE as a supportive function. The review reveals some limited attention to specific HRE approaches – consistent with the HRE models that will be presented in Chapter 2 – that support awareness-raising and public education, capacity training of activists, and popular education, although the latter is associated with community development organizations rather than traditional human rights groups. The chapter concludes that there is a conceptual and empirical gap in the literature in relation to HRE and the theory- and practice-based literature for social movement organizations, including human rights NGOs.

Chapter 2 presents the theoretical framework for the analysis of HRE practice in Amnesty International. This framework is an elaborated version of the original HRE models developed by the researcher in 2002: Values and Awareness, Accountability and Transformation (Tibbitts, 2002). These models are typologies of HRE programming that are linked with differing strategies for human rights change. Such typologies assume a rationality of design in relation to goals/purposes, content and pedagogy, other elements of the program such as target group and contact hours, and outcomes. This chapter anticipates the application of the HRE models to the work of human rights NGOs and provides analytical frameworks for examining the research data.

Chapter 3 explains the selection of the research design for this qualitative study, as well as the research methods employed to gather the necessary empirical data. It sets out the process of designing the methodological framework (qualitative, comparative, case study) and the choice of research methods employed (document review, surveys and interviews). The chapter addresses the advantages and disadvantages of undertaking a qualitative study, the limitations of the methodologies employed and the ways that these were addressed in the study. The chapter also overviews the rates of participation in the surveys and interviews.



Part II, comprised of Chapters 4-7, contains the analysis of the data. Chapter 4 introduces Amnesty International as the organizational focus for the study, including shifts in its rights mandate beginning in 2001. The chapter then reviews internal policy documents and public information in order to identify how HRE is linked with AI's long-standing functions and medium-term strategic priorities. The Rights-Education-Action Programme (REAP) is introduced within this policy context. This chapter shows that the predominant rationale for HRE within AI is to support mobilization and campaigning, with some attention to the capacity-building of activists. These supportive roles for HRE are consistent with the literature on human rights NGOs that will be presented later in this Introductory chapter. Chapter 4 also indicates that HRE actors within the organization support additional roles and approaches for HRE thus opening up HRE for broader interpretation in practice at the national level.

Chapters 5-7 analyze AI's HRE practices across the ten countries, according to the three HRE Models: Values and Awareness, Accountability, and Transformation. The chapters examine evidence for the presence of each approach by applying to the data the analytical framework of goals/purposes, content and pedagogy, program infrastructure, and outcomes, as presented in Chapter 2. This collective analysis confirms the finding anticipated from the policy review in Chapter 4, that HRE consistent with the Values and Awareness approach is the predominant rationale and approach used across the ten countries. The findings document a secondary role of HRE within AI policy, that of capacity-development of AI members, networks and partners, which is consistent with the Accountability Model. The results also demonstrate emerging HRE practices in AI in relation to the integration of HRE within the ESC rights work done in community development contexts, consistent with the Transformation Model.

In concert with the data analysis in Chapters 5-7, the researcher applies and appraises the utility of elaborated frameworks for the HRE models as tools for identifying and analyzing HRE practices within a human rights NGO. These analyses affirm that these frameworks can successfully distinguish HRE practices on the basis of their goals/purposes and elements of their program infrastructure, and that these are meaningful differences that help to illustrate how these HRE approaches are linked with unique strategies for human rights change. These chapters also show that certain, specific characteristics of the analytical frameworks are not as effective in characterizing AI's HRE work and, moreover, that certain adaptations need to

be made in the core HRE models. Most notably, the analysis in Chapter 7 reveals that the concept of the Transformation Model, which is oriented towards marginalized groups, should be expanded to incorporate prolonged experientially-based, non-formal education programs for youth that cultivate activism.

Part III consists of Chapter 8, which begins by summarizing the empirical data in relation to the rationale and practice of HRE within AI. The study shows that HRE practices across the ten REAP countries were responsive to and supported AI's overarching mission and strategic functions of advocacy, campaigning and mobilization. At the same time the research suggests that more diverse roles and outcomes for HRE were envisioned and implemented by AI Sections. The findings are further reflected upon in relation to the broadening of the AI mandate to incorporate economic, social and cultural rights and the potential for an increased emphasis on using HRE for the capacity-development of community-based partners as AI moves forward.

The findings for AI are situated within the literature on transnational social movement organizations and used to highlight how HRE practices – as captured in the Models - might be studied as explicit strategies supporting human rights change in work carried out by human rights groups and civil society organizations. The book concludes with a presentation of the revised HRE Models based on the study and proposes that these revised models are a contribution to the theory-based literature on HRE.

### **1.3 Literature Review - Transnational Social Movement Organizations and Human Rights Education**

This study is situated within two bodies of literature: (a) transnational social movement organizations and their functioning and (b) pedagogy and education for social change. The results of the modest literature review<sup>15</sup> are presented in three sections.

The first section of the literature reviews concepts and functions associated with transnational social movement organizations (TSMO), in particular those of human rights NGOs such as

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<sup>15</sup> The literature search for books and articles pertaining to 'human rights NGO's; 'human rights education'; 'Amnesty International'; 'social change movements'; 'social movement organizations' and 'education and social change' was carried out using the online library system for Harvard University. Although no literature review can ever be fully complete, the researcher believes that the key literature and relevant concepts are represented in this thesis.

Amnesty International that are a sub-category within this broader field. The literature shows that an important development in recent decades is the expansion of human rights themes for long-standing human rights NGOs from exclusively civil and political rights to include economic, social and cultural rights and the potential for new strategies for activism.

The second section of the literature review explores the role of HRE, in particular public education/awareness-raising, training and non-formal education, in supporting the work of human rights NGOs. The review shows that the concepts and empirical data available on this topic is somewhat lacking and is fragmented. Nevertheless, certain categories of HRE are identified as a supportive function for human rights activism. These categories are further addressed in the next chapter, in conjunction with the HRE Models that serve as the analytical framework for the study.

The final section of the literature review is focused on educational processes and activism. This literature is focused on learning processes and their influences on individual's knowledge, attitudes and behaviors. As this field is quite broad, the review concentrates on potential links between learning processes and the activities of human rights NGOs. These links include the conceptual frameworks of Freire and Mezirow and critical pedagogy. Popular education is identified as an approach that is historically linked with social transformation through non-formal adult learning at the community level. The review shows strong links between these educational concepts, processes and approaches that can be linked with the HRE work of human rights NGOs.

These three sections collectively provide a context for the study of HRE within AI, suggesting that this study may help to address existing conceptual and empirical gaps in the literature.

### *1.3.1 Transnational Social Movement Organizations*

This section presents the key definitions and concepts associated with transnational social movement organizations and the specific sub-category that AI belongs to: human rights organizations. Following this general introduction, seminal literature on transnational social movement organizations is reviewed in terms of the presence of HRE as a recognized component of their functions and strategies for change of these kinds of organizations.

Social change can be defined as changes in social structures and social relationships, which can take place in the macro-system (international and national) as well as micro-, meso- and exo-systems (sub-national, interpersonal, internal) (Henry, 2010, p. 223; Piquart and Silbereisen, 2004, p. 293). Social change will demonstrate a significant alteration over time in behavior patterns and cultural values and norms in a society. Social change can be forwarded through numerous processes including those deliberately forwarded through individuals and organizations engaged in a social movement.

Social movements have been defined in are “communities of belief” (Winston, 2001, p. 30) that are engaged in “extra-parliamentary and organized attempts to obtain social and political change with the use of non-institutional repertoires such as public protests, information distribution and lobbying” (Nye and Keohane’s, 1971, p. 732, as cited by Olesen, 2005, p. 109).<sup>16</sup> Social movements involve a heterogeneous combination of civil society organizations and actors and with varying degrees of coordinated advocacy and actions. Social movements are oriented not only towards changing the behavior of state actors, but also non-state actors, and recognize that mobilization is only one strategy. Changing beliefs, attitudes and behaviors is a long-term goal requiring multiple strategies and tactics.

Non-governmental organizations, or NGOs, act as conduits for the ideas and strategies of reform movements (Hill, 2011, p.93). The literature has identified transnational social movement organizations (Rodgers, 2009, p. 1089), also known as transnational advocacy networks and transnational social movement activism (Olesen, 2005, p. 109)<sup>17</sup>, as key actors in cross-national social change efforts. Keck and Sikkink (1998), who have written widely on this topic, have broken out the definition of such networks to illustrate their processes and goals:

Networks are forms of organization characterized by voluntary, reciprocal, and horizontal patterns of communication and exchange...Advocacy captures what is unique about these transnational networks: they are organized to promote causes, principled ideas, and norms (pp. 8-9).

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<sup>16</sup> This thesis will not discuss the efficacy of AI campaigning and lobbying efforts in world politics, although this is an important topic. The study is focused on HRE sponsored by AI and results pertaining directly to the involved individuals, the Section and in accordance with the organization-wide mission of AI.

<sup>17</sup> These terms do not represent fundamentally different conceptions and thus this thesis uses the term transnational social movement organizations.

Transnational human rights activism has been traced to Latin America in the early 1970s and the use of such techniques was firmly established through the work of Amnesty International in the same decade (Waal, 2003, p. 477). Transnational social movement organizations have increased dramatically in the past two decades. Globalization and emerging global ethics, including that of human rights, has coincided with an increase in the number of NGOs seeking to address human rights abuses or other injustices (Kaldor, 2003; Tsutsui and Wotpika, 2004).<sup>18</sup> Human rights transnational social movement organizations<sup>19</sup> increased in number from 41 in 1973 to 247 in 2000, according to the Yearbook of International Associations. Human rights is the theme around which the largest number of such movements are organized (Tarrow, 2006, p. 44, 188).

Amnesty International as an organization can be easily located within the conceptual frame of the transnational advocacy network and transnational social movement organization. Moreover, it is directly referenced in the literature in relation to its advocacy work, particularly in relation to activities in Latin America in the 1970s. An implication of this study is that an examination of the kinds and functions of HRE carried out by AI may be relevant for other organizations falling within these same categories.

Before advancing to a presentation of the transnational social movement organization literature and HRE as a supporting function, we turn to the literature focused specifically on human rights NGOs. As presented earlier in this chapter, a human rights NGO is a kind of social change NGO that specifically articulates its agenda and mission in terms of

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<sup>18</sup> *Globalization* has no single definition but different processes have been associated with it, including those that may support transnational activism, such as rapid electronic communication, the diffusion of the English language and the spread of a 'script' of modernity, which includes human rights discourse (Meyer, Boli and Thomas, 1987 as quoted in Tarrow, 2006, p. 5, 188). World polity researchers propose that transnational social movements are supported by global processes of diffusion. This theory would have relevance for a study oriented towards awareness raising and a transnational human rights organization such as AI but does not fall within the boundaries of this study. See Meyer, J. W., Boli, J., Thomas, G. and Ramirez, F.O. (1997). *World Society and the Nation-State*. *American Journal of Sociology* 103(1), pp. 144-181; and Thomas, G., Meyer, J., Ramirez, F. and Boli, J. (eds.) (1987). *Institutional Structure: Constituting State, Society and Individual*. Newbury Park, CA: Sage Publications.

<sup>19</sup> *Transnational social movement organizations* can be considered a subset of the broader transnational civil society. Some civil society organizations that may be viewed as associated with human rights but not social movement organizations per se would be churches (Florini, 2000, p. 180). This thesis draws on the relevant theoretical work that has been developed for transnational civil society organizations. For a more thorough rendering see: Batliwala, S. and Brown, D. (2006). *Transnational Civil Society: An Introduction*. Bloomfield, CT: Kumarian Press, Inc.

strengthening international human rights norms, protecting and implementing human rights and by holding governments and non-state actors accountable to those standards.

When AI first came into being in the 1960s, it helped to establish the “naming and shaming” strategy of advocacy, involving the mobilization of citizen outrage to pressure governments to change their behavior, policies and laws. This methodology has been widely adopted by other human rights NGOs and, in some ways, can be seen as their defining characteristic. To reiterate, there are two features of human rights NGOs that make them distinct among the broader categories of civil society and social movement organizations: (a) the use of “naming and shaming” strategies of advocacy towards government (associated with campaigning and mobilization), and (b) the framing of objectives and outcomes within the international human rights framework.<sup>20</sup> Both conditions must apply for an organization to be considered a human rights NGO.<sup>21</sup>

However, not all human rights NGOs restrict themselves to the strategy of “naming and shaming”. The field of human rights NGOs has increased and diversified in the past twenty years and is now constituted by organizations with differing strategies for change. Dorsey (2011), a specialist on NGOs, has categorized the current field of human rights work according to their primary mission and advocacy agendas.

Human rights NGOs can be distinguished according to their:

- Specific functions, e.g., research, litigation, organizing
- Work on specific sets of rights, such as the right to water
- Work with specific constituencies, e.g., minority groups, and all related rights
- Work at the nexus of human rights and other organizational fields, such as development or the environment (p. 186).

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<sup>20</sup> The *international human rights framework* incorporates the treaties, standards and norms promulgated by the UN and regional human rights bodies.

<sup>21</sup> A civil society organization interested in promoting the welfare of children, for example, cannot be seen as a human rights NGO if they do not link their work with the human rights framework and if they do not try to influence government practices. Their work can be seen as contributing to the realization of children’s rights but they cannot be considered a human rights NGO. This is an important distinction. One of the implicit functions of human rights NGOs is to promote the application and relevance of the human rights framework – both normatively and as a legal instrument - for the analysis of problems and the identification of solutions (holding duty bearers accountable to human rights standards).

Waal (2003) has also studied the evolving nature of human rights NGOs and has distinguished two generations of human rights activism. The ‘first generation of human rights activism’ is advocacy around civil and political rights based on documentation, exposure and condemnation, which he termed the adversarial model (477-9). The ‘second generation’ human rights groups are those engaged on topics related to cultural, economic and social rights (p. 479).<sup>22</sup>

The evolution of the human rights NGO field to incorporate work across the range of human rights is a profound one. This expansion of themes invites a much larger number of NGOs to engage in human rights work and is a contributing factor to the exponential increase in human rights NGOs that has taken place in the past two decades. This expansion has also challenged those human rights groups with a focus on civil and political rights to re-visit their mandates.<sup>23</sup>

Beginning in the 1990s, there was a ‘vigorous debate’ within long-standing human rights groups on the expansion of human rights activism from exclusively civil and political rights to these other rights areas. Both Human Rights Watch (HRW) and Amnesty International did eventually decide to extend their mandates to include economic, social and cultural (ESC) rights (Waal, 2003, pp. 479-80).

The expansion of themes to include ESC rights hypothetically extended the possibility of expanding organizational strategies to promote them. For example, the promotion of ESC rights might explicitly focus on the behaviors of non-state actors in regards to respecting such rights (as in the case of domestic violence) or emphasize community-level activism. HRW decided to retain its focus on documentation and advocacy (Waal, 2003, p. 80).

In the case of AI, the implications of this decision were still being decided. AI expanded its mandate in 2001 and at the time of this study had introduced its first related campaign theme:

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<sup>22</sup> Included in this ‘second generation’ of human rights groups are development and humanitarian organizations that have adopted a human rights frame for their activities.

<sup>23</sup> Waal (2003), Dorsey (2011) and Hopgood (2011) have noted that organizations like Amnesty International and Human Rights Watch, founded during the Cold War, were products of their time in relation to their emphasis on civil and political rights.

Stop Violence Against Women (SVAW).<sup>24</sup> Strategic priorities incorporating ESC rights were not released until 2008, as the study was concluding. Thus, although the SVAW work is included in the research, AI headquarters had not elaborated new strategies to accompany this ESC rights theme that could be incorporated. Research results that might inform AI's evolving engagement with ESC are presented in the concluding chapter.

### *1.3.2 HRE and Human Rights Organizations' Objectives and Strategies*

The previous section briefly presented the literature on transnational social movement organizations and human rights NGOs. It overviewed their conceptual links and established that Amnesty International can be considered as both a human rights NGO and a transnational social movement organization. This section presents the objectives and strategies of these kinds of organizations and examines the ways in which HRE is viewed as a supportive strategy in the literature.

Human rights activism is typically directed at state power and state-oriented strategies for social change (Clement, 2011, p. 127; Ahmed & Potter, 2006, pp. 184). The “essence of social movements is collective action in public spaces” (Smith, 2008, p. 114). Strategies are therefore oriented towards providing pressure on governments to change laws, policies and practices. The demonstration of power and influence on the part of non-state actors is a key ingredient for activism.<sup>25</sup>

Two key aspects of human rights activism are highlighted here: (a) the primary objective is to influence governments (“duty bearers”), and (b) non-state actors (“rights holders”) are used instrumentally for this purpose.

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<sup>24</sup> The Demand Dignity campaign, linking human rights improvement with poverty alleviation, was introduced in 2008, when the study was being carried out. This campaign and the strategic policy documents on which it was based are introduced in the concluding chapter, which reflects upon the implications of the study for AI's future work.

<sup>25</sup> Turner (2005) distilled in the literature a general definition of power that is “the capacity to cause effects, to have an impact on or change things, to do ‘work’ either in the physical or social world” (6). He identified the power of ‘influence’ as decisive and associates this with social power, related to people unifying their actions. However, he also recognizes that power based on influence is also related to the “specific idea of changing people's private beliefs and attitudes” (p.8), which opens up the question of how such processes of influence can be systematically organized by a social change organization.



Strategies for influencing duty bearers include published research, press releases, public seminars, litigation and lobbying coalitions (Clement, 2011, p. 127). Dorsey (2011) identified the core activities of human rights NGOs as the promotion of standards, investigation and documentation of violations, advocacy and campaigning, and litigation (pp. 185-6). Scoble and Weisberg identified the following functions:

- (1) Information gathering, evaluation and dissemination
- (2) Advocacy
- (3) Developing human rights norms and lobbying
- (4) Legal aid and humanitarian relief
- (5) Building solidarity
- (6) Moral condemnation and praise (as quoted in Winston, 2001, p. 43).<sup>26</sup>

Most of these strategies are directly supported through **public education and awareness-raising**. Advocacy groups commonly carry out awareness-raising with the public in order to generate concern about an issue and alert the public to ways it can be addressed through the group's efforts.<sup>27</sup> A number of scholars of human rights NGOs have recognized the key role of awareness-raising activities for human rights NGOs although this treatment is not conceptually complex in relation to impacts on the general public, the operation of the human rights NGO and the targeted authorities.

Ahmed and Potter (2006) recognized the dissemination of information to influence public opinion as foundational to NGO advocacy (p. 46)<sup>28</sup>. Claude (2006b) considered public education and information-sharing in relation to human rights violations (using an example of an information sheet) to be a key function of human rights NGOs (pp. 425-431).

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<sup>26</sup> Keck and Sikkink's framework for transnational collective action networks (1998) are also overlapping, addressing information, symbolic, leverage and accountability politics (P. 16).

<sup>27</sup> Human rights scholars have discussed the choice of "issues" and "framing" in relation to the work of transnational human rights organizations. According to Tarrow (2006), activists have to propose frames that are "new and challenging but still resonate with existing cultural understandings" (p.61). "Motivational framing" functions as prods for action (Joachim, 2007, p. 21). Female genital mutilation is an example of an issue that was pursued on the African continent through a transnational women's movement. Scholars of transnational civil society efforts have observed that the efforts of these actors have been most effective when they have linked their efforts with strongly held values, such as problems of violence or bodily harm, lack of equality of opportunity, or vulnerable populations such as children (Brown et al, 2000, p. 18; Brown and Timmer, 2005, p. 23; Keck and Sikkink, 1998, p. 201).

<sup>28</sup> Ahmed and Potter (2006) also noted that AI's actions in defense of political prisoners has relied heavily on publicity (p. 48).

Smith (2008) saw public education as a central part of mobilizing participation in protest:

Collective action and protests are only a minor part of what social movements are engaged in. Rather most time is spent in public education, attending meetings, and building their organization (p. 109).

Wilson recognized that social change organizations have used public engagement tools such as “mail-outs, letter-writing campaigns, magazines, posters and other print media, and events such as posters, festivals, exhibitions and global days of action”. She presented such methods as “non-reciprocating,” that is, providing information and inviting them to act in response but not engaging directly with them (Wilson, 2010, p. 281). Hagan (2010) linked campaigning with the ‘human rights repertoire’, which she defined as an “information-based strategy, which uses a variety of framing techniques, arguments and stylistic choices to present a certain community’s situation as one of ‘abuse of victims by aggressors” (p. 578).

Public education/awareness-raising is a key HRE support for the advocacy work of human rights NGOs and is conceptually linked with the HRE models (“Values and Awareness Model”) that are presented in the next chapter.

**Capacity-building trainings** are another type of supportive educational activities that has been linked with human rights NGOs. In the literature, such trainings have been linked with professional development of rights holders in relation to human rights-related advocacy work. Claude’s list of human rights NGO functions included a reference to technical training that “empowers vulnerable rights holders” (2006b, p. 430). Similarly Dorsey (2011), in her overview of the function of human rights groups, recognized that over time such groups have become engaged in training and skill development for other NGOs, human rights defenders and community-based leadership in relation to technical skills required for human rights work, such as the investigation of government standards (p. 186).

Capacity-building trainings might be linked with several of the human rights NGO functions identified in the literature, such as information gathering, advocacy and even public education techniques themselves. Claude recognized HRE as a supportive activity, although not a core

function, of human rights groups (Claude, 2006a, pp. 215-6).<sup>29</sup> In her section “Socialization for Struggle” Smith (2008) shared examples of human rights organizations training activists in order to expand their awareness of broader political processes but also skills related to transnational social change work (p. 219).

HRE-related capacity-building trainings need not be restricted to the training of activists. Professional training can extend literally to professional groups. HRE curricular examples can be found within the field social and health work<sup>30</sup> and HRE trainings are being organized for numerous other groups, including potential perpetrators such as law enforcement officials and the military.<sup>31</sup>

Capacity-building trainings are thus another kind of HRE support present in the literature, although understandably less common than public education tactics. Such trainings are conceptually linked with the HRE Models (“Accountability Model”) that are presented in the next chapter.

In reviewing the list of human rights NGO functions, mobilization stands out as particularly because of its fundamental link with campaigning and advocacy. Collective action is demonstrated through rallies, sit-ins and other forms of protest intended to influence duty bearers through “name and shame” (Clements, 2008, pp. 111-12).<sup>32</sup> The two categories of

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<sup>29</sup> Claude’s treatment of HRE in his two articles in *Human Rights in the World Community: Issues and Actions* partially reflected the HRE Models that will be presented in the next chapter, distinguishing between awareness raising, technical training and popular education. However, his treatment of HRE was descriptive and did not explore the actors, the audiences and the related strategies for human rights change.

<sup>30</sup> One example of a curriculum that infused human rights principles within the training of a professional group was a “Health Activism” course offered at the University Hospital of the Albert Einstein College of Medicine in the Bronx, New York (Cha et al, 2006). The aim of the course was to train medical students to engage in health system reform and to specifically advocate for socially equitable health policies in the U.S. health system. The one-month curriculum on research-based health activism involved 100 contact hours, with four sections that addressed health policy, research methods, advocacy, and physician activists as role models. Teaching and learning methodologies included readings, homework exercises, interactive lectures, skill-oriented sessions and the involvement of physical activists as role models. A two-part experiential project involved the development of a research proposal and advocacy plan (pp. 1326-8).

<sup>31</sup> See Teleki, K. (2007). *Human Rights Training for Adults: What Twenty-Six Evaluation Studies Say About Design, Implementation and Follow-up*. Research in Human Rights Education Paper Series. Cambridge: Human Rights Education Associates; and Sganga, C. (2006). Human Rights Education – As a Tool for the Reform of the Police. *Journal of Social Science Education*, 2006(1).

<sup>32</sup> Related literature in the literature on transnational activism referred to diffusion and mobilization from above (Tarrow, 2006; Keck and Sikkink, 1998; Smith, J. 2004a), involving the use of both formal and non-formal

HRE highlighted in this section - awareness-raising and capacity-development trainings of activists (for example, around mobilization techniques) – would seem to be related to this key NGO function.

### *1.3.3 Pedagogy and Education for Social Change*

The final section presents literature on educational themes or approaches that might be relevant to the HRE work of human rights NGOs. Three general areas of scholarship were identified: popular education, critical pedagogy and transformative learning. These approaches are overlapping and are each associated with interactive, experiential pedagogies that promote critical reflection of one's social conditions. Popular education and transformative learning provide a theoretical background for HRE work carried out with vulnerable groups as well as in the non-formal adult education sector in general. Critical pedagogy presents some of the practical implications for these approaches in a learning setting. This literature helps to situate the HRE activities of human rights NGOs such as AI within educational scholarship. Popular education and transformational learning are conceptually linked with the HRE models ("Transformation Model") that are presented in the next chapter.

**Popular education** is used to classify an array of non-formal educational activities, typically oriented towards the adult learning, and ranging from single sessions to workshops to extended learning programs. This approach should not be equated with the notion of "common". Popular education is carried out with less privileged groups with the intention to encourage them to break the cycle of dominance and subservience that can be reinforced through learning that does not promote "questioning" or which reflects the "banking system" of education.<sup>33</sup> Popular education is grounded in an agenda of social transformation and applies pedagogical approaches intended to empower the learner through self-directed learning and a critical analysis of surrounding social conditions.

The popular education approach does not emerge in the human rights NGO literature although Brown and Timmer (2005) recognized as one function of transnational civil society

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mobilizing structures (Smith, 2008, p. 111). International mobilization is a classical mechanism for transnational collective action (Tarrow, 2006, p. 4).

<sup>33</sup> [http://en.wikipedia.org/wiki/Popular\\_education](http://en.wikipedia.org/wiki/Popular_education)

movements the “enabling voice’ of the poor, marginalized and vulnerable” (p. 13). However, social movement organizations, often working in conjunction with local NGOs and community development groups at the grassroots level, have long been associated with popular education strategies for empowering vulnerable groups.<sup>34</sup> One example in the literature is the Brazilian Landless Rural Worker’s Movement, in which popular education through radio programs and discussion groups<sup>35</sup> were organized in order to promote community activism and to help build a coherent movement (Massicotte, 2009, p. 415-6).

Popular education carried out in the context of social movements has, by definition, been associated with broad social change goals, for example the promotion of the rights of Brazilian Afro-Caribbean inhabitants. Although popular education can result in community activism, the results may be more diffuse. A central premise of popular education is that human rights advancement is personal and cultural, and not necessarily aimed at changes associated with state policies and practices. This cultural transformation approach can involve working outside of government institutions and the law (Grabham & Hunder, 2008, p.3; Caracik, 2008, p. 114). Thus popular education may serve as an educational support for the mobilization work of human rights NGOs but the content would then need to be oriented towards specific collective actions intended to influence state actors.

Popular education is rooted in several theoretical traditions that have been linked with the general HRE field: *critical theory*, *critical pedagogy* and “*praxis*”. Human rights education has been associated with critical theory and the work of the Frankfurt School, whose prominent members included Theodor Adorno, Max Horkheimer, Walter Benjamin, Herbert Marcuse and Jürgen Habermas among others. These theorists were engaged in the idea of a more just society and the empowerment of people to take cultural, economic and political control of their lives. They argued that these goals could only be achieved through *emancipation*, a process by which oppressed and exploited people became sufficiently

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<sup>34</sup> The researcher recognizes that when such organizations have an explicit advocacy mandate and link their work with the international human rights framework, they would then constitute a “hybrid” human rights NGO, incorporating ingredients of both traditional human rights NGOs, such as AI, and their community development origins. This topic is addressed in the concluding chapter following the presentation of the study results.

<sup>35</sup> A distinction needs to be made between popular education as a strategy for empowerment and popular education pedagogy, which includes a wide range of participatory and interactive activities, many of these using artistic mediums. In the literature review, popular education is presented as a general strategy for empowerment. Interactive pedagogies, developed through popular education practice over many decades, are now standard approaches within the field of HRE. These methodologies are addressed in the following chapter.

*empowered* to transform their circumstances for themselves by themselves (Tibbitts and Kirchsclaeger, 2010, p. 12).

The critical theorists' framework has been taken into education in a number of different ways, but most notably by Paulo Freire's "Pedagogy of the Oppressed" (1970). His work with oppressed minorities gave rise to the term **critical pedagogy**<sup>36</sup>, meaning teaching-learning from within the principles of critical theory. Henry Giroux (1983) and Michael Apple (1995, 1997, 1998) have provided additional theoretical accounts of the nature and working of "praxis" and critical theory in their work on the political, institutional and bureaucratic control of knowledge, learners and teachers (*Ibid*).

The following teaching and learning processes are associated with critical pedagogy used in human rights education.

*Experiential and activity-centered*: involving the solicitation of learners' prior knowledge and offering activities that draw out learners' experiences and knowledge

*Problem-posing*: challenging the learners' prior knowledge

*Participative*: encouraging collective efforts in clarifying concepts, analyzing themes and doing the activities

*Dialectical*: requiring learners to compare their knowledge with those from other sources

*Analytical*: asking learners to think about why things are and how they came to be

*Healing*: promoting human rights in intra-personal and inter-personal relations

*Strategic thinking-oriented*: directing learners to set their own goals and to think of strategic ways of achieving them

*Goal and action-oriented*: allowing learners to plan and organize actions in relation to their goals (ARRC, 2008).

These inductive learning approaches are aligned with those of the "conscientization" process used in popular education, which

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<sup>36</sup> Critical pedagogy and associated approaches view pedagogy as a "tool for engaging people to transform unjust social, economic and political conditions" and the liberation of those oppressed (Choules, 2007, pp. 160, 163).

incorporates an analysis and critique of a particular social, economic and historical situation, the raising of awareness, and is followed by transformative action (Choules, 2007, p. 166-7).

Mezirow, operating in the sphere of critical theory and critical pedagogy, developed a theoretical framework for adult learning that he termed **transformative learning**. Mezirow defined transformative learning as

the process by which we call into question our taken for granted frames of reference to make them more inclusive, discriminating, open, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action (Taylor, 1998. p. 8).

Such educational programs involved a linked sequence of experiences over time, including triggering events or stimulations; critical reflection; dialogue with others; reformulation of perspectives and an application of these perspectives (*Ibid*).

Mezirow also developed the principle of “perspective transformation” whereby an individual – through experience, critical reflection and rational discourse – has a meaning structure transformation. Other iterations, such as Boyd and Myers’(1988), have related transformative learning to adult development theory, linking certain processes to individuation, or the passing through of life phases. Ettling’s (2002) study of praxis in relation to transformative changes in women’s groups has recognized the essential role of building bonds of friendship and support within the group in order to help claim “oneself and one’s beliefs”.

Taylor (1998) examined the empirical evidence for practices that fostered transformative learning. Eleven studies were found to focus on this topic and they revealed several essential practices and conditions, not all of which had been originally identified by Mezirow.

1. Ideal learning conditions promote a sense of safety, openness and trust.
2. Effective instructional methods support a learner-centered approach, and promote student autonomy, participation and collaboration.
3. Activities encourage the exploration of alternative personal perspectives, problem-posing and critical reflection.
4. Teachers need to be trusting, empathetic and caring.
5. The environment must support personal self-disclosure.

6. It is essential to discuss and work through emotions and feelings before engaging in critical reflection.
7. Feedback and self assessment assist the process of transformative learning, as do solitude and self-dialogue.

Mezirow's initial theory has been extended and, by implication, criticized. The main criticism has been his neglect of the relationship between individual and social transformation. For human rights education, the idea of transformative learning is completed and complemented by returning to the work of Paulo Freire. "Emancipatory transformation" takes the idea of transformative learning beyond that of the individual into social action and change. With Freire, we find the direct link between personal and social transformation, as well as the notion of critical reflection as a redistribution of power.<sup>37</sup> Many human rights educators believe that a transformative learning experience, involving "conscientization" is intended to foster both personal and social change.

A recent, well documented example is that of the NGO Tostan, which initially carried out its work in Senegal but then exported its approach to a handful of other countries. Tostan co-developed with women in communities a human rights education curriculum that was used to carry out interactive learning modules on democracy, human rights and women's health. Learning was based on everyday experiences of the women, and involved dialogue, reflection and participatory research, i.e. "praxis". Some of this dialogue migrated from the women's classroom sessions to the public spaces in their communities. Based on their experiences in the workshops, learners in collaboration with Tostan organized multifarious responses to combat FGM and child and/or forced marriage.

As Tostan participants used human rights to interpret their situations, they were lead to new actions, and those new actions were then interpreted in light of their newly created human rights discourse (Gillespie & Melching, 2010, p. 478-9, 482).

One additional well-documented example of HRE programming reflecting a popular education approach integrating the principles of praxis also involved work with vulnerable women. A study on the outcomes of an adult learning program carried out with rural women in Turkey by Women for Women's Human Rights documented the same set of pedagogies as that used in the Tostan case in relation to 14 modules that women participated in over a three-

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<sup>37</sup> Freire (1970), p. 36.



month period. The modules addressed the legal protection system for women in Turkey but also the general topic of women's human rights as well as life skills related to communication and conflict resolution. The 2005 impact study reported significant increases in women's personal competencies as well as decisions to return to education or to the workforce, changed family relations, shifts in decision-making power in the family and increased involvement in grassroots initiatives promoting women's rights (Ikcaracan and Amadeo, 2005). Similar kinds of results were found in the 2011 impact study, although sometimes less pronounced (Tibbitts, forthcoming).

Popular education and transformative learning are educational approaches that are linked with HRE both conceptually and in practice. The critical approach is highly relevant for the reformist stance of human rights NGOs and the critical pedagogies have already been recognized within HRE work. In practice these approaches have been linked with social movement organizations but they have also been carried out by human rights NGOs, specifically those oriented towards women's rights. The relevance of the popular education and transformative learning approaches for the work of human rights organizations working on a wide range of rights might need to be linked with the collective action and advocacy efforts organized by human rights NGOs. These approaches are conceptually linked with the HRE models ("Transformation Model") that are presented in the next chapter.

#### *1.3.4 Conclusion of the Literature Review*

This study is situated within two bodies of literature: (a) transnational social movement organizations and their functioning and (b) pedagogy and education for social change. The results of the literature review were presented in three sections.

The first section of the literature reviewed concepts and functions associated with transnational social movement organizations (TSMO), in particular those of human rights NGOs such as Amnesty International, which are a sub-category within this broader field. These concepts and functions are well developed in scholarship.

The literature showed that one important development in recent decades is the expansion of human rights themes for long-standing human rights NGOs from exclusively civil and political rights to include economic, social and cultural rights and the potential for new strategies for activism. AI had just expanded its mandate to cover ESC rights at the time the

study was conducted. A study of HRE in relation to the objectives and strategies of the organization has the potential to contribute to literature related to the changing strategies of human rights and development NGOs.

The second section of the literature review explored the role of HRE in supporting the work of human rights NGOs. The review showed that the concepts and empirical data available on this topic are somewhat lacking and fragmented. Nevertheless, two categories of HRE are identified as a supportive function for human rights activism, including public education/awareness-raising and the capacity-building trainings. By focusing on HRE within ten sections of AI, the study will illuminate the ways in which such activities are rationalized and implemented within the advocacy and campaigning mission of the organization. Moreover, the qualitative data will provide rich illustrations of such programming, highlighting unanticipated challenges and untapped opportunities for awareness-raising and training activities within human rights NGOs. These results should contribute to the conceptual and practice-oriented literature on human rights education programming.

These categories are further addressed in the next chapter, in conjunction with the HRE Models that serve as the analytical framework for the study.

The final section of the literature review presented educational themes and approaches that are relevant to the HRE work of human rights NGOs: popular education (incorporating critical pedagogy) and transformative learning. Popular education and transformative learning provide a theoretical background for HRE work carried out with vulnerable groups and have in practice been associated with the work of some women's human rights groups. Critical pedagogy has strongly influenced the pedagogical approach of HRE. It was interesting to observe that the well established field of popular education, with its long-standing roots in Latin American and social movement efforts, was not acknowledged in the transnational social movement organization literature.

In summary, the literature review confirmed the role of awareness-raising, capacity-development trainings and popular education as supportive functions within the work of human rights NGOs. However such treatment is lacking in depth and analysis, with rare exception. This study is intended to help fill this gap.

Finally, the literature review confirmed three primary modes of HRE for human rights NGOs: awareness-raising, capacity-development trainings and popular education. These were linked with the three HRE models of “Values and Awareness”, “Accountability” and “Transformation” and will be fully presented in the next chapter. Based in part on the literature review, these models were interpreted and adapted for the specific context of a human rights NGO. In applying this, more elaborated, framework and analyzing the results, the researcher is then able to propose improvements that are intended to contribute to the theoretical literature on human rights education and support further applied research.

## **CHAPTER 2 – THEORETICAL FRAMEWORK**

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## 2.1 Introduction

The literature review in the previous chapter examined the functions of human rights groups, including ones organized traditionally around campaigning and advocacy, such as Amnesty International. The review revealed some limited attention to specific HRE approaches that support awareness-raising and public education, capacity training of activists, and popular education, although the latter was associated with community development organizations rather than traditional human rights groups. The chapter concluded that there is a conceptual and empirical gap in the literature in relation to HRE and the theory- and practice-based literature for social movement organizations, including human rights NGOs.

Whereas in Chapter 1 the literature review examined evidence of HRE as being used as a supportive strategy for the concrete work of human rights NGOs, Chapter 2 begins with a review of key UN HRE policy documents in order to identify the defining characteristics of HRE.

The HRE Models that were first published in 2002 are then introduced as key approaches for describing and analyzing HRE programming. The chapter presents the underlying concepts of the three models and their associated strategies for human rights change. These Models are then linked with the UN HRE policies; the HRE approaches identified as supportive strategies for the mission and functions of human rights NGOs presented in Chapter 1; and HRE policies within Amnesty International, which are presented more fully in Chapter 4.

An analytical framework of *goals/purposes, content and pedagogy, program infrastructure and outcomes* is then proposed for each of the three HRE models, to be applied in the analysis of the data. These frameworks are comprised of key characteristics that will help to distinguish the kinds of HRE being carried out within AI and the roles of HRE in supporting the overall mission and functions of Amnesty. The elaboration and application of the analytical frameworks are relevant for addressing the key research questions.

Reflections on the successful use of the models and the frameworks for analyzing AI's HRE activities are incorporated into each of the concluding sections of Chapters 5-7. Specific characteristics of the frameworks are assessed in terms of which appear to most reliable in identifying the presence of each HRE approach. Based on the results of the study, changes to these original concepts are proposed in the concluding chapter of the book. These revised Models are intended to be a contribution to the theoretical literature on human rights education and to support further research.

## **2.2 Defining Characteristics of HRE**

This section presents the defining characteristics of HRE. The term 'characteristics' is used to incorporate concepts of the purpose and form of HRE at a general level. The primary sources for this section are UN policy documents, including those associated with the Decade for Human Rights Education (1995-2004), the World Programme for Human Rights Education (2005-ongoing) and the Declaration on Human Rights Education and Training (2011).<sup>38</sup> These documents formalize conceptions of HRE at the international level, which in turn serve as the foundation for the HRE analytical framework that is presented at the end of this chapter.<sup>39</sup>

Decades ago, the United Nations and its specialized agencies formally recognized the right of citizens to be informed about the rights and freedoms contained in the documents ratified by their countries – the right to human rights education itself (UNESCO, 2005). Since then, numerous policy documents developed by United Nations- affiliated agencies, international policymaking bodies, regional human rights bodies and national human rights agencies have referenced HRE, proposing specifically that the treatment of human rights themes should be present in schooling (Pearse, 1987).<sup>40</sup>

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<sup>38</sup>The UN Declaration on Human Rights Education and Training was drafted beginning in 2009 and was unanimously passed by the General Assembly in December 2011. See United Nations, 2011. Although the timing of this Declaration was such that it could not have influenced the AI HRE actors in the study, this document is still a useful reference for developing a conceptual framework for HRE.

<sup>39</sup>AI also had specific conceptions of HRE which would potentially have influenced HRE programming in the Sections during the period of the study. AI's HRE conceptions do not contradict the international definitions that will be presented in this chapter but they do reflect the specific goals foreseen for HRE in relation to AI's mission and strategies. Relevant AI policy papers and statements are presented in Chapter 4 and will be linked back to these international HRE concepts.

<sup>40</sup> During the 1990s, several important international documents on human rights education were elaborated. These were the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the

The most widely used definition of human rights education is that promulgated by the United Nations and, in particular, the Office of the High Commissioner for Human Rights. Although this definition has been somewhat refined since its introduction in 1995 in conjunction with the UN Decade for Human Rights Education, it has remained substantially the same since that time. The Plan of Action for the First Phase of the UN World Programme for Human Rights Education (2006) presented a definition of HRE linked with individual development and a wide range of societal goals related to co-existence, rule of law, peace and social justice:

[E]ducation, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
  - (b) The full development of the human personality and the sense of its dignity;
  - (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
  - (d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
  - (e) The building and maintenance of peace;
  - (f) The promotion of people-centered sustainable development and social justice.
- (p.12)

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Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (UNESCO, Paris, 1995), the World Conference on Human Rights (Vienna, 1993), Guidelines for Plans of Action for the United Nations Decade for Human Rights Education 1995-2004 (1995). These refer to the relevant education articles of international treaties and place informal pressure on national governments to cooperate. In 2005, with the conclusion of the UN Decade for HRE, the Office of the UN High Commissioner for Human Rights launched an on-going and more focused World Programme with a Plan of Action for Human Rights Education (UN General Assembly, 2005), which promised to elicit improved cooperation from governments, as well as cross-cutting support from UN bodies. The first phase of the World Programme was focused on promoting human rights education in schools. Some countries went so far as to design or implement a national plan for human rights education (e.g., Brazil, Colombia, Ecuador, El Salvador, Mexico, Dominican Republic) (Tibbitts, 2008, pp. 1-3).

The UN Declaration on Human Right Education and Training, passed by the General Assembly in December 2011, elaborated certain aspects of the “who” and “how” of HRE that had been referenced in earlier UN documents but were now highlighted. These can be categorized as (a) the empowerment of individuals in order to prevent human rights violations and abuses, and (b) HRE’s programmatic variations. Both of these dimensions are relevant for this study of HRE within a human rights NGO.<sup>41</sup> The relevant phrases are italicized in the quote below and then discussed.

The Declaration indicated that:

HRET<sup>42</sup> comprises *all educational, training, information, awareness-raising and learning activities* aimed at promoting universal respect for and observance of *all human rights and fundamental freedoms* and thus contributing to, inter alia, the *prevention of human rights violations and abuses* by providing persons with *knowledge, skills and understanding and developing their attitudes and behaviors*, to *empower them* to contribute to the building and promotion of a universal culture of human rights (Article 2, para 1).

The above text explicitly refers to **individual learners as the key actors in promoting human rights**. Although the UN treaty system places the responsibility on governments for protecting, respecting and fulfilling human rights, this definition of HRE suggests that it is the actions of individuals - implicitly both rights holders as well as duty bearers – that contribute to building the “culture of human rights”. HRE should contribute directly to the individual to perform such actions and such actions should specifically be directed towards the prevention of human rights violations. The latter statement is more definitive than the phrase that preceded it – “promoting universal respect for...all human rights and fundamental

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<sup>41</sup> It should be noted that definitions of human rights education had been developed within the NGO sector. Flowers’ (2003) analysis of HRE definitions showed that NGO definitions tended to place a greater emphasis on violations, the potential of vulnerable groups to protect themselves, and root cause analysis of conditions leading to human rights violations, as opposed to definitions promoted by the UN that had, as of 2002, stressed the legal standards and the responsibility of duty bearers to carry out HRE in the service of peace and a justice-based social order. The most recent HRE definition promulgated by the UN in its Declaration on Human Rights Education and Training reflected a synthesis of the 1997 UN definition of HRE and the traditional concerns of NGOs, with a mention of violations and the need for activism by rights holders (i.e., empowerment not just participation).

<sup>42</sup> Although the definition of HRE has historically incorporated training as an approach, the addition of “training” to the title of the Declaration was intended to emphasize to governments the importance of organizing trainings for professional groups, particularly those representing the state such as teachers, civil servants and law enforcement personnel. These target groups were highlighted in the Second Phase of the World Programme for Human Rights Education. See United Nations, 2010.



freedoms”, as human rights violations can potentially be measured and monitored. The empowerment of right holders in order to prevent human rights violations is key purpose for HRE for human rights NGOs, as addressed in Chapter 1.

Elsewhere in UN documents one can find direct references to HRE as an empowerment vehicle intended specifically to foster individuals taking action. A dimension of HRE in the Guidelines elaborated nearly 15 years ago for the Decade for Human Rights Education referred to “encouragement to take action to defend human rights and prevent human rights abuses” (United Nations, 1997, para. 12). The Plan of Action for the First Phase of the World Programme also identified the importance of taking action “to defend and promote human rights” (United Nations, 2006, p.12).

The UN definition contained in the Declaration proposed an agenda for HRE that is clearly linked with outcomes for individuals as well as for society as a whole. HRE is recognized as having a role to play in helping to influence individual and environmental conditions, presumably through work with both rights holders as well as duty bearers.<sup>43</sup> Human rights NGOs are oriented towards human rights change, changes that will be reflected potentially both in the realization of human rights on the parts of rights holders as well as the performance of duty bearers in respecting, protecting and promoting the realization of human rights. Areas of impact in relation to the work of human rights groups (including HRE) might therefore be associated with outcomes at the individual, group/sector and institutional levels for both rights holders and duty bearers.

The HRET Declaration also alluded to several programmatic elements of HRE. The quote confirmed the **wide-ranging forms of delivery** for HRE: awareness-raising, information sharing, trainings and formal and non-formal activities. The Declaration recognized that any approach incorporating activities aimed at “promoting universal respect for and observance

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<sup>43</sup> *Rights holders* are individuals or groups with valid claims against duty bearers (usually the government) to meet its obligations under international law to respect, protect and fulfill people’s rights. *Duty bearers* are state parties with obligations under international law to respect, protect and fulfill people's rights; private entities, such as corporation, the family or local government are also sometimes seen as duty bearers. Individuals may simultaneously be considered both a rights holder and a duty bearer, and that even if one is not a representative of the government may be seen as having a role (rather than a formal responsibility per se) in respecting and promoting the rights of others. The thesis does not address this philosophical question.

of all human rights and fundamental freedoms” could be considered to be HRE. This quote can also be construed as an endorsement of these various approaches for carrying out HRE.

This definition reaffirms the multifarious and open-ended ways in which HRE might be organized, a diversity of practice further substantiated through the diversity of HRE teaching and learning resources.<sup>44</sup> A South African scholar, Andre (2007), acknowledged what many others have observed about the field:

Because of the depth and breadth of its objectives, HRE is employed within a multitude of formations, underpinned by a number of specified and unspecified analytical qualifications and tendencies (pp. 2-3).

The practice of human rights education has been both extolled and criticized on the basis of its wide-ranging forms of delivery (formal and non-formal), target groups (all persons) and content (potentially the full range of human rights standards and principles). We might say that the strength of this potential diversity is the creative license that human rights educators can use in crafting the goals and content of learning activities that are best suited for their learners and which are most likely to achieve the intended learner and societal outcomes.

The literature search in Chapter 1 showed that certain HRE approaches were associated with human rights NGOs: public education/awareness-raising and capacity-building trainings for activists. Popular education – one form of non-formal adult learning – was identified in the literature review as an approach that would be potentially relevant for HRE work carried out by human rights NGOs. Article 3 from the Declaration reiterated the range of forums and educational approaches appropriate for HRE:

Article 3, para.2 of the Declaration continues:

Human rights education and training concerns all parts of society, at all levels, including preschool, primary, secondary and higher education, taking into account academic freedom where applicable, and *all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes, inter alia, vocational training, particularly the training of trainers, teachers*

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<sup>44</sup> HREA’s Online Library is a clearinghouse for HRE teaching and learning materials, and contains over 2,000 resources intended for use in formal and non-formal learning environments for a wide range of target groups. See: <http://www.hrea.org/erc>.

*and State officials, continuing education, popular education, and public information and awareness activities.*

The United Nations has, since the 1990s, proposed human rights education for all sectors of society as well as part of a “lifelong learning” process for individuals (United Nations, Office of the High Commissioner for Human Rights, 1997). The human rights referred to cover a broad range, including those contained in the Universal Declaration of Human Rights, as well as related treaties and covenants, such as the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the Convention on the Rights of the Child and the Convention for the Elimination of All Forms of Discrimination Against Women, among others<sup>45</sup>. Which human rights are addressed in learning situations, and how, has become of increasing interest as the worldwide human rights movement has grown. This study explores the goals, forms and outcomes for HRE within ten AI Sections, according to the Models and associated frameworks that will be presented shortly. The key characteristics of HRE that are contained in these UN policy documents are incorporated within these tools for analysis.

Article 2, para 1 of the Declaration also pointed to the **potential areas of HRE impact on the learner**: knowledge, skills, attitudes and behaviors. The following paragraph goes into additional detail about the content for HRE as well as the importance of human rights-respecting environments.

The Declaration described HRE as:

- (a) *about* human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- (b) *through* human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; and
- (c) *for* human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others (United Nations, 2011, Article 2, para 2)

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<sup>45</sup>The full set of human rights documents as well as related General Comments can be found on the website of the UN Office of the High Commissioner for Human Rights at [www.ohchr.org](http://www.ohchr.org).

In practice, HRE program **content** minimally addresses the Universal Declaration of Human Rights (UDHR), related key human rights documents, and monitoring and accountability systems. An important point is that although human rights education has moved beyond simply spreading information about human rights law, these instruments (and related mechanisms of protection) remain central to any program. Without reference to these mechanisms or instructions about their use, human rights education has trouble distinguishing itself from other fields such as peace education or global education. (Tibbitts, 2002, p.5)

Although **pedagogy** is not directly addressed in the Declaration, teaching and learning methods have been addressed in other UN publications.<sup>46</sup> HRE-related learning processes should provide skills, knowledge and motivation to individuals to make changes in their environments that both reflect and promote human rights norms and standards. For this reason, there is a consensus across HRE actors that HRE teaching and learning practices should be learner-centered, practical (relating human rights to participants' real life experiences), participatory, inclusive and take place in learning environments that respect the human rights of all participants (Tibbitts, 2008, p. 4; OSCE/ODIHR, forthcoming, p. 22). HRE should use "learner-centered methods" that encourage "active participation, cooperative learning, and a sense of solidarity, creativity, dignity and self esteem" (UNESCO and OHCHR, 2006, p. 46). The methodology training manual developed by the OHCHR presents these principles of practice in addition to specific techniques such as discussions, small group work, case studies, problem-solving, simulations/role plays, practical exercises and field trips (United Nations, 2000, pp. 4-5). Educational research has confirmed that experiential, interactive learning is an effective means for engaging learners and can also be effectively used to help learners understand and respond to injustice (Cox et al (2005) as quoted in Wilson, 2010, p. 280).<sup>47</sup> Participatory techniques are commonly used in the non-formal education sector, where many human rights NGOs have been carrying out HRE and are central to the HRE carried out by AI.

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<sup>46</sup> See United Nations, 2000; United Nations, 2004; UNESCO and OHCHR, 2006; Council of Europe, OSCE/ODHIR, UNESCO, OHCHR, 2009.

<sup>47</sup> The extensive educational literature on interactive methods is not presented in this thesis. This is because this study is not analyzing HRE at the program level (e.g., training-of-trainers program carried out by a particular Section), for which a detailed analysis of program content and pedagogy and associated research) would be relevant. Rather, this study is examining the presence of various HRE approaches within AI as an organization through a review of national-level efforts. Interactive pedagogies are commonly used within AI work and will be addressed in a general manner in this thesis.

In summary, a review of the relevant UN literature highlights the following general concepts for HRE:

- HRE is linked with individual development and a wide range of societal goals related to co-existence, rule of law, peace and social justice.
- HRE should result in the empowerment of the individual in order to prevent human rights violations and abuses.
- HRE program elements involve: a range of delivery models and target groups, learner-centered methods, a selection of relevant human rights content, potentially influencing learners along the domains of knowledge, skills, attitudes and behaviors.

Those designing HRE programming need to carefully plan for HRE so that it is effective in influencing learners to take actions that reduce human rights violations. The wide range of practices has made such choices more challenging for human rights educators, as they have the primary responsibility of assessing which HRE strategies would be most effective in achieving human rights change and how such programming might be well designed. The models of HRE, which will now be presented, were originally developed in order to assist in this strategic planning process.

## **2.3 Models of HRE**

### *2.3.1 Background of the Models*

The HRE models are typologies for identifying and analyzing human rights education and training practices. The names of the models are Values and Awareness, Accountability and Transformation. Each of these reflect a specific strategy for supporting human rights change and are associated with particular types of learners, program features and anticipated outcomes. The models will be presented in some detail in this chapter and their use considered in relation to the work of Amnesty International and traditional human rights NGOs.

The HRE Models were published in 2002 and at that time were based on the researcher's experiences and observations in the design and implementation of HRE programming in the post-totalitarian environments of Central and Eastern Europe, the Baltics, the Caucasus and Central Asia. The 1990s witnessed a thrilling and eclectic expansion of HRE programming, with no formal guidance in the literature in regards to how to distinguish these activities from

one another. The three HRE models were developed in order to “make sense” of the wide range of formal and non-formal HRE activities. The models were specifically intended to make explicit and encourage analysis of the links between programming and strategies for change.<sup>48</sup>

The HRE models collectively incorporate the following strategies for human rights change: individual actors addressing human rights in their immediate environment; the collective action of rights holders in influencing duty bearers to deliver human rights; and the capacity-development of both rights holders and duty bearers in relation to their respective roles for respecting, protecting and fulfilling human rights. The HRE approaches reflected in the Models are thus linked with the supportive roles of HRE with human rights NGOs presented in Chapter 1. These links will be returned to in the presentation of the individual models in this chapter.

Since the publication of the models article in 2002, they have commonly been used by researchers as concepts for analyzing HRE programming.<sup>49</sup> The models were labeled as “emerging” at that time, as they were a first attempt to characterize HRE based on practice. This thesis enables a review of these Models and their underlying logics in relation to the specific context of human rights NGOs and non-formal HRE approaches.

### *2.3.2 Overview of Analytical Framework Components*

In the original presentation of the HRE models in 2002, each was described in relation to particular target groups, contents and strategies for human development and social change. These characteristic of the original models were formalized for the purposes of this study into the categories of:

- goals/purposes (for learners, Amnesty International, and partner organizations)
- pedagogy and content (as evident in teaching and learning materials, as well as practice)

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<sup>48</sup> The models assume that HRE needs to be strategically designed to reach and support individuals and groups who can work for human rights change. For example, with rights holder/activist groups, HRE would be related to the following social change framework: fostering and enhancing leadership; coalition and alliance development; and personal empowerment (Tibbitts, 2002, p. 4).

<sup>49</sup> Although it is not possible to know the full extent of the references to the HRE models in the literature, a Google search in May 2012 showed that 67 publications had referenced the 2002 article.

- program infrastructure (unique elements for each model, such as target groups, contact hours, modalities of HRE activities)
- outcomes (for learners, Amnesty International, and partner organizations)

Key characteristics, or indicators, for these dimensions of HRE practice were elaborated for each of the Models and are presented in this chapter. Some of the specific characteristics of these frameworks were adapted for their application to HRE carried out by a traditional human rights NGO, such as AI.

The HRE models and associated frameworks are not deterministic in the sense that (a) they can be viewed as guidelines for program design, or (b) that certain features are inflexible (for example, the association of certain target groups with each model, or the tendency for certain kinds of HRE to be brief rather than longer term). They were elaborated in order to encourage program analysis but one can expect a certain amount of variations due to the many conditions influencing HRE program design and implementation. Such variations were anticipated in applying the frameworks to the HRE work of the ten AI Sections and are addressed in the context of the analyses presented in Chapters 5-7.

### *2.3.3 Common HRE Features*

The utility of the models for linking HRE with strategies for human rights change hinges in part on the Models distinguishing genuinely different HRE practices. At the same time, there are aspects of HRE practice that are common to all programming.

In reviewing the models concepts and the UN definitions of HRE, it would seem that there is some overlap between the models in terms of learner outcome, content and pedagogy. In terms of **learner outcomes**, each of the HRE models to some degree is oriented towards fostering understanding, acceptance and attachment to human rights principles and standards.

HRE can potentially address a wide range of **concepts** such as the history of human rights, the Universal Declaration of Human Rights and human rights standards, mechanisms of protection, and international human rights concerns (e.g., child labor, trafficking, and genocide). Typically, this content is historical, legal and political in nature. Such content carried out by a human rights NGO such as AI might also include information about the actions carried out by the organization, as well as other human rights actors.

**Pedagogy** commonly associated with HRE includes active, participatory, and experiential learning.<sup>50</sup> Each of these concepts is fundamentally grounded in the active engagement of the learner in his/her education. The participatory approach is viewed as motivating, humanizing and ultimately practical, since this form of learning is linked more strongly with attitudinal or behavioral change than with a pure lecturing approach. Presumably, the more engaged the learner is in HRE activities and the more they enjoy these processes, the more likely they will be motivated to participate in this learning, both during the actual HRE event as well as in subsequent ones.

Specific methodologies for HRE recommended by the Office of the UN High Commissioner for Human Rights (2000) include presentation and discussion, panel discussion, working groups, case studies, problem-solving/brainstorming, simulation/role-playing, field trips, practical exercises, round-table discussions and visual aids (p.1). HRE manuals typically present and include a range of such methodologies, particularly when they are intended for use in non-formal learning environments that may have fewer traditions and inhibitions in relation to teaching and learning methods:

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<sup>50</sup> Transformative learning is also sometimes associated with HRE, but will be addressed within the Transformation Model presented later in this chapter.



*Brainstorm:*

quickly coming up with ideas or proposals without, at first, defending them or prioritizing them. Then open up discussion on ideas or proposals.

*Buzz groups:*

each participant turns to her/his neighbor (left and right) on a one-on-one basis for a short discussion.

*Case-study:*

a brief input on a scenario or description of how a problem, for example, one that has arisen in the past, was dealt with and responded to by people. It can be historical or hypothetical, but should be related to the actual experiences of participants.

*Debate:*

participants take up different or opposing sides on a problem and argue for a response or remedy different from that on the other side.

*Drama:*

a prepared play in which those involved have practiced their parts in advance.

*Go-arounds:*

all participants get a chance to speak without interruption, one at a time, for example, going around the entire group and missing no one.

*Icebreakers:*

an activity, usually at the beginning of a session, to get people to loosen up and relax, for example, by shaking hands and introducing themselves to others.

*Inputs:*

a planned talk by the facilitator or someone else, usually of short duration.

*Role-play:*

participants become "part of the action" by pretending to act a particular role, e.g., that of a police officer or of a human rights victim, but the role is not practiced beforehand (as in drama).

*Speaking from Experience:*

One of the participants talks about his or her experience of the issue or problem you are discussing.

*Talking Circle:*

all participants arrange chairs or otherwise sit in a circle so they can see each participant face to face (Claude, 1996).

Because HRE carried out in each of the models will incorporate core human rights content and participatory methodologies, and will be oriented towards learning human rights content, these features cannot be used to distinguish the Models from another.

This is somewhat problematic in relation to the Values and Awareness Model, which is largely oriented towards the awareness-raising and the delivery of human rights-related information. Thus, in assigning an HRE activity to one Model or another, it will be important to consider the HRE practice in relation to a range of characteristics, including learner goals and modalities of delivery. This point will be returned to in Chapters 5-7 when the data are analyzed, and once again in the Concluding chapter.

Taking into account these foundational elements of HRE, they are retained only for the Values and Awareness Model. The analytical frameworks for the Accountability and Transformation Models will not include these foundational elements but rather those indicators that will help to distinguish their approach.

## **2.4 Values and Awareness Model**

### *2.4.1 Introduction to the Values and Awareness Model*

The remainder of this chapter is devoted to the presentation of the individual Models and the analytical frameworks adapted for HRE carried out by a human rights NGO. We now present the original conception of the Values and Awareness Model as developed in 2002, followed by an adapted approach for application within the strategic functions of a human rights NGO.

In the Values and Awareness Model, the main focus of human rights education is to transmit basic knowledge of human rights issues and to foster its integration into public values. The goal is to pave the way for a world that respects human rights through an awareness of and commitment to the normative goals laid out in the Universal Declaration and other key documents. Human rights topics that would apply to this model include a history of human

rights, information about key human rights instruments and mechanisms of protection, and international human rights concerns (e.g., child labor, trafficking, and genocide).<sup>51</sup>

The key pedagogical strategy is engagement: to attract the interest of the learner. These methods can be quite creative (for example, when using media campaigns or street-based education) but can also devolve into a lecture-oriented approach. This approach places relatively little emphasis on the development of skill development –such as those related to communication, conflict-resolution and activism.

Public education awareness campaigns and school-based curriculum typically fall within this model. It is not unusual for school curricula that include human rights, for example, to link this up with fundamental democratic values and practice.<sup>52</sup> The implicit strategy is mass support for and a public consensus regarding the human rights responsibilities of governments will result in continued pressure upon authorities to protect human rights.

Some examples of the Values and Awareness Model include inclusion of human rights-related lessons within citizenship, history, social science and law-related education classes in schools, and infusion of human rights-related themes into both formal and informal youth programming (e.g., the arts, Human Rights Day, debate clubs). Public awareness campaigns involving public art and advertising, media coverage, and community events may also be classified under this model. Public education and awareness-raising were recognized in the literature review carried out in Chapter 1 and are linked with the campaigning work of human rights NGOs. Mobilization efforts based on public awareness-raising is therefore placed within this model.

We can find links between this approach and language used by the United Nations, as illustrated by an excerpt from the Declaration on Human Rights Education and Training

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<sup>51</sup> A criticism of the Values and Awareness Model from a post-colonial perspective was presented by Keet (2007) who contends that this form of HRE is oriented towards a “political literacy and compliance approach” to HRE. He perceived this as a legalistic approach that is premised on the understanding that duty bearers need to understand and internalize the obligations of the state and its representatives in relation to human rights service delivery (p. 12) and at the same time the rights holders must know how the state operates and what they are rightfully entitled to as an accountability strategy to enhance compliance.

<sup>52</sup>Felisa Tibbitts, “Human Rights Education in Schools in the Post-Communist Context”. *European Journal of Education* (Vol. 29, No. 4), 1994, pp. 363-76.

(2011), which explains that human rights education and training encompasses education “about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection” (Article 2, para 2). Further on in the Declaration it states that human rights education and training should be based not only on the principles of the UDHR but also on relevant treaties and instruments:

- (a) Raising awareness, understanding and acceptance of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms;
- (b) Developing a universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society (Article 4).

As mentioned earlier in this chapter, the Values and Awareness Model is oriented towards knowledge and attitude components. However it should be kept in mind that the aims of fostering understanding, acceptance and attachment to human rights principles and standards - are also foundational to the Accountability and Transformation Models and will also be found within these HRE approaches.

A set of learner outcomes for HRE for secondary schools was drafted for the OSCE/ODIHR in 2011. The knowledge and understanding section is a useful, preliminary reference for the range of topics that might also be addressed in public education campaigns or learning events carried out by human rights groups. Excerpts from this section of the Guidelines are here presented:

*The learner is aware of/knows about and understands:*

- The history and philosophy of human rights, including the Universal Declaration of Human Rights
- Human rights as a secular values framework and its close relationship with other ethical, religious, and moral value frameworks, as well as other phenomena such as democracy, peace & security, economic & human development and globalization.

- Human and children's rights principles: participation and inclusion; equality and non-discrimination; accountability, freedom from all forms of violence, and the evolving capacities and best interest of the child
- International human rights standards elaborated in international and regional instruments, including the UN Convention on the Rights of the Child, which is of special relevance to the secondary school context
- The evolving nature of the human rights framework and the ongoing development of human rights in all regions of the world, linked to the human struggle for freedom, equality, justice and dignity
- State obligations in relation to human rights, including review of domestic legal frameworks, treaties and mechanisms of protection at the national, regional and international levels
- Arguments for the universality, indivisibility and interdependence of human rights and common challenges to each of these perspectives
- Current or historical human rights issues or movements – in one's own country, continent or the world – and individuals and groups that contributed to the upholding and defense of human rights (OSCE/ODIHR, 2011, p. 14-15)

In the original Values and Awareness Model of HRE, if **skills** are cultivated these are primarily intellectual in nature. Examples from the HRE Guidelines for Secondary School Systems are once again provided below in order to illustrate elements of the skills dimension of the Values and Awareness Model:

*The learner is able to:*

- Describe historical and contemporary political, legal, economic, cultural and social processes from a human rights perspective and using human rights language
- Identify important human rights issues in relation to key areas of life for self and others (e.g., school, family, community, professional, personal)
- Distinguish between duty bearers and rights holders, and how they may overlap
- Identify human rights violations, including their root causes and consequences
- Identify the individual and collective benefits of realized human rights in and

beyond one's own environment

- Analyze power relationships and roles of actors; critically evaluate the actions of duty bearers with reference to rights; analyze appropriate/effective action on behalf of human rights
- Locate information and sources on human rights relevant to one's personal and academic needs and interests, including through the use of information and communication technologies (ICTs)
- Evaluate information sources and recognize points of view, prejudice and reliability
- Take an active part in discussions and debates, participating sensitively and constructively on controversial human rights topics (OSCE/ODIHR, 2011, p. 16-17)

Finally HRE is linked with the **attitudes and values** of the learner. In a school setting with young children, HRE may directly cultivate attitudes such as respect for self and others. Older learners will come with much more defined values and attitudes, which would then presumably be linked with the norms of HRE, such as the importance of promoting human rights for self and others. Examples of HRE attitudes that may be cultivated within Values & Awareness Model for children and youth in school setting include the following, taken from the OSCE/ODIHR document for secondary school systems.

*The learner demonstrates:*

- Respect for oneself and for others based on the recognition of the dignity of all persons and of their human rights
- Acceptance of and respect for persons of different color, language, age, physical or mental condition, gender, sexual orientation and gender identity, religion or belief, political or other opinion, national, ethnic or social origin, property, birth or other status, with awareness of one's own inherent prejudices and biases and endeavoring to overcome these
- Openness to reflecting and learning so as to improve personal behaviors in ways reflective of human rights principles
- An active interest in human rights and justice-related themes
- Compassion for and solidarity with those suffering human rights violations and

those who are the target of attacks resulting from prejudice (especially vulnerable groups)

- The belief that one person working collaboratively with others can make a difference in promoting human rights locally and globally and an interest in doing so
- Commitment to sustaining and safeguarding human rights in a non-violent manner, and to not being a bystander when the dignity and rights of others are violated. (OSCE/ODIHR, 2011, p. 15-16)

#### 2.4.2 *The Values and Awareness Model and Human Rights NGOs*

The Values and Awareness Model presumes that a primary function of HRE is the transmission of information and the cultivation of human rights-related knowledge and understanding. Public education and awareness campaigns carried out by human rights NGOs would attempt to appeal to pre-existing beliefs and attitudes in the general public. This public education and awareness-raising were recognized in the literature as a primary support that HRE can perform for the work of human rights organizations, and this function is highly validated within AI policies, as will be shown in Chapter 4.

The original version of this Model does not accommodate the individual learner taking action to promote human rights, with the exception of actions sanctioned by the organization sponsoring the HRE. For example, in a school setting, such actions might include a research project related to a human rights theme. In a human rights NGO setting, this might involve participation in letter-writing campaigns and other actions related to campaigning.

The Values and Awareness Model adapted for use in human rights NGOs accommodates mobilization. Public education and other HRE efforts intended to specifically promote mobilization are placed within this model because such actions are (a) prescribed by the human rights NGO sponsoring the public awareness and encouraging participation in the actions, and are not human rights actions developed by the learner; (b) not intended to cultivate the capacity-development of learners in relation to activism; and (c) often short-term in nature (although long-term engagement with activism is no doubt encouraged). The

involvement of the individual (learner) is seen as instrumental to the change strategies of the human rights NGO, specifically the mobilization function identified in the last chapter.

An important context for this HRE is that it takes place within an organization that has already analyzed the political, social and cultural contexts of the environment, identified key human rights(s) issues to address and provided some kind of infrastructure for response (e.g., petition drives). Transnational social movement organizations, such as AI, by definition mobilize around transnational problems and issues, although some specific problems and concerns – such as individual prisoners of conscience – may relate to a specific national setting.<sup>53</sup> Within the literature on transnational civil society and human rights group, attention has been paid to the “localization” of human rights, that is, the need for national and local NGOs to select and apply the concepts and discourse of international human rights standards and principles in ways that are meaningful within the local environment.<sup>54</sup>

Another consideration in relation to the Values and Awareness model and its use by human rights NGOs is its potential strategic relation to other activities that the organization is carrying out. Thus a secondary goal of public education and awareness and effective mobilization of the public through strategies such as petitions and letter-writing campaigns is to strengthen the credibility of the human rights NGO – in order to increase its leverage in relation to its goal to influence duty bearers. In the long-term this is enabled by increasing membership, networks and partnerships.

The maintenance of its membership and volunteer networks is a primary, internal function for the national sections. These networks, constituted in the sections by its membership, AI local groups and specialized networks such as those for HRE and for youth, are mobilizing structures for the organization (Klandermans, 2011, p. 36). HRE activities within AI are

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<sup>53</sup> Olesen (2005) developed a four-cell matrix that presents forms of transnational social movements, according to the national/international dimensions of issues and locations the social movement organizations (p. 120).

<sup>54</sup> A fairly recent development in the NGO field, according to Winston (2001, pp. 44-45) is the dramatic increase in the number of small, domestic human rights NGOs, thus necessitating that such processes be carried out as a matter of course. Transnational human rights change strategies – such as those undertaken by Amnesty International – cannot be a simple top-down approach in terms of the choice of issues, their framing and the selection of strategies. Rather, domestic and local NGOs are actively engaged from the “bottom up” in choices of human rights issues and adaptations as they relate to their specific environment. Zwingel referred to the “reciprocal interrelationship between global, national and local spheres” as the “legitimacy and authority of global norms depend upon their active interpretation and appropriation within national and local contexts” (Zwingel, 2005, p.400).



possible in part because of the existence of these networks – which can provide identity to members and also are ways for the AI staff in the section to reach out and offer services such as trainings. However, these networks themselves may be strengthened and fed by HRE activities for its members and volunteers. Thus there is potentially a dynamic relationship between HRE and the internal networks of AI.

#### *2.4.3 Analytical Framework for Values and Awareness Model*

Potential indicators of the Values and Awareness model being applied by in the HRE work of a human rights NGO are presented below. These characteristics are based on the concepts of the original HRE Models, the literature review on the human rights NGO context and the HRE experiences of the researcher.

##### *Goals/Purposes*

- Campaigning and mobilization against government behavior
- Public education about the human rights framework and key issues
- Support for long-term work of the human rights group in carrying out campaigning

##### *Content & Pedagogy*

- Foundational pedagogy using active, participatory learning methods

##### *Program Infrastructure*

- Target groups: general public, AI affiliates
- Modes: public education campaigns, awareness-raising workshops oriented towards activism
- Contact hours: short-term HRE experiences and actions (estimated 1.5 hours – 1 day)

##### *Outcomes*

- Basic knowledge of and positive views towards human rights as a tool for activism for learners
- Learner participation in campaigning and other AI actions
- Overall level of participation in campaigning and strengthening of AI through membership levels, positive media coverage, etc.

Two caveats should be noted in regards to the application of this analytical framework to the data collected for the ten AI sections.

The first caveat is that this study was not intended to investigate programming at the micro-level, meaning an analysis of the range of HRE programming carried out for individual sections. Such a study would require a careful review of individual teaching and learning materials and observations of the HRE in practice. This thesis is oriented towards a cross-national comparison of HRE approaches across the organization in order to investigate evidence of approaches and supports to AI's mission and functions. The site visits to four countries did allow for a review of learning materials and materials specific to certain HRE that was carried out. These examples are integrated within Chapter 5-7 as illustrations of practice but without knowing if or how prevalent such practices are in the other Sections.

The second caveat is methodological. This analytical framework includes discrete characteristics of HRE, which will be applied to the data collected for the ten AI Sections. Yet in analyzing HRE programs within the work of human rights NGOs (as well as other delivery agents), one needs to consider the indicators in association with one another. For example, earlier in this chapter it was mentioned that all HRE programming involves some transmission of human rights-related content knowledge and the use of interactive pedagogies. Even for the Values and Awareness Model, for which the transmission of content is central, we would need to consider other aspects of the framework, such as goals for learners, in confirming the presence of the Model within AI's programming.

## **2.5 Accountability Model**

### *2.5.1 Introduction to the Accountability Model*

Under the Accountability Model, learners are already expected to be directly or indirectly associated with the guarantee of human rights through their professional roles. In this group, human rights education focuses on the ways in which professional responsibilities involve either (a) directly monitoring human rights violations and/or advocating with the relevant authorities; or (b) protecting the rights of people (especially vulnerable populations) for which they have some responsibility.

For human rights advocates, the challenge is to understand human rights law, mechanisms of protection, and lobbying and advocacy skills. For other professional groups, educational programs sensitize them about the nature of human rights violations and potentials within their professional role and prescribe related norms of professional responsibility from the perspective of the human rights framework. These norms do not explicitly seek to change individual attitudes. Human rights trainings and topics are geared towards professional responsibilities, and learner outcomes are geared towards skill-development (in addition to the foundational HRE outcomes mentioned earlier in this chapter).

The literature on human rights NGOs presented in the Chapter 1 recognized capacity-development trainings of human rights activists as directly supportive of human rights work, and this function of HRE is also present in AI policies that will be presented in Chapter 4. Examples of such programs falling under the Accountability Model are the training of human rights and community activists on techniques for monitoring and documenting human rights abuses and procedures for registering grievances with appropriate national and international bodies. Capacity-development trainings for activists might involve staff, membership and associates engaged in some form of human rights monitoring, research, education or activism.

Also falling within this classification of the Accountability Model in its original conception in 2002 are pre-service and in-service trainings for duty bearers, including lawyers, prosecutors, judges, police officers and the military. This HRE might include information about relevant constitutional and international law, professional codes of conduct, supervisory and grievance mechanisms, and consequences of violations.

Although capacity-building trainings is not recognized in the literature on HRE and human rights NGOs, nor Amnesty's policies, United Nations documents go into some detail in relation to the training of civil servants, which may in part be explained by member states being their primary constituents. The Declaration on Human Rights Education and Training makes a few references to HRE for duty barriers, the most extensive in Article 7:

States, and where applicable relevant governmental authorities, should ensure adequate training in human rights and, where appropriate, international humanitarian law and international criminal law, of State officials, civil servants, judges, law enforcement officials and military personnel, as well as promote adequate training in human rights for teachers, trainers and other educators and private personnel acting on behalf of the State (para 4).

Guidelines for HRE for law enforcement officials were drafted by the OSCE/ODIHR in December 2011 and include learner goals for knowledge/understanding, values and attitudes, and skills that illustrate how learning is oriented towards application in a prescribed setting. An illustrative excerpt is presented here:

*The learner is aware of/knows about and understands:*

- The duties of law enforcement officials as defined in specific documents: [the Code of Conduct for Law Enforcement Officials](#), [the Basic Principles on the Use of Force and Firearms by Law Enforcement Officials](#), [the Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment](#), [the Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power](#), [the European Code of Police Ethics](#), [the Principles on the Effective Prevention and Investigation of Extra-legal, Arbitrary and Summary Executions](#), [the Standard Minimum Rules for Non-custodial Measures](#), [Rules for the Protection of Juveniles deprived of Liberty](#)
- Nature of State's obligations in human rights including 'positive' and 'negative' obligations of the State and its agents in regards to the respect, protection and fulfilment of human rights and [the status of ratification](#) of international and regional treaties
- Human rights standards in the context of : the use of force and fire arms, including snipers, arrest, detention, search & surveillance, prevention & detection of crime, support to victims of crime and assistance in case of emergencies, demonstrations, disturbances & tensions, organised crime operations, counter terrorism operations, in working with refugees & displaced

people, trafficked persons

*The learner is able to:*

- Deliver his/her duties in accordance with human rights standards and resisting political interference, or prejudice of any type, particularly in crucial moments when using force; carrying out an arrest and detention; searching & carrying out surveillance; engaged in prevention & detection of crime; providing assistance in case of emergencies, demonstrations, disturbances & tensions; coming in contact with refugees & displaced people; coming in contact with female victims and perpetrators; carrying out policing duties in cases of terrorism
- Apply to all circumstances, including stressful and complex situations<sup>55</sup>, the principles of proportionality, legality, accountability, necessity and non-discrimination

*The learner demonstrates:*

- Confidence in protecting, respecting and fulfilling human rights, in performing one's duty in an accountable, transparent, efficient and effective manner
- Consideration for human rights as a support to good and efficient law enforcement work and not as an impediment (OSCE/ODIHR, 2011b, pp. 7-14)

### 2.5.2 *The Accountability Model and Human Rights NGOs*

As the literature review in Chapter 1 showed, the capacity-building training of activists is recognized as a supportive role that HRE can play in supporting the function of human rights NGOs. NGO staff, members, volunteers and human rights NGO partners who carry out strategic litigation, human rights monitoring, a human rights-based approach to programming or even human rights education may require additional training in relation to these activities. Educators who become engaged in HRE on behalf of the organization may also require special preparation for their work.

Capacity-development trainings for duty bearers is not recognized in the human rights NGO literature, as the assumption is that the relationship between the NGO and government officials will be an adversarial one. At the same time, it seems possible that human rights

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<sup>55</sup>These may vary from armed robberies, counter-terrorist operations, hostage situations, demonstrations where officers are being shouted abuse and being thrown missiles at etc.

NGOs might carry out such duty bearer trainings.<sup>56</sup> Target groups might include government officials, both trainers as well as those looking to apply human rights standards and principles directly to practice. Other potential duty bearers – those who do not represent the government but nevertheless have influence on public opinion and a role to play in identifying human rights violations – would include journalists, and religious and community leaders.<sup>57</sup> Training teachers to incorporate HRE within their curriculum would fall under this category.

As will be demonstrated in Chapter 4, which focuses on AI policies, Amnesty International's core mission is related to influencing duty bearers to change their behaviors, with an emphasis placed on the "name and shame" techniques associated with campaigning and mobilization. Given the nature of AI's historical engagement with duty bearers, capacity-development trainings for duty bearers should not be included in the analytical framework for the study.

At the same time, as will be noted in Chapter 4, HRE within Amnesty had engaged with teachers and the REAP concept document recognized as a potential target group those who might be potential violators of human rights. Therefore the category of duty bearers is retained parenthetically within the analytical framework, and the study sought to ascertain to what extent the ten Sections were working with such groups in carrying out their HRE efforts and, if so, what kind of HRE approach was being used.

### *2.5.3 Analytical Framework for Accountability Model*

As mentioned earlier in this chapter, all HRE share foundational elements. The content is particularly representative of the Values and Awareness Model and is included in the analytical framework for that approach. In order not to be repetitive, these foundational

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<sup>56</sup> Human rights NGOs can carry out HRE with duty bearers only at their invitation, so contexts where the government requests such trainings or curricular assistance reflect a willingness on the part of the state to demonstrate, at a minimum, an interest in being human rights compliant and possibly also genuine good will in having such transformations take place. An Accountability Model of HRE might take place following a regime or leadership change or as a response to human rights violations taking place among rank-and-file staff – that is, pressure from either above or below.

<sup>57</sup> Groups such as journalists and the media, religious authorities, community leaders and even NGOs are sometimes referred to as "secondary duty bearers". They are not technically considered a primary duty bearer in the parlance of the United Nations, as they do not represent governments that are legally and morally responsible for upholding their treaty obligations. Nevertheless such groups can influence the promotion and protection of human rights and are therefore seen as having an important role to play, although not a formal responsibility.

elements will not be re-stated for the Accountability and Transformation Models. Rather, characteristics that are unique and central to each approach are included in the frameworks.

Potential indicators of the Accountability model being applied to the HRE work of a human rights NGO would thus be:

#### *Goals/Purposes*

- Capacity-development of activists: human rights NGO staff, volunteers and partners
- Influence governments to carry out capacity-development of their own staff in relation to the human rights framework

#### *Content & Pedagogy*

- Human rights principles and standards will be linked with professional roles/functions of learner
- Oriented towards development and application of skills
- Experiential teaching and learning methods

#### *Program Infrastructure*

- Target groups: Human rights NGO staff, volunteers and partners
- [Target groups: Government partners and secondary duty bearers]
- Modes: training workshops
- Contact hours: medium-term HRE experiences (estimated 1-5 days)

#### *Outcomes*

- Development of learner skills that can be applied to professional roles and functions
- Application of learner skills to professional roles and functions
- Capacity-development of partner organizations - NGOs [and governmental]

## 2.6 Transformation Model

### 2.6.1 Introduction to the Transformation Model

In the Transformation Model, human rights education programming is geared towards enabling the individual to both recognize human rights abuses and to commit to their prevention. HRE carried out in the spirit of the Transformation Model places a strong emphasis on personal experiences and human rights change in the immediate environment, including the private domain. In some cases, whole communities – not just the individual – are treated as the target audience.

The Transformation Model is strongly associated with the goal of empowerment and HRE is intended to directly lead the learner into taking action for change at many potential levels: personal, community and societal. As written earlier in this chapter, “empowerment” is a term used in the recent UN Declaration on Human Rights Education and Training (2011) a passage that explains that human rights education and training encompasses education...”for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others” (Article 2, para 2).<sup>58</sup>

The Transformation Model of HRE is oriented in particular towards those belonging to marginalized groups who have suffered systematic discrimination and ongoing abuses. This approach is also reflected in the HRE policies of AI oriented towards the empowerment of vulnerable groups, which will be shown in Chapter 4.

The Transformation Model can be found in programs operating in refugee camps, in post-conflict societies, with victims of domestic abuse, and with groups serving the poor. There are examples of “human rights communities,” where governing bodies, local groups and citizens “examine traditional beliefs, collective memory and aspirations as related to the Universal Declaration of Human Rights.”<sup>59</sup>

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<sup>58</sup>Since 1995, elaboration by the UN and other agencies has clarified inherent in human rights education are components of knowledge, skills and attitudes consistent with recognized human rights principles that empower individuals and groups to address oppression and injustice (Amnesty International, 2007; Asia-Pacific Regional Resource Center for Human Rights Education, 2008, as quoted in Tibbitts and Kirchsclaeger, 2005).

<sup>59</sup> Shulamith Koenig, message to On-Line Forum “Mid-Term Review of U.N. Decade for Human Rights Education”, July 21, 2000, hosted by Human Rights Education Associates (HREA).



Empowerment models are dependent upon sustained community supports of some kind (whether these supports are peers, family members or others). An educational empowerment model has these supports built in through the design of the program – supports provide on an ongoing basis by the teachers/facilitators or sustained contact among the learners.

Moreover, in the Transformation Model of HRE, it is common for learners to consider the root causes of human rights violations (both from cultural and legal perspectives) and to be equipped with concrete knowledge and skills to address violations that they are experiencing or witnessing. Within this model, learners may learn about HRE in conjunction with legal literacy and life skills (such as micro-enterprise development or conflict resolution skills) that will enable them to take steps to address human rights violations they or others close to them may be experiencing and to promote their human dignity.

#### *2.6.2 The Transformation Model and Human Rights NGOs*

The transformative learning approach, an adult learning model was briefly presented in Chapter 1, as pedagogy potentially linked with HRE, although it was not presented in the human rights NGO literature. In this HRE process, learners who have suffered abuse have a “perspective transformation” that allows them to reconceptualize their experiences as human rights violations and become motivated to re-claim their dignity.

This model involves pedagogical techniques that involve self-reflection and support within the community of learners. A formal focus on human rights is only one component of this model. The complete program may also include leadership development, conflict-resolution training, vocational training, work, and informal fellowship.

The original 2002 conception of the model assumes that the learner has had personal experiences that can be seen as human rights violations (the program may assist in this recognition) and that they are therefore predisposed to take action to promote human rights.

This approach distinctly recognizes the agency of the learner in self-generating their action goals and strategies. In the Transformation Model of HRE outcomes would first be

considered in relation to the private domain or the learner's immediate environment. They may also lead to activism but the agenda for action is established by the learners. This action may or may not be collective in nature.

The popular education approach presented in Chapter 1 also applies to the Transformation Model, and incorporates HRE carried out at the community level, not just the individual. In other words, the processes of carrying out social analysis and self-reflection might be carried out by a group of learners on behalf of their community rather than just their personal experiences.

The sources and potential form of activism coming from HRE within the Transformation approach is distinguished from the activism outcome associated with the Values and Awareness Model. HRE carried out with vulnerable groups through the Values and Awareness Model would be oriented towards mobilization. HRE carried out with vulnerable groups using the Transformation Model would be oriented towards personal and social change, and such outcomes would be decided by the individual learner or the community (depending upon the level at which the HRE was carried out). Collective activism might or might not be an outcome.

### *2.6.3 Analytical Framework for Transformation Model*

Potential indicators of the Transformation model being applied by in the HRE work of human rights NGO be:

#### *Goals/Purposes*

- Empowerment of individual learners/communities, especially marginalized ones, to identify human rights violations in the immediate environment and to take action
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#### *Content & Pedagogy*

- Human rights analysis of political, social, cultural conditions of local environment
- Transformative learning pedagogy used with learners
- Popular education pedagogy used with communities

### *Program Infrastructure*

- Target groups: vulnerable and marginalized groups
- Modes: workshops and courses; may be combined with skill development linked with empowerment (e.g., vocational training, conflict resolution)
- Contact hours: medium- and long-term HRE experiences (estimated 3-15 days)

### *Outcomes*

- Perspective transformation
- Applying human rights in one's personal life and/or immediate environment
- Human rights changes for learners coming from vulnerable populations (specifically)

## **2.7 Conclusion**

The first section of this chapter presented the defining characteristics of HRE based on a review of key UN HRE policy documents, including the individual learner as a key actor in promoting human rights change, the wide ranging forms of HRE, the potential areas of impact on the learner, and commonly shared content and pedagogy for HRE. The second section of the chapter introduced the three HRE Models, which were first published in 2002 in order to describe and analyze programming in the emerging practices of HRE. The underlying concepts and associated strategies for human rights change were explained for the Values and Awareness, Accountability and Transformation Models. Each approach was linked with key features of HRE as defined in UN HRE policies (first section of this chapter), the HRE approaches identified as supportive strategies for the mission and functions of human rights NGOs (Chapter 1), and HRE policies within Amnesty International (to be presented more fully in Chapter 4).

In order to enhance the utility of the HRE models as a tool for analysis, four dimensions were formalized: *goals/purposes*, *content and pedagogy*, *program infrastructure*, and *outcomes*. Characteristics for each of these dimensions were elaborated for each of the HRE models. The resulting analytical frameworks will be applied in the study in order to identify the presence of HRE approaches within the ten AI Sections and their associated roles in supporting the overall mission and functions of Amnesty. The analytical frameworks for the models are presented in Table 1 on the following two pages.

Reflections on the successful application of the models and the frameworks for analyzing AI's HRE activities are incorporated into each of the concluding sections of Chapters 5-7. In the concluding chapter of the thesis, changes to the original models concepts will be proposed.

**Table 1. Analytical Framework of HRE Models as Applied to the Work of Human Rights NGOs**

CHARACTERISTICS	VALUES & AWARENESS MODEL	ACCOUNTABILITY MODEL	TRANSFORMATION MODEL
<p><b>GOALS/PURPOSES</b></p>	<p>Campaigning and mobilization against government behavior</p> <p>Public education about the human rights framework and key human rights issues</p> <p>Support for long-term work of the human rights group for carrying out campaigning</p>	<p>Capacity development of activists: human rights NGO staff, volunteers and partners</p> <p>Influence governments to carry out capacity-development of their own staff in relation to the human rights framework</p>	<p>Empowerment of individual learners/communities, especially marginalized ones, to identify human rights violations in the immediate environment and to take action</p>
<p><b>CONTENT</b></p>	<p>Foundational human rights content: HR standards, HR violations, human rights actors and their activities</p> <p>The human rights work of Amnesty International and campaigning opportunities</p>	<p>Foundational content +</p> <p>HR principles and standards will be linked with professional roles/functions of learner</p>	<p>Foundational content+</p> <p>Analysis linked with analysis of political, social, cultural conditions of local environment</p>

<p><b>TEACHING AND LEARNING METHODS</b></p>	<p>Foundational pedagogy: active, participatory learning methods</p>	<p>Foundational pedagogy+ Oriented towards development and application of skills Experiential teaching and learning methods</p>	<p>Foundational pedagogy+ Transformative learning pedagogy used with learners Popular education pedagogy used with communities</p>
<p><b>PROGRAM DESIGN</b></p>	<p>Target groups: general public, AI affiliates  Modes: public education campaigns, awareness raising sessions oriented towards activism  Contact hours: short-term HRE experiences and actions (estimated 1.5 hours – 1 day)</p>	<p>Target groups: Human rights NGO staff, volunteers and partners  [Target groups: Government partners and secondary duty bearers]  Modes: training workshops  Contact hours: medium-term HRE experiences (estimated 1-5 days)</p>	<p>Target groups: vulnerable and marginalized groups  Modes: workshops and courses; may be combined with skill development (e.g., vocational training, conflict resolution)  Contact hours: medium- and long-term HRE experiences (estimated 3-15 days)</p>

<p><b>OUTCOMES</b></p>	<p>Basic knowledge of and positive views towards human rights as a tool for activism for learners</p> <p>Learner participation in campaigning and other AI actions</p> <p>Overall level of participation in campaigning and strengthening of AI through membership levels, positive media coverage, etc.</p>	<p>Development of learner skills that can be applied to professional roles and functions</p> <p>Application of learner skills to professional roles and functions</p> <p>Capacity-development of partner organizations - NGOs [and governmental]</p>	<p>Perspective transformation</p> <p>Applying human rights in one's personal life and/or immediate environment</p> <p>Human rights changes for learners coming from vulnerable populations (specifically)</p>
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## **CHAPTER 3 – METHODOLOGY**

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- 3.6 Conclusion**

### 3.1 Introduction

This chapter outlines the methodological framework used in this research; the justification for their selection; the strengths and weaknesses of these methods; and ways in which the researcher tried to address these weaknesses.<sup>60</sup> This chapter also overviews the instruments, sampling procedures and methods of analysis.

To gain insight into HRE programming at the national level, the researcher used a variety of methods. In order to understand the Amnesty International policy context in which programming at the national level was conceptualized and carried out by HRE Coordinators, a review of internal documents related to AI strategies as well as documents promulgated by the HRE Team were appropriate. In some cases AI policy documents were formalized through approval at the International General Council (IGC) and shared widely with AI staff and membership, as is the case with Integrated Strategic Plans (ISPs). In other cases, such as those pertaining to internal HRE development, documents were not shared widely with membership. Some of these documents were treated as “policy” while others were memos reflecting directions that the HRE Team at headquarters (also referred to as the International Secretariat, or IS) foresaw for HRE organization-wide. These policy documents are intended to guide the HRE actions and strategies set up in the sections, and are thus both a reliable and valid source for AI policy at the senior level.

The impact assessment that this thesis draws upon was carried out with all ten countries that successfully participated in the REAP project. These countries are: Israel, Malaysia, Moldova, Morocco, Poland, Slovenia, South Africa, Russia, Thailand and Turkey.<sup>61</sup> In 1999 Amnesty International – Norway received a generous, 10-year grant that enabled them to re-

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<sup>60</sup> The majority of data used in this dissertation was originally collected through an impact assessment carried out in 2008-9 for Amnesty International-Norway in relation to the REAP program in ten countries. The elaboration of the methodology and instruments were reviewed by HRE coordinators and senior management at Amnesty International-Norway and input provided, reflecting a collaborative process of research design. In addition, the survey instruments were piloted with a small number of beneficiaries in South Africa (AI) before being administered more broadly. Senior HRE management at AI approved use of the impact assessment data in my dissertation and for potential publication through scholarship, with the understanding that the names of specific HRE trainers and learners are not divulged. Those participating in the studies – as either trainers or learners – were informed and understood that their participation was entirely voluntary and that their name would not be associated with any reports issued. Key informant interviews with HRE Coordinators and senior management were aware that their names would be used in the original impact assessment. However, I have excluded their names from this dissertation.

<sup>61</sup> Two projects in Latin America had been discontinued; AI Mexico, which ran from 2002 to 2004 and a “seed project” by AI Argentina implemented in 2004-2005.

grant to interested AI sections that wanted to promote HRE. These ten countries were the beneficiaries of these grants and the coordinator of the REAP grant in Norway considered them to be among the more active across all of the AI sections carrying out HRE. These countries might then be considered “best cases” in terms of section-level interest in HRE.<sup>62</sup>

Four of these countries were studied in greater depth through one-week site visits. In section 3.3 the rationale for the selection of these four countries is presented. In addition to the researcher having access to the data for these countries through work carried out with the REAP evaluation, she had previously carried out professional activities in each of the case study countries excepting Malaysia, and thus also brought to the study some understanding of the political, educational and civil society environments of Poland, Morocco and South Africa.

Document reviews also took place at the national level for the four countries that the researcher visited. Project proposal documents were consulted as well as related annual reports submitted for the REAP project. These documents are valid sources for understanding the HRE Coordinators’ rationale, strategy and implementation of their programming. Moreover, since such proposals and reports would also need to be approved by the AI director or other senior management at the national level, these documents would presumably reflect the views of national AI management. Additional documents that were reviewed on site included HRE resources and sample training programs.

Although such national level documents capture the details of programming, they do not reflect the HRE coordinators’ full intentions and thinking around the HRE. Thus interviews with HRE Coordinators, as well as AI directors and Board members at the national level, were carried out in order to explore views and perceptions around their HRE programming. This thesis does not directly quote from each of these interviews, but section 3.4.3 of this chapter presents the categories of those interviewed in each of the four countries.

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<sup>62</sup> Three sections that had been relatively active in carrying out HRE did not apply for a REAP grant. These sections were AI USA, AI Lebanon (where the Middle East and North Africa regional office is based) and AI Senegal (where the West Africa office is based, and which was a recipient of an EU grant in the mid 1990s). Although these sections were not represented in the study, the research did incorporate two countries from the Middle East and North Africa (MENA) region (Morocco and Israel) and one country from Africa (South Africa). As with other sections included in the study, those sections included cannot be considered representative of other sections, including those in the same region.

Focus group interviews were also carried out with other, non-AI actors in the four countries in order to document their experiences with and perceptions of AI's HRE programming. These actors included the key trainers retained by Amnesty International, a sampling of "multipliers" and learners engaged in the HRE programming and partner organizations (including governmental agencies and NGOs).<sup>63</sup> The initial set of interviews carried out in the Malaysia and South Africa site visits in July and August 2008 informed the design of the surveys that were subsequently administered to all ten REAP countries.

The empirical data for this dissertation were gathered through survey instruments. The first was a survey administered by the HRE Team at AI-IS in late 2007 to HRE Coordinators (hereafter referred to as the IS Survey). The second set of surveys was administered during the impact assessment that the researcher carried out in 2008-9. These surveys provide a wealth of information regarding the conception, implementation and outcomes of HRE programming, which were re-analyzed on the basis of the thesis questions. These surveys and methods used to collect this data are presented in section 3.4.2.

### **3.2 Research Approach**

As presented in the last chapter, human rights education is a concept that is broad and diverse, taking place in a wide range of settings and encompassing both formal and nonformal approaches.

The researcher categorized HRE approaches in the late 1990s through the development of "HRE models", or typologies. These typologies were presented in detail in Chapter 2. These typologies were intended to assist in the design and evaluation of programming, with an emphasis on linking any HRE carried out with a clear strategy in regards to human rights change. For example, in the Accountability Model, HRE was intended to promote the application of human rights standards and principles in professional practices. The researcher developed these typologies in the mid-1990s whilst actively engaged with the Netherlands Helsinki Committee in supporting HRE in the school systems of post-Soviet Central and Eastern Europe (Tibbitts, 1994; Tibbitts, 1997; Darvas and Tibbitts, 1999; Tibbitts, 2001). This was a decade that saw a resurgence in human rights discourse in Europe and an

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<sup>63</sup> Multipliers were individuals who were trained in HRE in order to be able to carry it out in their environment (e.g., school, NGO). Learners were those who participated in learning activities organized by multipliers.

exponential increase in HRE practices. However, there was confusion, and even competition, between the varying approaches, which the researcher attempted to rationalize through the introduction of the HRE models (Tibbitts, 2002). These models are now commonly referred to in scholarship related to HRE.

### 3.3 Research Design and Methodology

Three levels of data collection were included in this study. At the **international level**, the researcher consulted key AI policy documents and public statements pertaining to mission and to HRE.

At the **national level**, the thesis involved AI sections in the ten countries that had received funding for their HRE programming through REAP. These countries do not represent all of the countries in the AI movement involved in human rights education but they do represent a subset of sections with a high interest in such programming.

Across the ten REAP countries, the researcher used two sets of survey data collected from HRE Coordinators, the main drivers of HRE programming within their sections. The data from both sets of HRE Coordinator surveys serve as a kind of internal triangulation in regards to the goals and content of the HRE from the perspective of the coordinators. Moreover, the responses for closed-ended questions across the ten countries enable us to analyze the prevalence of particular characteristics of HRE, for example links with mobilization, within and across AI at the national level.

At the sub-national level, across the ten REAP countries, the researcher also administered surveys to “multipliers” and learners. These surveys and the methodologies used are presented in section 3.4.2. These surveys – incorporating both closed-ended and open-ended items – allowed for the reporting of non-HRE Coordinator perspectives and experiences in relation to HRE programming and its outcomes. These surveys were administered at least six months’ following multiplier and learner engagement in AI HRE programming, which for some participants consisted of a sequence of activities rather than participation in a single training. These survey data, when compiled and contrasted, therefore, allowed for “triangulation” of sources for certain of the research questions, thus increasing the overall validity of this data (Burgess, 1989a, p. 250).

The investigation of HRE at the national level needed to be multifaceted in order to capture the views and experiences of a range of actors in relation to programming – including those based outside of AI engaged in some way with the programming as well as others within the national AI sections with a view on the role of HRE for AI’s overall work.

The four national case study countries – Poland, Malaysia, Morocco and South Africa – were selected from this larger group of ten by the AI Norway REAP Steering Committee, and were approved by the researcher and the HRE Coordinators from the countries themselves. These countries were selected in order to assure diversity in the following ways:

- regional, with Europe, Asia, Middle East and North Africa and sub-Saharan Africa represented;
- religious, with two predominantly Muslim cultures represented;
- human rights friendliness, with Poland, South Africa and Morocco in transitional periods of democratic development following decades of totalitarian or oppressive regimes, and with Malaysia being in a somewhat repressive regime; and
- key target groups, with the AI Poland effort focused on the schooling sector, South Africa with a strong emphasis on community groups, Morocco emphasizing the NGO sector, and Malaysia with community-development organizations and university faculty and students.

In order to capture this complexity, the research design included four case studies. These case studies allowed for the blending of primary and secondary documents and the collection of data through surveys and interviews. The use of multiple sources of materials has the added benefit of construct validity. Thus, the HRE carried out in Poland, Malaysia, Morocco and South Africa had both qualitative and quantitative sources. The qualitative data from these countries, collected from onsite visits, are presented in two ways in this thesis.

The first way is through the inclusion of “vignettes” or brief narratives related to a specific element of the national HRE programming, for example, work with school groups. The researcher contrasts related examples in two countries in order to demonstrate similarities and differences across these specific elements in relation to HRE Coordinator decisions and the local contexts of programming. The second way the qualitative data are presented is through the infusion of illustrative examples from the case studies within the overall survey analysis.

It is important to note that the thesis does not present a comprehensive rendering of the HRE programming carried out by each of the four case study countries. Rather, selective aspects of the qualitative information collected are used in conjunction with the research questions (see section 3.4.4.).

### **3.4 Qualitative Research Methods**

This study is not about quantifying the impacts of AI's HRE programming on multipliers and learners. The study does involve the documentation of results on multipliers and learners, based on closed- and open-ended questions in the survey data. Some of this information is presented in narrative form in this thesis; others are presented quantitatively through descriptive statistics and the coding of narrative. This information is intended to confirm/disconfirm general trends in relation to results on learners, including those intended by HRE Coordinators, those anticipated by the research and others that the learners self-identified. In instances where survey findings lent themselves to tests of statistical significance, such analysis was carried out. However, this analysis was intended to underscore the level of certainty in regards to general trends in HRE within AI.

The study also does not attempt to exactly measure the degree to which different kinds of HRE models may be present in any single section, or across the ten countries studied. The survey data is reported out on the basis of the ten countries but these results are not intended to be generalizable across all AI sections or the basis for comparative research. For such research, a more controlled study in relation to multipliers and learners would have had to be organized, and relevant background features of the national environments gathered as potential explanatory data for the kinds of HRE programming that took place. The use of ten countries, rather than enable comparative research, allows for an investigation of general trends in regards to AI HRE programming.

Finally, this study does not test hypotheses about the kinds of HRE in place and the outcomes we might expect. These approaches would require precise, statistical, quantitative research. The researcher does initially speculate about the presence of HRE models that she expected to find at the national level given AI international HRE policies. For example, she indicates at the beginning of the chapters on the HRE models within AI about whether she expects to see a "strong" or "weak" presence of this model following the logic presented by AI policies.

However, the study seeks only “broad stroked” evidence of the presence of the models. The research is intended to promote a deeper understanding AI’s HRE programming and the implications for AI’s strategies for human rights change. The study also allows for the application of the HRE models as a framework for analysis in the specific context of NGO work and the prospect of reviewing and improving the model, originally conceived in the 1990s (Tibbitts, 2002).

It is an inherent danger of qualitative research that the data is analyzed subjectively rather than objectively (Drapeau, 2002). Researchers doing qualitative research therefore need to be aware of their own biases and ensure that they are acknowledged in the analysis. However, the researcher’s background can also be viewed as a positive attribute, as they can facilitate a unique interpretation of the data (Rennie, 1994). In the case of this study, the researcher was also the originator of the analytic framework of the HRE models.<sup>64</sup> Thus in this thesis, the original contribution to the body of knowledge comes not only from the collection and analysis of new data in relation to HRE programming within AI but also from the researcher’s particular perception and interpretation of this data.

The justification for specific data collection methods and their use in the study are presented in the sections below.

#### *3.4.1 Document Reviews*

The four case study countries involved a review of REAP project-related documents, including project proposals, annual project reports, internal monitoring and evaluation data and teaching and learning resources.<sup>65</sup> The researcher was privy to all related program documents and reports prepared for the REAP program manager based in AI Norway, as well as other data requested during site visits, such as membership levels. The study concentrated on documents no older than 2004, reflecting a maximum range of five years between when the documents were prepared and the study was carried out (2008). Having access to these

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<sup>64</sup> Moreover the researcher was familiar with HRE programming at AI from the IS perspective, having had the benefit of assisting the IS HRE staff in 2005 in carrying out a participatory assessment of their HRE efforts in order to assist them in furthering the work of HRE within the organization. The researcher has also been personally involved in HRE programming and related evaluation for over twenty years.

<sup>65</sup> AI HRE project documents and resources consulted are listed in the References.



documents allowed the researcher to review HRE activities in some detail over several years for each of the case study countries.

These documents were highly relevant for addressing both the intention and implementation of HRE programming for these countries, as they were developed by the HRE coordinators and approved by AI senior management in these countries.

The only materials that the researcher was not able to consult directly were those prepared internally in languages other than English. These included, for example, some of the local teaching and learning materials that had been developed indigenously. In these circumstances, illustrative excerpts were translated on site and/or the content of these learning materials were addressed in interviews.

### *3.4.2 Surveys*

#### Rationale for Use of Surveys

In order to address the research questions, the study needed to examine the perspectives and experiences from a range of persons associated with AI's HRE programming at the national level, including the HRE Coordinators themselves, key trainers, multipliers and learners. A research method was required that would allow for the documentation and analysis of these perspectives and outcomes across all ten REAP countries. Numerous program details, in particular, were required from the HRE Coordinators. Surveys were therefore designed for each of these HRE actors.

A survey has the advantage of reaching a larger sample size than could be achieved with interviews alone. This purpose was particularly relevant for the relatively large groups of multipliers and learners who had been engaged in AI HRE programming. Given that the surveys would be distributed by the HRE Coordinators, there was also a greater likelihood that the surveys would be completed than if they were administered by the researcher, who was unknown to them. For these reasons, surveys were a primary source of data for the study.

The primary weaknesses in relation to the use of surveys are presented in section 3.5 Threats to Validity. As discussed in this section, those multipliers and learners completing the surveys may be more engaged and positive towards the AI HRE programming, with some

resultant positive skewing in relation to outcomes. Thus the study cannot claim that the survey results for these populations are representative of the larger group of multipliers and learners participating in the programming. However, the data collected is nevertheless instructive and useful in addressing the key research questions of the thesis.

On balance, then, there were key reasons for using surveys, and some of the disadvantages were overcome with interviews carried out in the four case study countries and other forms of triangulation presented later in this chapter.

In the case of the HRE Coordinators – who are a primary source of information for the study – two sets of surveys were administered. The first survey was administered internally by the HRE Team in London to its coordinators in late 2007/early 2008. This survey is hereafter referred to as the “AI Survey”.

This survey contained a range of questions pertaining to HRE capacity, program goals and implementation and the national context. The questions in the AI Survey that pertained to the thesis addressed HRE activities, constituency groups, main human rights themes, resources used, relationship between HRE and campaigning, HRE in relation to other AI activities and in accordance with the strategic goals in the AI’s Integrated Strategic Plan (ISP).

The directions of these questions, as well as the answers provided by the Coordinators completing this, are an important source of information for this study. These results were integrated where relevant into the analysis of AI programming according to the three HRE models (Chapters 5-7).

The remainder of this chapter is focused on the data collection organized by the researcher.

### Instrument Design and Piloting

In order to develop draft survey instruments as well as interview protocols, the researcher reviewed key program documents and a subset of country reports.

The HRE Coordinator Survey asked for details on the REAP program; links with other AI work such as campaigning, mobilization and membership growth; constituency groups and perceived impacts on multipliers. Questions contained within these sections were relevant for analyzing the HRE programming in accordance with the key characteristics of the HRE models presented in Chapter 2 (goals/purposes, content and pedagogy, program infrastructure and outcomes).<sup>66</sup>

The Multiplier and Learner Surveys contained questions related to their contact hours with the HRE programming and for outcomes along the domains of knowledge and awareness; attitudes; skills and actions that might be associated with participation in the program. These domains are consistent with outcome categories commonly used in educational programming. The surveys included action-related outcomes that pertained to those carried out in the public domain as well as those in the personal domain. In addition, the Multiplier Surveys included items for capacity-development outcomes related to HRE-related TOT trainings.<sup>67</sup>

Each of the surveys was developed with closed- and open-ended items. Closed-ended questions were used because they can be completed and scored quickly (Fink and Kosecoff, 1998, p.4). Open-ended questions were used to elicit the respondent's own thoughts and experiences on a particular issue, such as how they had applied the HRE learning. Open-ended questions also allowed respondents to share ideas other than those requested by the researcher (Moser and Kalton, 1993, p. 264).

In keeping with the participatory approach of this study, AI HRE Coordinators were given the opportunity to comment on the instruments at several points. The initial logical frame presenting the areas of investigation for the study was reviewed and commented upon by the REAP program manager at AI Norway and then circulated for comments to the HRE Coordinators. The response validated the areas of investigation identified by the researcher in relation to anticipated outcomes for the HRE programming.

The draft surveys and interview forms for multipliers and learners were also reviewed by REAP program manager and HRE Coordinators. Their responses helped to ensure that the questions were clear, relevant to the HRE programming and easy to understand. This

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<sup>66</sup>The HRE Coordinator Survey developed by the researcher is included in the Annex.

<sup>67</sup> The Multiplier and Learner Surveys are included in the Annex.

collaborative process also reflected an ethical commitment to ensure that areas of investigation were considered meaningful by HRE Coordinators.

The instruments were then piloted in accordance with social research practices (Moser and Kalton, 1993, p. 47). In Malaysia, where the first site visit took place in July 2008, the survey instruments and interview protocols for key informant and focus group interviews were piloted. These instruments were then modestly revised, reviewed once again by the REAP program manager and finalized.

### Data Collection Timeline

For AI, the initial questionnaires and interview protocols were developed in May and June 2008, and reviewed by the HRE Coordinators. Following the initial site visit in Malaysia and the revision of instruments, the questionnaires were then distributed electronically to the HRE coordinators, who organized local translations where necessary. The questionnaires were administered within the ten AI sections between August 2008 and October 2008. These self-reported results were gathered not immediately following their participation in HRE programming, but at least six months following their participation. This allowed for evidence to be collected in regards to the application of the HRE in the personal and professional lives of participants. In some cases, multipliers and learners participated in a range of AI HRE activities and the administered surveys could capture these cumulative HRE experiences.

The researcher carried out one, one-week site visit to each AI case study country during the following months: Malaysia – July 2008; South Africa – August 2008; Poland – September 2008; Morocco – November 2008. During each of these trips, the researcher carried out interviews with the HRE coordinator and AI senior staff and board members, key trainers, regular trainers, learners and partner organizations. The researcher also reviewed documentation and archived information in the AI offices.

### Administration of and Response Rate for Surveys

The researcher developed surveys for the HRE Coordinator, multipliers and learners.<sup>68</sup> The latter two surveys were administered by AI HRE Coordinators within their sections beginning

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<sup>68</sup>These surveys were developed bearing in mind principles of survey development described in Fink & Kosecoff, 1998 and Converse & Presser, 1986.

in August 2008 and the final surveys (with translated open-ended questions) were delivered back by November 2009. The target numbers of survey administrations identified for each section were multipliers (15), learners (30) and the self-administration of the HRE Coordinator Survey.

The target numbers of multipliers and learners were established on the basis of two considerations: the feasibility of HRE Coordinators being able to identify and reach members of these groups; and the desirability of the researcher having a sufficient number of respondents for each category across all ten countries potentially to enable statistical analysis.

Some sections needed to translate the questionnaires into a local language and then have open-ended responses translated back into English. When necessary, learner surveys were administered verbally. The researcher received the completed AI Surveys electronically and by regular mail, and the survey data was input, cleaned up, and analyzed.

A total of 87 **multipliers** completed a REAP Survey, across all ten countries. Nearly one third of these were completed by the Moroccan section. Thus there is an overrepresentation of the Moroccan multiplier perspectives. It is not known how this over-representation may have affected the results reported. Country-specific results are presented for each key investigative question whenever available in order to allow for comparisons and consider the potential implications for this overrepresentation.

**TABLE 2. MULTIPLIERS – BY COUNTRY**

<b>COUNTRY</b>	<b>No.</b>	<b>Percent</b>
Malaysia	10	11%
Turkey	5	6%
Russia	3	3%
Israel	4	5%
Thailand	5	6%
Morocco	27	31%

Poland	12	14%
Slovenia	5	6%
South Africa	9	10%
Moldova	7	8%
<b>TOTAL</b>	<b>87</b>	<b>100%</b>

As the table below demonstrates, there was a fairly close split by gender for the multipliers completing the surveys and the average age was 38.

TABLE 3. MULTIPLIERS – BY GENDER & AGE				
GENDER	No.	Percent	Age Range	Average Age
Female	47	55%	19-71	38
Male	39	45%	21-58	38
<b>TOTAL</b>	<b>86</b>	<b>100%</b>		

The most common background/occupation for the multipliers was teacher or educationalist, consistent with the predominance of teachers as a target group reported by the HRE Coordinators. Ten of the multipliers did not have background characteristics that allowed them to be included in the other occupations. These multipliers included two social workers, a ‘social co-ordinator’, a journalist and a lawyer.

TABLE 4. MULTIPLIERS – BY OCCUPATION & AGE			
OCCUPATION	No.	Percent	Average Age
Teacher/educationalist	51	59%	41
Student (high school/univ)	12	14%	23
Civil society group	9	10%	32
Civil servant/gov’t	5	6%	42
Other	10	11%	42
<b>TOTAL</b>	<b>87</b>	<b>100%</b>	

A total of 311 **beneficiaries** completed a REAP Survey, across all 10 countries. Nearly one third of these were completed by the Moldovan section. Thus there was an overrepresentation of the Moldovan beneficiary perspectives in this assessment. It is not known how this overrepresentation of Moldovan beneficiaries may have affected the reported results. Country-specific results are presented for each key investigative question whenever available in order to allow for comparisons that would allow for the potential implications for this overrepresentation.

<b>TABLE 6. LEARNERS – BY COUNTRY</b>		
<b>COUNTRY</b>	<b>No.</b>	<b>Percent</b>
Malaysia	11	4%
Turkey	12	4%
Russia	19	6%
Israel	20	6%
Thailand	21	7%
Morocco	26	8%
Poland	31	10%
Slovenia	35	11%
South Africa	41	13%
Moldova	95	31%
<b>TOTAL</b>	<b>311</b>	<b>100%</b>

As the table below demonstrates, there was a predominance of females among the beneficiaries (62%) although the average ages for women and men were quite close.

<b>TABLE 7. LEARNERS – BY GENDER &amp; AGE</b>				
<b>GENDER</b>	<b>No.</b>	<b>Percent</b>	<b>Age Range</b>	<b>Average Age</b>
Female	186	62%	11-29	23
Male	114	38%	12-77	25
<b>TOTAL</b>	<b>300</b>	<b>100%</b>		

The most common background/occupation for the beneficiaries was student, consistent with the predominance of teachers as multipliers. Thirty-eight of the beneficiaries did not have background characteristics that allowed them to be categorized within the other occupations. These beneficiaries included, for example, two caregivers, two unemployed persons, one social worker, one driver and one retired person.

<b>TABLE 8. LEARNERS – BY OCCUPATION &amp; AGE</b>			
<b>OCCUPATION</b>	<b>No.</b>	<b>Percent</b>	<b>Average Age</b>
Teacher/educationalist	49	16%	38
Student (high school/univ.)	206	68%	17
Civil society group	24	8%	41
Civil servant/government	5	2%	34
Other	18	6%	38
<b>TOTAL</b>	<b>302</b>	<b>100%</b>	

### Analysis of Surveys

The researcher developed databases for the HRE Coordinator, the multiplier and the learner surveys. Descriptive statistics were prepared for survey results, with a disaggregation on the basis of country, gender and occupation. Although there was no initial hypotheses prepared in regards to different survey results on the basis of these background features, this disaggregation took place in order to investigate this potential. These results are integrated into the presentation of results in Chapters 5-7.

Although it was not possible to perform an analysis of variance procedure for the AI case studies, the researcher administered an adapted version of the trainer survey to a small comparison group of AI members in each country, selected by the HRE Coordinators as being similar in background to the HRE trainers used in the program. A one-way ANOVA analysis of variance between the results for the HRE trainers and other AI members was then carried out in order to examine if there were statistically significant differences in outcomes



such as knowledge of and motivation for promoting human rights.<sup>69</sup> These results are presented for multipliers in Chapter 5.

The majority of the multipliers (86%) and learners (67%) completing the questionnaires included a response to at least one of the open-ended questions. These responses were synthesized into a single, typed up document for each question and then coded by the researcher. These codes and the open-ended responses were reviewed a second time by the researcher in order to confirm/ disconfirm the application of the codes (Wengraf, 2001; Miles & Huberman, 1994). The REAP program manager also reviewed the codes in the context of the report prepared in 2009 and confirmed their validity. Open-ended responses that were coded and reported by 10% or more of those completing open-ended answers are presented in this thesis along with representative quotes. These quotes both illustrate the coded concepts as well as help to confirm the appropriateness of the codes.

### *3.4.3 Interviews*

During sites visits to the four case study countries, the researcher concentrated on carrying out individual and focus group interviews with a range of AI HRE actors.<sup>70</sup> The interviews helped to overcome the inflexibility of the survey as referred to earlier and to uncover complex issues in relation to the primary topics of the survey.

Interview protocols were developed for the HRE Coordinator, multipliers and learners, following the main themes of the survey for these groups. Interview protocols were also developed for groups that were not surveyed, such as partner organizations. The development of these instruments followed the processes presented in section 3.4.2.

A semi-structured interview format was used, as it enabled interviewees to answer guiding questions in a somewhat flexible manner. The semi-structured format allowed for probing beyond the initial questions so that interviewees could elaborate on their answers (Burgess, 1989b, p. 166). Thus the semi-structured format allowed for a sustained focus in the interviews, with some latitude for exploring the subject matter of the interview.

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<sup>69</sup> Although the study involved non-probability, non-random samples, tests of significance were carried out to distinguish potentially important changes from less noteworthy ones.

<sup>70</sup> In instances where the interviewees were not fluent in English, a local interpreter was used.

The limitation of the semi-structured interview format is that the interviews are not strictly standardized and thus comparability between responses is more difficult. However, since the interviews were conducted for qualitative rather than statistical analysis, this drawback is less significant.

The researcher asked the HRE Coordinator to arrange the interviews that took place during the one-week site visit. Interviews were requested for the following stakeholders<sup>71</sup>:

- individual interviews with HRE coordination staff and Board members;
- individual interviews with key trainers;
- group interviews with multipliers;
- focus group interviews with learners;
- individual interviews with key stakeholders in partner organizations.

Table 9 on the next page presents the total numbers of interviews carried out as part of the site visits, distinguishing the interviewees according to the above categories and according to country.

As the researcher was not native to the countries where the site visits took place, it was essential that interviewees were comfortable speaking with a stranger. The interviews were negotiated by the respective HRE Coordinator and each interviewee willingly participated. Although the researcher was not familiar to interviewees, her role with AI as well as her own experiences as a human rights educator helped to facilitate trust and an initial rapport with interviewees. Without exception, interviewees were eager to discuss their experiences in the AI HRE programming.

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<sup>71</sup> The individual interviews typically took one hour and focus group interviews one and a half hours.

TABLE 9. SITE VISIT INTERVIEWEES – BY COUNTRY AND TYPE					
COUNTRY	# AI staff & board	# Key trainers	# Multipliers	# Learners	# Reps from Partner Organizations
Malaysia	8	2	11	4	3
Morocco	3	10	20	11	5
Poland	4	4	13	22	4
South Africa	5	3	9	7	5

The method of recording the interview is important as it may influence the conduct of the interview. Tape recording allows the interviewer to concentrate on the conversation rather than focus on writing on a note pad. On the other hand, taping can inhibit interviewees’ willingness to be forthright in a conversation. The researcher was also aware of the potential sensitivity of discussing human rights.

The researcher opted to tape record focus group interviews as it was more challenging to take comprehensive notes in situations involving multiple people. Permission was requested from interviewees in such circumstances and it was always granted. For all interviews, detailed notes were taken by the researcher, using a combination of paraphrasing and direct quotes. In interviews in which an interpreter was used, the “downtime” when the interpreter was presenting the researcher question and when interviewees were responding in their native tongue was applied to note taking tasks.

#### 3.4.4 Case Study Vignettes

Case studies are particularly well suited for the investigation of complex phenomenon in context, allowing for many areas of potential interest and multiple sources of evidence that may be triangulated (Yin, 1994; Stake, 1995; Burns, 2000; Walliman, 2001). The sources of evidence used in the case study approach include documentation, archival records, interviews and observations.

Survey data were analyzed for all ten countries, as well as each of the national HRE program case studies, in relation to the three HRE models. The case studies were developed on the basis of qualitative data collected through on-site visits involving key informant and focus group interviews with target groups, review of on-site documents and observations (when possible).

Whereas case studies can provide insight into processes, surveys can give an idea of the prevalence of the phenomenon (Yin, 1994; Burns, 2000; Walliman, 2001). Survey data was used to gather detailed information from HRE Coordinators and trainers in relation to HRE programming, information that was not necessarily well suited for interviews. Questionnaires were also used to document outcomes of the HRE programming for trainers and learners. Later in this chapter each of the data collection methods, including the instruments, sampling procedures and methods of analysis are presented. Survey data collection involved the administration of questionnaires to HRE Coordinators, multipliers and learners.

The analysis applied in this thesis is built around the application of the three HRE models to the ten REAP countries. In addition, case study data was collected for four countries. These data are not presented holistically for each country, as is traditionally used in the case study method. This is because at least two HRE models were evident in the practices of each of the four AI sections. In order for this qualitative material to most usefully inform the key questions of the thesis, relevant elements of the case study material was integrated into the analysis and presentation of the data in Chapters 5-7. As mentioned in section 3.3, in some cases these examples illustrated a simply theme, such as the content and pedagogy of trainings, and are integrated within the main body of the chapter according to the main characteristics of the HRE models, i.e., goals/purposes; content and pedagogy; program infrastructure; and outcomes. At the end of each of the data chapters, the thesis includes a brief, comparative presentation of a key feature of HRE programming, such as school clubs or partnerships with government agencies. These comparisons are intended to illustrate in greater detail the context, design and implementation of discrete HRE programming examples in relation to a particular HRE model. Because both of these uses of the case study data represent only elements of the HRE programming carried out at the national level, the researcher has termed this kind of qualitative representation as “vignettes”.

A range of documents reviews and interviews have already taken place in the country case studies in order to identify the ways in which HRE programming was designed and carried out. The documents consulted include planning documents and internal reports, teaching and learning materials, and training program documentation. Interviews have also taken place with each of the HRE Coordinators, other senior management familiar with HRE, and key trainers in order to ascertain their views on the goals and approaches of their HRE programming, as well as impacts. Surveys have also been administered to HRE Coordinators and a non-random sample of trainers in each of the case study countries. It is possible that additional interviews may need to be carried out in order to gather direct evidence of these human rights actors views about the role of HRE in promote capacity building and transformational change, as well as to promote advocacy-oriented change strategies.

### **3.5 Threats to Validity**

The main threat to the external validity of this study was *sampling* (Maxwell, 1996). There are two levels of sampling that apply. The first level is the ten countries that were part of the study. These countries represent only a subset of all countries that have AI sections. Moreover, because they applied for and successfully received REAP funding, they are likely to represent a more active subset of countries in regards to HRE programming. Results of the study based on these countries may, therefore, be indicative of HRE experiences and approaches used in other AI sections, but this cannot be demonstrated through the study.

Nevertheless, the researcher believes that the data collection and analysis are internally valid for the countries that were studied and contributes to the understanding of the goals, practices and outcomes of HRE carried out by AI within specific national contexts. The researcher also believes that the richness of the data collected, and the analysis provided in relation to the HRE programming in these ten countries and AI international mission and HRE policies, informs the broad work of HRE programming that is taking place across the AI sections and structures.

The second level of sampling relates to the multipliers and learners who were surveyed and interviewed for the study. The non-random nature of their selection undermines the ability of the researcher to generalize to the larger population of multipliers and learners who participated in AI HRE programming within the ten REAP countries. Thus the results

gathered through surveys administered to samples of these HRE actors cannot necessarily be extrapolated to the larger population of multipliers and beneficiaries engaged with AI's work in these countries. The researcher understands these limitations and in her analysis therefore (a) looked for general trends in relation to closed-ended survey results, and (b) used narrative data collected through open-ended survey questions and interviews to explore design and implementation features of HRE programming, as well as outcomes.

Another limitation of the methodology used in this thesis was *selection bias*. In the case of the AI study, the non-randomized nature of the study entailed HRE Coordinators selecting a sample of trainers and learners to complete surveys and participate in interviews during site visits. Presumably, the AI constituents selected to participate in the study – and who agreed to do so – were those demonstrating investment in and appreciation of the program. These sources would therefore be predisposed to have a generally positive view of the AI HRE program. Thus, another potential threat to the validity of this study was the fact that much of the primary data was based on *self-reporting*. The combined result of self-reporting and selection bias could be a tendency toward overstating the aspect of the study that related to the impact of the HRE program on multipliers and learners.

Only one aspect of the thesis is oriented towards learner outcomes. In fact the study is less interested in the attribution of outcomes to specific HRE models than in the identification of the range of potential outcomes associated with AI HRE programming, both intended and unintended. This potential bias in terms of “degree” of outcome does not seriously weaken the study in terms of being able to answer the key research questions presented in Chapter 1. Nevertheless, the researcher tried to account for selection bias and bias associated with self-reporting by triangulating sources and looking for general consistency. In interpreting data, she addressed validity in several ways. The first was in the use of a triangulation of data sources when investigating evidence for the key characteristics of each of the HRE models. For each key category – for example, goals/purposes – data is drawn from any relevant and available sources, including secondary project report data and primary data collected through surveys and interviews. When relevant, survey data is drawn from different AI actors, for example the HRE Coordinator and a key trainer. Thus, the data collection and analysis involved blended approaches and a “triangulation” of data sources in order to overcome these aforementioned methodological limitations (Maxwell, 1996; Patton, 1990).

An additional threat is that of *researcher bias*. As the researcher is a practitioner in the field of HRE, it is possible that she would seek to elevate the quality and results of HRE in AI in order to further validate the field as a whole, especially in regards to HRE work carried out by human rights organizations. The thesis averts the problems of this potential bias in part by orienting towards research questions pertaining to the intention and design of HRE programming within AI in relation to the HRE models and an analysis of the implications of the research for HRE programming within AI, any modifications of the models as an analytic tool, and for HRE in regards to the general literature on collective action and social change. Because the main analytic tools used in the thesis are HRE models originally developed by the researcher, it is also possible that she would resist evidence that would ultimately undermine the cohesion and viability of the models, and thus reflect badly on their original conceptions. The thesis was organized in such a way that the models would be “tested” in their specific application within the HRE work of a human rights group, with a clear intention of potential revision.

*Language* is a final factor that may have influenced the accuracy of reported data. Interpreters were used for interviews conducted during site visits. In countries where English was not a spoken language, the survey was translated into the local language and, in turn, open-ended survey responses were translated back into English. Although AI sections no doubt took great care in selecting these interpreters and translators the researcher cannot know how technically accurately the English language translations received were and to what degree movement between linguistic and conceptual constructs may have altered the intended meanings of sources.

### **3.6 Conclusions**

This chapter explained the underlying rationale for the research approach and design and described the methods by which data was collected. It justified the predominant use of qualitative research rather than quantitative and explained the use of the ten REAP countries as well as the four case study countries.

As outlined on this chapter, the data collection methods involved document review, surveys and interviews in order to collect evidence for the views and experiences of a range of HRE actors at the national level. In addition, policy documents developed by AI senior

management at the IS, as well as the HRE Team, were analyzed in order to establish the organizational mission and goals for HRE that were the context for the work in the sections.

The data collection at the national level involved a wide range of HRE actors, including the HRE coordinator, AI management staff, key trainers, multipliers, learners and partner organizations. The survey response rate and interviews carried out were presented.

Obtaining data using these multiple sources, including in some instances the use of different data collection methods for the same categories of actors (e.g., surveys and interviews) facilitated the research process of triangulation. This triangulation, combined with the processes related to the elaboration of instruments, enhance the overall reliability and validity of the data and help to overcome the methodological limitations presented.

The research methods developed and implemented for this study were designed to collect valuable empirical data that will add to the knowledge base of nonformal HRE carried out by human rights NGOs with a strong mobilization mission and the evaluation of the comprehensiveness and utility of the existing models of HRE. The next four chapters record and analyze the data collected in accordance with these methods.



# **CHAPTER 4 –AMNESTY INTERNATIONAL AND HUMAN RIGHTS EDUCATION POLICY: 1996-2008**

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## 4.1 Introduction

This study explores the organizational rationale, forms and outcomes for HRE carried out by Amnesty International in the ten Sections that participated in the Rights- Education-Action Programme (REAP) between 2004-8. In this chapter, Amnesty International is introduced more fully as the organizational focus of the study. We begin with a general description of AI's history, establishing its core advocacy mission and supportive strategies of research, campaigning and mobilization. The chapter then introduces the implications of having a transnational structure, which requires that HRE policies be established internationally in consultation with Sections and then interpreted and implemented by HRE actors at the national level. The 2001 shift in AI's mandate to expand into economic, social and cultural (ESC) rights is briefly presented. This first section of the chapter draws on AI scholarship and information available to the public on AI's website.<sup>72</sup>

The chapter then reviews internal policy documents in relation to HRE from 1996 – when the HRE Coordinator function was first introduced at headquarters – to 2008, the time that the study was carried out. This review is intended to help address one of the core research questions in consultation with AI policies: how HRE activities are viewed as supporting AI's mission and functions.

The AI policy documents demonstrate the expanded precision and scope of HRE activities as envisioned by the HRE Team in London and HRE Coordinators<sup>73</sup> over this period of time. While remaining focused on the core functions of campaigning and mobilization, HRE activities are conceptualized along medium-term strategic priorities.<sup>74</sup> The Rights-in-Education Program is briefly introduced within this policy context.

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<sup>72</sup> The 50th anniversary of AI, celebrated in 2011, inspired a timely collection of essays on AI that were drawn upon for this background research. See de Jonge, W., Leyh, B.M., Mihr, A. and van Troost, L. (eds.). *50 Years of Amnesty International: Reflections and Perspectives*. SIM special 36. Utrecht: Universiteit Utrecht.

<sup>73</sup> The HRE Coordinators were constituted as the internal HRE Network within AI. For the sake of simplicity, the term "HRE Coordinators" will continue to be used in this chapter to represent Section staff engaged in HRE.

<sup>74</sup> The researcher consulted AI policy documents that were available to members, including strategic policy documents formalized through approval at the International Council Meeting (ICM). The researcher also had access to internal memos and policy documents developed by the HRE Team, both shaped by the HRE Coordinators in the Section and also intended to guide them. The Program Document developed for REAP was also consulted, as the rationale and design of the initiative presumably situated REAP within AI's HRE policies and programming at that time. As these policy documents were developed by AI senior management and members of the HRE Team, they are reliable and valid sources for understanding AI policy and the roles envisioned for AI functions and medium-term objectives.

This chapter confirms that the predominant rationale for HRE within AI is to support mobilization and campaigning, with some attention to the capacity-building of activists. This is consistent with the functions of traditional human rights NGOs presented in Chapter 1 and for which characteristics were elaborated in the Values and Awareness Model and the Accountability Model presented in Chapter 2.

The policy review also reveals that HRE actors within the organization support additional roles and approaches for HRE, as elaborated in Circular 25. Combined with the expanded mandate of the organization to include ESC rights, these combined conditions suggest an internal discussion at AI during the period that the REAP project was being carried out (2004-8) and the opening up of HRE for broader interpretation and practice at the national level. The latter will be explored in the empirical results presented in Chapters 5-7 and returned to in the concluding chapter.

## **4.2 AI History and Mandate**

### *4.2.1 AI's Origins and History*

As the literature review showed in Chapter 1, AI is a human rights NGO that can also be conceptually seen as a transnational social movement (Rodgers, 2010, p. 273; Smith, 2008 p.6). Established in 1961, AI essentially initiated the history of transnational human rights activism. AI began as an organization focused on the defense and release of prisoners of conscience through letter-writing campaigns (Rodio and Schmitz, 2010, p. 452). Most of the early human rights NGOs emerged in the West during the Cold War and took on the most egregious forms of human rights violations recognized by Western governments, such as torture, mistreatment, execution and denial of due process for political beliefs. These violations became their central organizing principle and mission. AI evolved its methodology for protecting civil and political rights in this context, addressing individual's rights to freedom and bodily integrity (Dorsey, 2011, p. 193).

Since its founding, AI has carried out its advocacy mission through the primary strategies of research, campaigning and mobilization and the organization's website continued to reflect

these strategies into early 2012 (AI, 2012a). Six-year strategic plans are elaborated in order to fine tune tactics and rationales but the overall strategies have remained unchanged.<sup>75</sup> This is important to bear in mind in considering the supportive role of HRE within the organization.

According to AI's website, it has over 3 million "supporters, members and activists" with chapters in over 150 countries and territories (Amnesty International, 2012c).<sup>76</sup> Section members financially support the organization and can be drawn on for engagement in campaigns and actions (Clark, 2001 and Hopgood, 2006 as quoted in Rodgers, 2010).<sup>77</sup> HRE has been an ongoing support for mobilization within AI.

The researcher consulted the AI website in order to review how the organization presented its mission and strategies to the general public. The website presented the main strategies of AI along with illustrative examples. Many of these examples are linked with HRE related to public education and awareness-raising although a distinction is made between materials-based information dissemination and awareness-raising (italicized within "campaigning and research" activities) and human rights education, which AI appears to associated with in-person awareness-raising (italicized under "mobilization").

The activities supporting **campaigning and research** included:

send experts to talk with victims; observe trials; interview local officials; liaise with human rights activists; monitor global and local media; publish detailed reports; inform the news media; *publicize our concerns in documents, leaflets, posters, advertisements, newsletters and websites*

**Mobilization** strategies included:

public demonstrations; vigils; letter-writing campaigns; *human rights education*; awareness-raising concerts; direct lobbying; targeted appeals; email petitions and other online actions; partnerships with local campaigning groups; community activities; co-operation with student groups (Amnesty International, 2012a).

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<sup>75</sup>Those strategies relevant for HRE are presented later in this chapter.

<sup>76</sup> These figures come from AI's public website and are presumably estimates.

<sup>77</sup>*Campaigns* are a sustained, organized public effort making collective claims of target authorities. *Actions* in the context of the work of Amnesty International are organized activities, such as marches or letter-writing petitions, carried out in order to raise public awareness and to mobilize support for a cause.

The location of HRE within mobilization rather than under campaigning and research is somewhat arbitrary as transnational mobilization involves international campaigns. Actions carried out across AI Sections and structures have traditionally been coordinated around **international campaigns** (Amnesty International, 2012a). In the earlier days of the organization these campaigns were focused predominantly on the release of political prisoners of conscience. These campaigns became thematically wider as of 2003, and are addressed later in this chapter.

#### 4.2.2 *AI Governance Structure*

AI is a complex institution, with a combination of centralized and de-centralized decision-making processes (Rodgers, 2010, p. 274). The International Secretariat (IS) is the central, bureaucratic structure based in London. The IS has over 400 paid staff and is the headquarters for the global network of national chapters, also known as Sections.<sup>78</sup> The IS is comprised of researchers, campaigners, fundraisers, administrative and executive staff. At the time of this study, there were three full-time staff on the HRE Team in London.

From its headquarters in London, AI supports and helps to coordinate the work of country-specific Sections and structures. The scale and geographical diversity of AI's network present quite formidable challenges of designing policies and programs that on the one hand will enable cohesive and coordinated actions across countries but at the same time can be flexible and responsive to diverse national conditions. AI's functions and strategies are thus presented clearly but they are also expressed rather broadly.

AI is a membership organization with a strongly democratic organizational culture. Morton (2001) presented a detailed overview of AI's governance structure, suggesting a complex process in relation to the changing of mandate and, potentially, for re-negotiating the role of HRE from that of supporting only mobilization.

AI is governed by a biannual congress, the International Council Meeting (ICM), which is attended by delegates from the national Sections. Section's board members are usually

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<sup>78</sup> At the national level, AI has Sections, formalized NGOs in the national environment, as well as structures, which are have less formal structures and legal status. This thesis uses the term Section only, as this applies to the ten countries that are included in the study.

elected at Annual General Meetings (AGMs) of the Section or by mail ballot. The delegates to the ICM vote on resolutions presented by the national Sections, such as the scope of AI's mandate. ICM delegates also elect members to an international governing board, the International Executive Committee (IEC), whose nine members steer the organization between ICMs and who are responsible for supervising the Secretary-General of AI (Morton, 2001, p.31).

Due its large size and membership status, AI policies go through a rather elaborate and formal process of internal preparation and approval. These aspects, presented below, signal the complexity of consensus-based decision-making processes involved in changing the organization's mandates and strategies and the presumably additional layer of complexity in relation to coordinated practice at Section level.

#### *4.2.3 Mandate Changes*

Organizations, like individuals, need some mechanisms of adaption to changing circumstances and AI is no exception.<sup>79</sup> Since the mid-1990s, a range of world events and processes and challenged the traditional focus of human rights groups on civil and political rights, forcing a re-thinking of strategies.<sup>80</sup>

According to Hopgood (2011), a leading specialist on AI history, major reform efforts have taken place inside of AI since the early 1990s. The first reform in 2001 was to abandon the original mandate of the organization, which was linked to a narrow set of civil and political rights, and to begin to address ESC rights (p. 94). The second change was moving away from work with individuals – prisoners of conscience – to thematic human rights issues, such as violence against women, the arms trade, and child soldiers (Hopgood, 2011, p. 94; Dorsey,

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<sup>79</sup> In relation to change processes within human rights NGOs such as AI, Rodio and Schmitz (2010) have identified an inherent tension between the need for a sustained mandate/identity ('Amnesty', focus on prisoners) and the opportunities arising from organizational growth and strategies ('International', universal appeal and transnational activism) (p. 449).

<sup>80</sup> The four critical factors that Dorsey (2011) has identified with challenging the strategies of traditional human rights groups are the proliferation of communal conflicts and genocidal conditions; the global expansion of civil society; the affront to the universality of human rights under a weakening United Nations; and the rapid expansion of a global economy based on neo-liberal principles (p. 195). A discussion of these underlying forces are beyond the scope of this thesis but the implications in terms of changing strategies for traditional human rights groups, including AI, are analyzed in this thesis through empirical data related to Sections' HRE activities.

2011, p. 195).<sup>81</sup> Both thematic changes opened up the prospect for AI to engage with new human rights themes and non-state actors as potential violators of human rights (Dorsey, 2011, p. 199). This thematic shift would have obvious implications for campaigning and, therefore, the work of HRE within the organization.

During the period covered by the study (2004-8), for example, campaign themes demonstrated a diversity of themes. AI had a campaign to combat the abuse of political and civil rights in the war against terrorism. However, it also had the “Make Some Noise” campaign, which used the arts and action to promote AI’s work in general (Amnesty International, 2012b). A high profile campaign underway during the time of the study was Stop Violence Against Women, which lasted from 2004-2010.

There was no indication in the literature or within policy documents during this period that AI was inviting flexibility in regards to its core strategies of research, campaigning and mobilization. Yet an important question that was very likely a subject of internal discussion was whether strategies to promote and protect ESC rights might require some iteration on AI’s traditional strategies. For example, the organization’s attempts to prevent human rights violations by non-state actors (e.g. partners in situations of domestic violence) could potentially involve engaging non-state actors as part of mobilization efforts but also enabling them to directly address such abuses in their immediate environments. Moreover, specific activities traditionally carried out by AI potentially might not be as relevant. Rodio and Schmitz (2010) observed: “letter writing campaigns are largely an obsolete concept when it comes to addressing structural causes of human rights violations” (p. 454).

As presented in Chapter 3, HRE is associated with different strategies for social change. Some of these – such as those related to public education/awareness-raising and the capacity-development of activists – have been strongly associated with the work of human rights NGOs such as AI in the past. Others HRE strategies – such as those related to popular education – have been associated with social movement organizations, including those working on issues falling within the new mandate of AI. Thus in researching the HRE being carried out in the ten REAP Sections, the study also illuminates the ways in which these

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<sup>81</sup> The third reform – not directly relevant for the study but mentioned here for the sake of completion – was to weaken the centralized role of the international secretariat and particularly the power of the “research culture” (Hopgood, 2011, 94).

sections are interpreting the broader mandate of the organization within their national context.

The clear potential for the shifting mandate to influence strategies and their underling activities – including HRE – is further explored in the next section through the examination of HRE policies at headquarters.

### **4.3 HRE Policies within AI: 1995-2008**

#### *4.3.1 The Early Years: 1995-1999*

AI had been engaged in public education and awareness-raising for decades (Mihr, 2009, pp. 180-1) but in the 1990s, several developments at AI IS signaled the formal recognition of this activity. The first was the appointment in 1995 of someone at headquarters to serve as the focal point for HRE at headquarters. From this point forward, the HRE Team based in headquarters worked with HRE Coordinators and supporters within IS and the Sections in elaborating what constituted HRE and what its general aims were. This articulation happened in relation both to AI's campaigning mandate but also in response to new opportunities in the environment, specifically the school sector. HRE policy documents were elaborated for the first time, although they were very basic.<sup>82</sup>

The 1996 HRE strategy document, the first document of its kind at AI headquarters, offered the following quite general definition:

HRE is the range of activities designed to enable individuals to acquire knowledge about and understanding of

- Human Rights concepts and the underlying values and attitudes that lead to the respect of Human Rights
- the instruments which record and protect Human Rights
- the skills aimed at upholding Human Rights and fostering values and attitudes that uphold the same rights for all and encouraging action in defence of these rights (Amnesty International, 1996).

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<sup>82</sup>In some ways, the simplicity of the HRE definition promulgated at AI reflected the initial understandings of HRE in the broader field of practice, which was just coming into being.



The 1996 HRE strategy also stated that AI aimed to promote the full spectrum of human rights as set out in the UDHR, the International Covenants, and other internationally agreed standards and treaties, and that AI recognizes HRE as a core activity and aimed to direct and develop this work globally in a consistent and planned way.

Two years later, in 1998, Amnesty International published a second policy document that recognized the link between international human rights standards and formal education. HRE was endorsed for a range of groups, including AI members and volunteers, other civil society organizations and even governments (Amnesty International, 1998). The *International Human Rights Standards and Education* document highlighted government responsibilities to deliver education “in” and “for” human rights by integrating human rights values and themes within their curricula. This document reflected the HRE’s team engagement with schools, a new area resulting from the opening up of school systems in post-totalitarian regions of Europe, the Caucasus and Central Asia to human rights education in their period of curricular reform. AI began to offer HRE support to teachers interested to offer HRE in their “open hours” or in nonformal club activities.

Thus, in contrast to the long-standing AI approach that disallowed direct cooperation with governments, the HRE team would be the first unit sanctioned for such work with the organization, although in practice AI at that time tended to work directly with teachers and headmasters rather than with central government authorities. The rationale for HRE within the schooling sector was provided with reference to the international standards – the Universal Declaration of Human Rights, human rights treaties and relevant regional human rights documents – as well as the Vienna Declaration and the work of inter-governmental agencies such as UNESCO and the Office of the UN High Commissioner for Human Rights.

In these initial years, the HRE Team at IS, in consultation with like-minded staff at IS and the Sections, had already begun to conceptualize the work of HRE within Amnesty International’s work in ways that appeared to go beyond that of campaign mobilization. Work with educators and students in schools was a kind of hybrid approach: students and their teachers might become members and engage in campaigns and actions. Infusion of human rights themes within school curricula was a longer-term process, however, that was not only or even necessarily linked with mobilization.

The 1998 document was strikingly similar to HRE rationales that were being made by other human rights NGOs that had become engaged in HRE, such as those associated with the Helsinki Network.<sup>83</sup> HRE was presented as essential for all members of society as a fundamental tool for preventing human rights violations, a message that rang loudly in the ears of some reformers engaged in the transitional democracies. This approach was strongly promoted by the relatively new Office of the UN High Commissioner for Human Rights (OHCHR), which had also begun its first serious effort to promote HRE through the Decade for Human Rights Education (1995-2004). In fact, the first HRE coordinator for AI at the IS, as well as the researcher<sup>84</sup> worked with the OHCHR in elaborating the guidelines for the Decade.<sup>85</sup>

Beginning in the late 1990s, HRE began to emerge as an explicit strategy within AI policy documents. HRE Coordinators had been selected in about a dozen Sections and an international HRE Network of Coordinators was established. In 1999, as part of the Tròia Action Plan, the International Council Meeting (ICM) stated in Decision 1 that human rights education was essential to AI work. In Decision 30, the ICM adopted Medium Term Objective 3.1 – Human Rights Education. HRE was mentioned as a new area of work that would be carried out in a somewhat de-centralized manner but would at the same time be linked with international campaigning. The mechanisms for linking with international campaigning now also included targeted trainings, with the groups to be determined by strategies developed within the national context.

Below is an excerpt from an Amnesty International – Norway planning document:

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<sup>83</sup> In the 1990s, the Helsinki Committees that were especially active in promoting HRE on the continent were the Netherlands Helsinki Committee, the Polish Helsinki Committee (also known as the Helsinki Foundation for Human Rights Poland) and the Norwegian Helsinki Committee. In addition, numerous committees, such as the Czech and Ukrainian Helsinki Committees, were engaged in HRE in their national contexts.

<sup>84</sup> In 1995 the researcher was coordinating the HRE program for the Netherlands Helsinki Committee.

<sup>85</sup> This is one of numerous examples of human rights NGOs influencing inter-governmental policies on HRE. It is beyond the scope of this thesis to explore the relationship between the evolution of HRE concepts and approaches within AI and other institutions engaged in HRE, including not only other human rights groups but also inter-governmental agencies, such as the OHCHR, UNESCO and regional human rights institutions. Nevertheless the evolution of HRE within AI may well have been influenced by the policies and practices of others engaged in HRE outside of AI and, in turn, AI's conception of HRE – particularly its activist-oriented mode – may have influenced the “empowerment” model of HRE that eventually emerged in international HRE frameworks as of 2005, such as the OHCHR's World Programme for Human Rights Education.

1. Establish a decentralised HRE programme in AI Norway
2. Develop HRE with key target groups, including economic actors, and integrate HRE into the Torture Campaign (AI – Norway, 2000).

Thus by the year 2000, when REAP was established, HRE had a presence at headquarters and in many of the sections in terms of policy as well as HRE staff.

#### *4.3.2 Rights-Education-Action Programme: 2000-2009*

2000 was the year that Amnesty International-Norway received a large, 10-year grant from the national lottery, a significant portion of which would be used to promote HRE within AI.<sup>86</sup> This program was entitled Rights-Education-Action Programme (REAP). As this program provided the empirical data for this study it is presented in some detail.

This grant was a major infusion into the cross-national work of AI's HRE effort and would help to support the development of HRE capacities in a dozen Sections. As the Steering Committee for the program involved a representative from the HRE Team in London, REAP was informed by – and in turn informed – the thinking at headquarters.

The rationale for HRE in the REAP program concept document was broad:

Human Rights Education (HRE) is an important tool in Amnesty International (AI)'s struggle to build a culture of respect for Human Rights and to prevent grave violations of Human Rights (Amnesty International- Norway, 2000, p.1).

The primary focus of REAP was on the enhanced capacity of the Sections and others they trained to deliver HRE in the national environment, in order to support AI's international campaigning mandate.<sup>87</sup> Thus the program formally embodied two main types of HRE: awareness-raising (related to mobilization) and capacity-building trainings (in relation to delivering HRE). These approaches were validated in the literature review in Chapter 1 and reflect the adapted models of Values and Awareness and Accountability presented in Chapter 2.

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<sup>86</sup>When AI Norway became beneficiary of the Norwegian national Telethon in 1999, the international structures of AI and AI Norway agreed to allocate 20 million NOK (20%), with interest accrued, of the collected funds to a new HRE program. The program was based on AI's experience from the Teaching for Freedom, but with a different concept and framework (AI Norway, 2000, p.1).

<sup>87</sup>In addition to supporting HRE-related activities in these ten sections, AI Norway supported activities in the network of REAP HRE coordinators; exchange of information and experience, thematic workshops and "in the field" exchange visits between the projects.

REAP programming emphasized a strategic and coordinated approach to designing and delivering HRE at the national level. Sections had to submit proposals for three-year projects overseen by AI Norway, and the grants were renewable. Ultimately, the exercise of elaborating the REAP grant proposals, became an exercise for the Sections in how to link up HRE systematically with the AI mandate, taking into account conditions of the national environment.

The proposal development process required HRE Coordinators to identify target groups based on an analysis of needs and opportunities in their national environment. The objective was to influence members of the target groups through HRE in such a way that human rights violations would be reduced. The REAP Concept Paper listed the specific criteria for the selection of groups:

- Training should be given to target groups who are genuinely receptive to HRE and have a basic commitment to human rights.
- They should be potential opinion builders or multipliers.
- They may be potential violators of human rights as well as potential victims of human rights violations.
- Target groups should be relevant for AI's ongoing campaigning work.

These criteria allowed for a wide range of target groups, extending beyond the general public and activists who were associated with the traditional campaigning work of human rights NGOs, and even beyond the schooling sector that had been identified in the 1998 AI policy document. The specific criteria elaborated by AI Norway anticipated HRE being carried out not only with activists (“basic commitment to human rights”), but also vulnerable persons (“potential victims”), government representatives (“potential violators”) and opinion influencers (“opinion builders or multipliers”). Target groups were explored in the study and are presented in Chapters 5-7.

As a next step in their REAP proposal elaboration, the Sections needed to identify who might be the “multipliers” – or deliverers of HRE – to reach the above target groups. For example, if the target group was youth, then the Section might decide to carry out HRE capacity-development trainings with educators. Based on the REAP protocol, the kinds of multipliers trained in Section projects could be quite varied, and certainly broader than AI members and volunteers. The backgrounds of multipliers are also presented in upcoming chapters.

Thus the potential range of target groups and the three-year frameworks of the REAP projects and associated HRE strategy engendered flexible responses at the national level. One could interpret the REAP program concept as in fact supporting HRE that extended beyond the technical trainings for activists (only) that had been identified in the literature for the capacity-development work of human rights NGOs. The project conception broadened the idea of “change agents” to include primary duty bearers (government officials) and secondary duty bearers (the media, NGOs). Thus HRE carried out within REAP at the national Sections should be able to shed light on how such strategies at the national level might have extended beyond the identification of violations and participation in AI campaigning, to broader strategies for social change.

The study would therefore address the key research questions presented in Chapter 1: What are the rationales, forms and outcomes for HRE within AI, and how do these strategically support the organization’s mission and functions?

#### *4.3.3 Circular 25: 2005 and Beyond*

As related earlier in this chapter, AI’s HRE policies and practices had been evolving rapidly beginning with the mid-1990s. However, the potential contribution of HRE to the movement had not yet been fully articulated within AI’s strategic planning. The REAP program had “opened some doors” in regards to HRE strategies but organization-wide HRE policies had not been formalized.

A result of the 2003 International Council Meeting was the recognition of HRE as “an integral part of all areas of activities in pursuing AI’s vision and mission” in accordance with the Integrated Strategic Plan (ISP). This resulted in a new effort by the HRE Team to elaborate a new HRE international strategy that would show how HRE was a tool for bringing about “real change on real people” that was “present in all our work.” (Amnesty International, 2005, p.3)

Following two years of consultative processes, a new International HRE Strategy was issued in 2005 through Circular 25. An analysis of this document reveals a formalization of two shifts in HRE policy at REAP’s mid-point.

The first shift was in the goals for HRE. The strategic framework for AI HRE's work distinguished between internal goals and external goals. The internal goal pertained to building the capacity of HRE within AI, such as improving internal competencies and developing tools and methodologies.

The external HRE goal was to "build a global culture of human rights and prevent human rights abuses". This goal was supported through strategic objectives involving a range of target groups, including targeting persons of influence in order to influence public opinion and support involvement in campaigns; engagement of activist communities in order to reach grassroots, marginalized communities; and influencing formal and informal educational institutions (Amnesty International, 2005, p. 5).

In terms of this study, these internal and external goals and their related objectives encompass the three HRE models presented in Chapter 2. The new International HRE Strategy elaborated about halfway through the REAP grant would seem to have established "place markers" for an HRE role that extended beyond that of the traditional roles for HRE established for HRE groups in the literature review and formalized in ISP up to that point.

The second shift for HRE that was formalized in the document related to HRE forms, already implied by the goals but nevertheless made explicit. Circular 25 recognized that AI would need to develop educational programming that was appropriate for target audience and setting, and that this work might be formal, nonformal or even informal. Full text quotes are presented from Circular 25 in order to illustrate the underlying concepts and practical implications for HRE work, which may have influenced HRE Coordinators participating in REAP and included in the study.

The document highlighted that HRE could not be characterized by delivery of information.

To illustrate the distinction, a report or article on violence against women (VAW), a presentation on VAW to a community group or the work of an intern on the Stop Violence Against Women Campaign (SVAW) campaign may result in learning, but it is not necessarily HRE. However, a component of the SVAW campaign that trained activists to understand and use human rights in their advocacy or outreach would always be HRE (*Ibid*).

Circular 25 also attempted to define HRE in relation to the AI practices of capacity-building and training. One aspect of capacity-development was self referential: to increase the ability of Sections to carry out HRE. Another aspect of capacity-development was in relation to the “competence of individual members”, a notion that was not fully explained but remained linked with advocacy.

“Capacity building,” “training” or HRE?

Because HRE conveys skills and attitudes as well as information, the distinctions among general capacity building, training and HRE has also been blurred in practice. For the purposes of this strategy, “training” is used to describe the process of imparting HRE content and skills, such as curriculum development or participatory methodologies. The purpose of HRE training is capacity building, which refers specifically to two types of activities:

- a. Organizational skill building for HRE: Conveying the skills needed to conduct effective HRE. Sections and structures need both an HRE plan and an assessment of the competencies they require to implement it. HRE professionals may be called upon to help the group acquire the specialized skills it needs. For example, a Section that chooses to extend the SVAW Campaign to formal education might need to develop skills among its activists to engage teachers or to train youth as peer educators. Both the trainers and those trained can then readily contribute these skills to other initiatives.
- b. Individual skill-building through HRE: Building the competence of individual members and communities includes developing skills such as communication, critical thinking, lobbying or working collaboratively with other groups; these skills are needed not only for formal and nonformal education but also for effective advocacy. At the individual level, “skills” clearly include strengthening people’s attitudes, behaviors, understanding of their own values and prejudices and willingness to take action (Amnesty International, 2005, p. 4).

A final observation that can be made about Circular 25 is that it distinguished short-term awareness-raising activities from sustained learning activities intended to influence attitudes and behaviors, as well as to inform.

*“Awareness raising” or HRE?*

In the past AI has made a somewhat unclear division between “awareness raising” and “education.” Because AI uses research and knowledge as a principal tool, much of its work could be considered “educational.” This strategy, however, conceives education as a sustained and holistic process to change attitudes and

behaviors, as well as to inform. Education necessarily includes awareness with their differences lying along a spectrum of time, intention, and process: from a brief transfer of factual information to the general public (e.g., a TV spot, a bill board or a radio announcement) to a motivational message for large groups (e.g., at a rally, a sporting event or a concert), to smaller groups gathered for the specific purpose of learning (e.g., in a classroom, a lecture hall, a meeting or a workshop), to individuals engaged in long-term learning that fosters critical thinking, examines personal values and behaviors, and inspires change and action (Amnesty International, 2005, p. 3).

This clarification of terms was partially intended to address confusion amongst AI staff about what HRE was. In its earliest incarnation at AI the mid-1990s, a primary focus had been on work in schools. As the kinds of activities that might be considered part of HRE grew, it became clear that numerous staff at AI – not only the HRE Team – were engaged. For example, there was other staff at headquarters developing campaigns, carrying out capacity-building trainings with staff and volunteers, and working with the media.<sup>88</sup>

Circular 25 marked an important policy landmark in the status of HRE within AI. The document defined the vision and goals for HRE and established a broad range of strategies – some of which might be carried out by the HRE Team and the associated HRE coordinators and some by other AI staff.

The language of the policy document was at times precise – as with the HRE definitions – but at other times broad, suggesting room for interpretation. The document’s vision statement, for example, could be read as directly supportive of AI’s research, campaign and mobilization functions or suggestive of other social movement strategies.

Human rights education is a deliberate, participatory practice aimed at *empowering individuals, groups and communities*<sup>89</sup> through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.

As a *medium to long-term process*, human rights education seeks to develop and integrate people's cognitive, affective and attitudinal dimensions, including critical thinking, in relation to human rights. Its goal is to build a culture of respect for and

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<sup>88</sup> The researcher was retained by the AI-IS HRE team in 2005 to help carry out an internal needs assessment in regards to the view and function of HRE within the organization. As part of this analysis, interviews were carried out with HRE Team members as well as AI senior management, AI-IS staff engaged in campaign work, and HRE Coordinators based in Sections.

<sup>89</sup> Italics added by the researcher.



action in the defence and promotion of human rights for all. (Amnesty International, 2005, p. 3)

The vision for HRE presented in Circular 25 actually exceeded that included in the original REAP concept in so far as the new policy comprehensively presented HRE as having short-, medium- and long-term processes; engaging a wide range of target groups; encompassing awareness-raising, formal education and training; incorporating essential pedagogies such as critical thinking; and oriented towards empowerment for all learners. These developments can be said to have represented the “professionalization” of HRE within AI.

Circular 25 was issued in 2005 but was preceded by a two-year consultative process that was by the HRE Team. The timing of these discussions and the eventual policy document is such that they would have informed HRE programming for the period of time that the REAP data was collected (2004-8). One potential influence would have been the further validation of REAP’s intention to cultivate multipliers in different settings in order to reach a broad range of target groups.

#### **4.5 Conclusion**

In this chapter, Amnesty International was introduced more fully as the organizational focus of the study. We begin with a general description of AI’s history, establishing its core advocacy mission and supportive strategies of research, campaigning and mobilization. The chapter then introduced the implications of having a transnational structure, including the need to develop organization-wide strategies, informed by practice from the Sections and also allowing for some flexibility of interpretation and implementation in relation to the national level.

AI’s policy context for the study was briefly presented in two ways. The first was the landmark shift to include ESC rights as part of the advocacy mission as of 2001. Although the organization maintained its strategies of research, campaigning and mobilization, the expansion to these new rights areas naturally raised the potential for new strategies to be used to reduce violations in these areas, strategies that might involve new kinds of engagements with government officials and non-state actors in addressing root causes of these violations. New strategies might also involve explicit medium- and long-term approaches.

At the same time that AI had expanded its mandate to include ESC rights, its HRE practices had also evolved from its initial work in the 1990s focusing on schools to embracing broader and longer-term strategies. These broader conceptions of HRE potentially embrace each of the three analytic models presented in Chapter 2.

Although the study is not intended to explain the evolution of these HRE policies, this evolving policy environment within AI was an important context for the ten-year Rights-Education-Action Programme (REAP). Combined with the expanded mandate of the organization to include ESC rights, these combined conditions suggest an internal discussion at AI during the period that REAP was being carried out (2004-8) and the opening up of HRE for broader interpretation and practice at the national level. The latter will be explored in the empirical results presented in Chapters 5-7 and then discussed in the concluding chapter of the thesis.

# **CHAPTER 5 - AMNESTY INTERNATIONAL'S HUMAN RIGHTS EDUCATION PROGRAMMING AND THE VALUES AND AWARENESS MODEL**

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*There have been teacher training sessions, competitions, exhibitions, study days, etc. dealing with the selected project themes as well as the running of a HR club...It is estimated that at least 1000 children and youth and 300 teachers/instructors have been reached in 2005.*

(HRE Coordinator, AI Morocco, Rabat, November 2008)

## **5.1 Introduction**

### *5.1.1 General Introduction to Chapters 5-7*

The first three chapters of this book established the theoretical framework, addressed key definitions and set out the methodological approach for the study. These initial chapters laid a foundation for analyzing Section-level data related to the core research questions.

Chapter 4 addressed the relationship between HRE activities and AI's mission and functions from an organization-wide perspective, reviewing the organization's traditional strategies of research, campaigning and mobilization. This chapter showed that although the organization has maintained its strategies of research, campaigning and mobilization and HRE was seen as a supportive role for these functions, two organizational dynamics relevant for this study were at play beginning in 2001. The expansion to new ESC rights areas and the evolving conceptions of HRE within AI each raised the potential for new HRE practices that would support strategies involving new kinds of engagements with government officials and non-state actors.

The upcoming chapters analyze AI's HRE practices across the ten REAP countries, according to the three HRE models: Values and Awareness, Accountability and Transformation. Chapters 5-7 examine evidence for the presence of each approach by applying to the data the analytical framework of goals/purposes, content and pedagogy, program infrastructure, and outcomes, as presented in Chapter 2.

These analyses will allow us to address the key research questions based on the perspectives and experiences of HRE actors at the Section level: What are the rationales, forms and outcomes for HRE within AI, and how do these strategically support the organization's mission and functions?

In conjunction with these data analyses, the researcher will apply and appraise the utility of the elaborated analytical frameworks for the HRE models as tools for analyzing HRE practices more generally within human rights NGOs and other contexts. These analyses will consider if these frameworks can successfully distinguish HRE practices on the basis of their goals/purposes and elements of their program infrastructure, and that these are meaningful differences that help to illustrate how these HRE approaches are linked with the functions of human rights NGOs. Changes to the analytical frameworks, as well as the original HRE models themselves, will be proposed.

In 2008 at the time of this study, REAP had projects running in ten countries: Poland, Slovenia, Moldova, Russia, Turkey, Morocco, Israel, South Africa, Thailand and Malaysia. The research relates to their experiences in REAP from 2004-8 and is presented in the ensuing chapters.

As presented in the Methodology chapter (Chapter 3), the evidence is drawn from extensive surveys administered to HRE Coordinators and a sample of multipliers<sup>90</sup>/trainers and learners in the ten REAP countries as well as the HRE Coordinator Survey administered to eight REAP<sup>91</sup> countries by the AI HRE Team in 2007-8 (hereafter referred to as IS Survey). These surveys were presented in Chapter 3 and are included in the Annex.

Chapters 5-7 present descriptive statistics for the survey data as well as representative qualitative information provided for open-ended items. This survey data is complemented by qualitative information collected during site visits to four countries, which included individual and focus group interview data, document reviews and, in some cases, observations of programming. Relevant information collected through the four site visits are integrated when they are relevant for illustrating characteristics of an HRE model in practice.

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<sup>90</sup>REAP was based on a core design principle that key trainers would carry out HRE-related capacity-development with “multipliers” in order to support their spreading HRE within the venues in which they worked. These multipliers themselves sometimes carried out trainings. Thus the term “trainers” and “multipliers” are not necessarily synonymous but they are overlapping. These terms are carefully applied in the writing.

<sup>91</sup>The data for Poland unfortunately does not include the IS Survey as there was no acting HRE Coordinator in the Section at the time that the survey was administered by IS and thus no survey was completed.

These combined data are not intended to allow for statistically based conclusions about the presence of this HRE approach within AI but rather to facilitate further thinking and discussion in regards to HRE within AI and the HRE models themselves. Given the modest size of the data set and the qualitative methods, general findings and trends are identified on the basis of substantive data support, to be discussed within the context of presenting the findings. As a general rule of thumb, findings for less than half of the sections or those which are contradictory in nature will be highlighted as requiring further investigation and explanation.

### *5.1.2 Introduction to Chapter 5*

This chapter will analyze the evidence for the presence of the Values and Awareness Model within AI's HRE programming in the ten REAP countries.<sup>92</sup> Based upon the literature review carried out on transnational social movement organizations and human rights NGOs in Chapter 1, the framework for this model has incorporated goals and outcomes related to mobilization. In accordance with AI's own mandate and functions identified for HRE as presented in Chapter 4, it seems likely that the Values and Awareness Model will be the predominant HRE approach used within AI. We would thus expect that HRE Coordinators would identify their HRE work accordingly and that the key characteristics of programming would also reflect this.

According to the Values and Awareness Model for HRE, and as proposed in the "Key Characteristics" chart, evidence of such an approach in a human rights NGO would be found in the following ways:

#### *Goals/Purposes:*

- Campaigning and mobilization against government behavior
- Public education about the human rights framework and key human rights issues
- Support for long-term work of the human rights group for carrying out campaigning

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<sup>92</sup> The HRE programming of AI Poland and to some degree AI Morocco were especially aligned with the Values and Awareness Model through their work in school groups. At the end of this chapter the efforts of these Sections are presented more holistically as "vignettes" in order to illustrate how HRE work was conceptualized and implemented by AI actors at the national level.

*Content and Pedagogy:*

- Foundational human rights content: human rights standards, human rights violations, human rights actors and their activities
- The human rights work of Amnesty International and campaigning opportunities
- Foundational pedagogy using active, participatory learning methods

*Program Infrastructure:*

- Target groups: general public, AI affiliates
- Modes: public education campaigns, awareness raising presentations/sessions oriented towards activism
- Contact hours: short-term HRE experiences and actions (estimated 1.5 hours – 1 day)

*Outcomes:*

- Basic knowledge of and positive views towards human rights as a tool for activism for learners
- Learner participation in campaigning and other AI actions
- Overall level of participation in campaigning and strengthening of AI through membership levels, positive media coverage, etc.

This chapter applies this analytical framework in presenting the quantitative and qualitative results of the survey and case study data. The concluding section addresses the implications of these results for AI's programming, the general literature on social movement organizations and the HRE models/analytical framework.

## **5.2 Goals and Purposes**

Campaigning and mobilization against government behavior

Public education about the human rights framework and key human rights issues

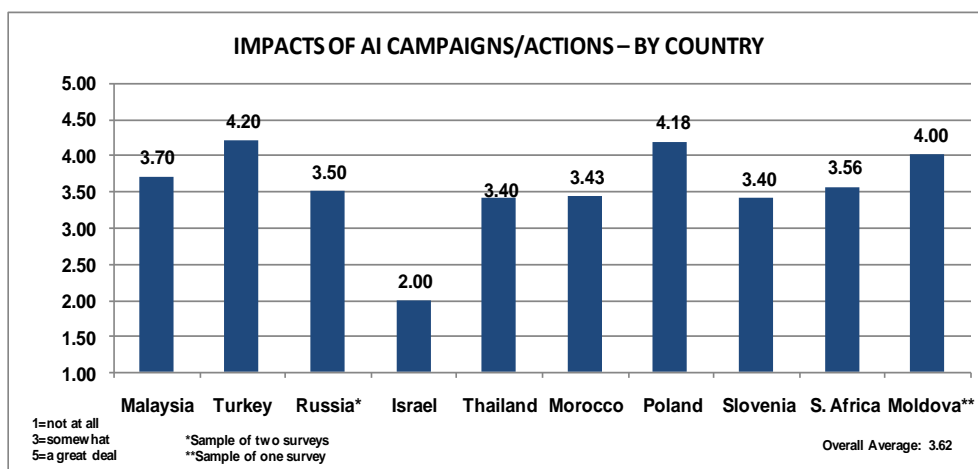
Support for long-term work of the human rights group for carrying out campaigning

The study asked HRE Coordinators in an open-ended question to list the campaigns and actions with which their Section had been involved in the previous years. Given the high priority placed in all IS documents promulgated both by senior management as well as the HRE Team in London, the researcher anticipated that HRE Coordinators would be able to

clearly identify campaigns and actions for their Sections and assess the related contribution from HRE activities. The number of campaigns and actions listed for each Section ranged from 2-13 campaigns and actions, with an average of six campaigns and actions per Section.

The survey administered to multipliers<sup>93</sup> asked them to rate the influence of Amnesty campaigns and actions on their human rights education activities. On a scale of 1-5, multipliers ranked the influence of such campaigns on their HRE at 3.62.

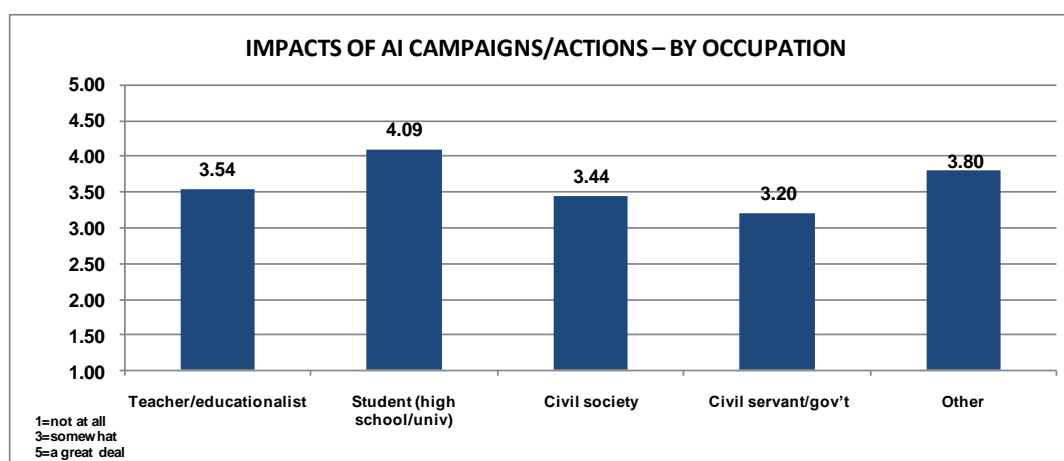
Table 10. Impacts of AI Campaigns/Actions – By Country



<sup>93</sup> As already presented in Chapter 3 but repeated here, multipliers were individuals who were trained in HRE in order to be able to carry it out in their environment (e.g., school, NGO). Learners were those who participated in learning activities organized by multipliers.



Table 11. Impacts of AI Campaigns/Actions – By Occupation



Amnesty campaigns and actions directly contributed to the human rights education work of the vast majority of multipliers who completed a survey. There were particularly high impacts for multipliers from Poland and Turkey. The site visit to Poland showed that HRE programming was linked closely with mobilization, so this link is not surprising. A vignette on AI Poland’s work with school groups is presented towards the end of this chapter.

The results also show that AI campaigns and actions were especially influential in regards to HRE carried out by multipliers who were students, which is consistent with the Values and Awareness Model.

In the IS Survey HRE Coordinators were asked to rate the **link between their HRE programming and the strategic objectives of the international HRE strategy** (Circular 25, presented in Chapter 4). Strategic Objective 1.1., incorporating a campaign objective, was one of the options. The results across all of the HRE Coordinators show a clear association between their activities and this strategic goal.

How strongly does your current HRE Programme address the following strategic objectives from the international HRE strategy? [1=not addressed at all, 7=addressed completely]

Strategic Objective 1.1. Target people in a position to influence others and through them mainstream audiences to educate about the full spectrum of human rights, with an emphasis on on-going campaigns. Average: 4.6

The IS Survey asked HRE Coordinators to complete the following sentence: **“HRE is an effective way to contribute to growth and mobilization because....”** This sentence directly probed for the explicit connections that coordinators were making between HRE and these AI goals. Not surprisingly, eight of the ten coordinators linked HRE with activism. Some representative quotes:

*We do in-depth work that enables people to internalize the importance of human rights and opening for them the door to human rights activism. (AI Israel)*

*You can contribute and mobilize people for activism only if they have knowledge and skills on HRE so they know for what they fight. (AI Slovenia)*

*It seeks to promote human rights culture and increase awareness of HR principles amongst different groups of society, and it encourages people to advocate and protect them. (AI Morocco)*

In summary, the analysis of Goals and Purposes for the Values and Awareness Model shows that both HRE Coordinators and multipliers indicate that AI campaigns substantially influence their HRE activities. Student multipliers rated the influence of campaigning as particularly influential in their work, which is consistent with the use of youth in awareness-raising and mobilization within the organization. The HRE links with campaigning were viewed by HRE coordinators as consistent with the International HRE Strategy (Circular 25), specifically Strategic Objective 1.1.

We now turn to the next category in the analytical framework, that of content and pedagogy.

### 5.3 Content and Pedagogy

Foundational human rights content: human rights standards, human rights violations, human rights actors and their activities

The human rights work of Amnesty International and campaigning opportunities

Foundational pedagogy using active, participatory learning methods

The Values and Awareness Model presumes that a primary function of HRE is the transmission of information and the cultivation of human rights-related knowledge and understanding.

Although the cultivation of knowledge and understanding is an element of all HRE models, as presented in Chapter 3, what distinguishes the Values and Awareness model from the other approaches is its link with mobilization organized by AI. This approach in principal does not emphasize skill development. Thus, for the Values and Awareness Model we might expect to see content almost exclusively associated with traditional human rights themes (UDHR, history of human rights), the work of the sponsoring human rights organization (Amnesty International), campaign themes and mobilization opportunities.

#### 5.3.1 Content of AI Trainings

The survey administered to HRE Coordinators asked them to identify the **primary themes of their trainings**. These were capacity-building trainings organized for multipliers and their content would signal ways in which they envisioned multipliers working. Codes were developed for these open-ended responses, clustering according to emerging themes. All the responses are captured in the following results, with those themes relevant for this model underlined.<sup>94</sup>

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<sup>94</sup> This question was skipped by one of the HRE Coordinators so there are results for nine rather than ten countries.

Human rights history, theory and standards (including the UDHR)

(7/9 countries)

HRE methodologies and activities (7/9 countries)

AI campaign and action themes (e.g., war on terror) (6/9 countries)

Human rights problems (e.g., trafficking, child abuse, discrimination)

(6/9 countries)

Amnesty International history, mission and activities (5/9 countries)

Human Rights School clubs (2/9 countries)

Human rights and its application in specific work contexts (e.g., judicial) (2/9 countries)

Human rights learning materials (1/9 countries)

Because of the small numbers involved, these results should be seen as representing only very general trends in regards to content – either “very present” or “hardly present”. Understanding this rather crude indicator, we can nevertheless see basic knowledge of human rights is a predominant theme, as well as themes related to AI campaigns and actions as human rights problems in the country.

Because conveying basic human rights knowledge and understanding is intrinsic to each of the HRE models – just as interactive pedagogies are – we cannot use these characteristics alone in assessing which HRE model best applies to a particular HRE program. In order to make such a match we would need to consider a wider range of program features.

### 5.3.2 *HRE Resources*

Learning materials are another piece of evidence that we can use in determining content of HRE. The survey results showed that Amnesty International HRE coordinators made use of a range of **teaching and learning resources** in their activities, including resources developed by IS in relation to ongoing campaigns, actions and basic HRE practices; those developed or adapted by the Section from materials developed by other international or national actors, such as NGOs or government sources; and general information about AI and its work, including posters, brochures and campaign materials. Those AI Sections operating in countries where English was not a main language had to translate and adapt materials that had been developed by IS. In these countries, resources developed in local languages by other NGOs were often used and local educators involved in the elaboration of new materials.

The surveys did not allow for a detailed investigation of the content of HRE materials used specifically in awareness-raising activities and a comparative analysis of this content was not a purpose of the study. However a short review of the resources used by AI Poland in their work helps to illustrate the ways in which use of such materials was standardized. An examination of the HRE programs used by AI Poland in relation to youth multipliers, teachers and journalist students show a remarkable consistency in content. Each of the trainings contain core human right and AI content associated with the Values and Awareness Model: What is AI; human rights theory, including international documents; and specific topics such as gender, women, children, ESC rights, discrimination, xenophobia, multiculturalism and other themes associated with AI campaigns; and how to cooperate with AI. Materials produced by the Section to support this work included materials for the Stop Violence Against Women (SVAW) and the Control Arms campaigns, and posters and multimedia resources for the annual International Marathon of Writing Letters, in addition to general AI promotional materials.

Depending upon the target group, there would be a slight variation on topic. For teachers and youth multipliers working with AI Poland, the trainings included a section on interactive pedagogies and methodologies such as case studies and role plays. For youth multipliers an additional section addressed working professionally with the AI coordinator and staff. For students of journalism, training components included media analysis and human rights in the media.

The example of AI Poland suggests that those Sections placing a strong emphasis on the link between HRE and campaigning may rely more heavily on campaigning materials developed by AI as opposed to materials developed by other national or international actors. The review of the HRE resources listed by the ten Sections also shows that use of non-AI materials by the Sections – which would presumably result in a weakened link with a campaigning goal – may be driven in part by the lack of AI materials in the local language. The potential implications for HRE programming is unclear, as one would think that HRE goals, rather than available resources, would drive any HRE programming in a Section.

### 5.3.3 *Pedagogy*

As presented in Chapter 2, the practice of HRE is closely associated with teaching and learning methods that are participatory in orientation. This pedagogical approach is present in all HRE models, including Values and Awareness. Thus, in assessing the link between teaching and learning methods and HRE models, we might have two strategies. The first is to consider pedagogies in the context of the broader learning program (e.g., content). The second strategy would be to look for evidence of particular pedagogies that are strongly associated with a certain model. For example, in the Accountability Model we would expect to see an emphasis on pedagogical methods that allow for applied practice of human rights or HRE in professional settings. In the Transformation Model we would expect to see pedagogical methods associated with popular education, emphasizing critical reflection, especially in relation to one's personal experiences, and community-building in the learner group. As the analytical framework of the models does not suggest that there would be pedagogical methods unique to the Values and Awareness Model no evidence was sought for this.

In summary, the content and pedagogy associated with the Values and Awareness Model are common to each of the HRE models. Thus evidence of content and resources addressing human rights standards, human rights violations, human rights actors and their activities (including the work of AI) and the use of participatory learning methods would be not be sufficient for distinguishing what kind of model most closely matches an HRE program. These content and pedagogy indicators were not specific enough for us to address the degree to which they were intended to reinforce the existing personal values of learners, one of the characteristics proposed in the analytical model. However a careful review of teaching and learning materials at the program level might make such an analysis possible.

## 5.4 Program Infrastructure

Target groups: general public, AI affiliates

Modes: public education campaigns, awareness raising presentations/sessions oriented towards activism

Contact hours: short-term HRE experiences and actions (estimated 1.5 hours – 1 day)

In the analysis thus far we have established an association between HRE-related goals set at the Section level and the Values and Awareness Model. We now consider the evidence related to the actual infrastructure of HRE in the ten REAP Sections by considering target groups, typical HRE activities reported by the HRE Coordinators and contact hours with learners.

### 5.4.1 Target Groups

Certain target groups are more closely associated with specific HRE models although, as written in the analytical chapter, there may be some fluidity between target groups and HRE models. The Values and Awareness Model has been associated with constituencies such as schoolchildren and the general public.

The IS Survey asked the coordinators to identify their **main constituency groups**. These constituency groups would be the learners intended for HRE activities. Target groups would be one of the indicators of approaches being undertaken by the Sections, to be considered in conjunction with expressed HRE goals, content and pedagogy, and outcomes.

The results show that all of the participating Sections carried out activities with youth and students, which are groups traditionally associated with the Values and Awareness Model. The Sections also carried out HRE with AI members and volunteers, which would also be consistent with this approach, as these groups would be linked with mobilization.

#### 5.4.2 *Typical HRE Activity*

One indicator of program infrastructure would be a **typical HRE activity** carried out by the Section. In the IS Survey, coordinators were asked to describe three HRE activities that they had undertaken. We might assume that coordinators considered these activities representative of the kind of HRE they were carrying out, or at least representative of the kinds of HRE that they would like to be associated with (regardless of how common such trainings were for the Section). In either case, this information helps to identify the HRE approach(es) used in the Section. The activity descriptions shared by coordinators included: title, goal, target audiences, a brief description of the activity and general results.

The three HRE activities presented for each Section were coded according to the HRE models. The results presented below show that the majority – although not all - of the Sections mentioned HRE activities that were associated with the Values and Awareness Model. As this survey question did not ask HRE Coordinators to present a comprehensive overview of their programming, this result should be used not to establish the prevalence of this model among the ten Sections but rather the forms of these activities. The descriptions below are those provided verbatim by the Sections.

##### Values and Awareness Model:

(AI Israel)

Title: Junior Urgent Action Network

Goal: to inform, change attitudes, enable the participants to act

Target audiences: school teachers and their students (5<sup>th</sup> - 12<sup>th</sup> grade)

Duration: throughout the school year

Type of activity: Urgent Action case sheets and education activities

Results: student-made production of materials, petition letters

(AI Israel)

Title: Human rights in the Community<sup>95</sup>

Goal: to promote human rights culture

Duration: 15 weekly workshops

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<sup>95</sup> It was difficult to categorize within a single model the non-formal work carried out by the AI-Israel in the community. The “Human Rights in the Community” activity was placed within the Values and Awareness Model as it seems to be focused on awareness-raising in relation to AI themes, which is likely to have been associated with campaigning and AI membership drive.



Target audience: communities, youth, teachers

Type of activity: workshops

Description of activity: There are three stages: first to learn about human rights; second to choose and create a community-oriented awareness raising activity related to one of the human rights themes that were studied; and third to carry out or publish the activities in the community.

Results: community events, photo exhibitions, etc.

(AI Israel)

Title: Youth groups - Non formal education program

Goal: to enable youth to get acquainted with human rights issues through an experimental and dynamic curriculum

Duration: all year

Target audience: youth

Type of activity: varies - from public events to workshops and seminars.

Results: good connection between the AI Section and youth to the Section, new options for youth to get in touch and become exposed to human rights themes and actions.

(AI Malaysia)

Title: Talks and booths at colleges and universities

Goal: to introduce human rights to students as HRE is not taught in schools; to highlight AI's campaigns and activities; to promote a human rights culture to them; to get them involved in activism work and to join AI

Duration: 2 hours to a full day

Target audience: university students

Type of activity: "Human Rights Week" at the university

Description of activity: We usually do talks on general human rights, specific topics which are requested such as the death penalty, War on Terror, Darfur, how to get involved in human rights work and activities, know your rights

Results: We managed to recruit some students as AI members. We also managed to start three AI clubs in the respective university or college, greater awareness on issues and a general understanding of human rights.

(AI Russia)

Title: Action – The Right to be Taught

Goal: to attract attention of the Ministry of Education to human rights and to promote AI approach to HRE work and to demand human rights to be a part of the school schedule

Duration: lobbying and advocacy activity carried out over 1.5 years

Target audience: Ministry of Education

Type of activity: "Human Rights Week" at the university

Description of activity: development of colorful petition cards/posters/stickers publication and their distribution; organization of workshops and AI events in the schools with the help of our HRE trainers; collection of the signed petitions and their distribution to the address of the Ministry of Education with the supportive letters from the RRC; media announcements

Results: on September 2006 the Minister of the RF announced his official wish that human rights be included in the school curriculum and his desire to publish a new manual

(AI South Africa)

Title: Khayelitsha HRE festival

Goal: to mobilise and strengthen AI in Khayelitsha

Duration: 4 hours

Target audience: **Error! Not a valid bookmark self-reference.**

Type of activity: public event

Description of activity: HIV, Sexually Transmitted Infections and Opportunistic Infections.

Results: A plan for visit Eastern Cape rural areas was consolidated.

(AI Turkey)

Title: Stop Violence Against Women Training for Teachers

Goal: raising awareness of school teachers on gender issues

Duration: 2 days

Target audience: school teachers

Type of activity: workshop

Description of activity: two-day workshop with non-formal training methodology and expert intervention

Results: more than 150 teachers trained from around Turkey

(AI Turkey)

Title: SVAW Training with Imams (Muslim religious officials)

Goal: Raising awareness of imams on gender issues

Duration: 2 days

Target audience: Imams (Muslim religious officials)

Type of activity: workshop

Description of activity: two-day workshop with non-formal training methodology and expert intervention

Results: more than 80 imams trained from around Turkey

(AI Turkey)

Title: Human rights - gender awareness training for prison officials

Goal: Raising awareness on human rights and gender for prison officials - especially working in juvenile prisons

Duration: 2 days

Target audience: prison officials

Type of activity: workshop

Description of activity: two-day workshop with non-formal training methodology and expert intervention

Results: [not specified]

The researcher included in this category those HRE events carried out with primary and secondary duty bearers (such as educators, prison officials and religious leaders) that appeared to be oriented towards awareness raising rather than the direct application of human rights standards and principles in their workplace, or capacity- building in relation to carrying out HRE. The latter would be associated with the Accountability Model. However, without knowing the specific content of the two-day workshops carried out by AI Turkey for these groups, we cannot know if these events overlooked opportunities to directly influence the professional work of these learner groups. The HRE Coordinator identified the goal as awareness-raising and for this reason these particular activities were included within this model.<sup>96</sup>

The correct assignment of these particular HRE events carried out by AI Turkey is not an essential one in terms of the study. However, this is the first indication that an AI Section was carrying out HRE with duty bearers and thus raises new questions. The literature review on HRE and human rights NGOs in Chapter 1 did not show constructive engagement with duty bearers in this area. In Chapter 2, we saw that Circular 25 issued at AI in 2005 also did not validate work with duty bearers although REAP supported multipliers who might be “potential violators of human rights” as well as “potential opinion builders”. The REAP data

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<sup>96</sup> In order to explore further the AI Turkey approach to the training of professional groups, the researcher referred to the survey administered to the HRE Coordinator in Turkey for the study. (The “typical HRE activity” results were from the IS Survey.) Religious group leaders were still listed as one of the three primary target groups, with 215 trained over the past few year and with intended contact hours of 16 (the equivalent of two days). There was no distinction made between the primary themes incorporated for any of the main target groups, with the themes included a presentation of AI, international human rights standards (including CEDAW), relevant national legal texts, and presentations on violence against women by local experts. Thus the approach used with religious leaders appears to have remained within the Values and Awareness Model.

supports the presence of such target groups. The analysis of types of HRE activities shows that in at least one section working with such groups work with primary and secondary duty bearers is in fact being carried out and ostensibly using Values and Awareness approach.

#### 5.4.3 Contact Hours

**Contact hours** is another dimension of HRE that can be used to associate a program with a particular model. The analysis of the “typical HRE activity” already suggested that programming carried out within the Values and Awareness Model may not always be brief in nature. A sample of HRE learners<sup>97</sup> in the REAP countries were asked to estimate the number of hours they had participated in workshops or other REAP-related activities. These learners were individuals who had some kind of contact with HRE carried out by multipliers trained in the REAP program.

Across all learners, the average number of hours of participation in HRE was 32 hours. Even for students – those most likely to have participated in programming associated with the Values and Awareness Model as they are often tapped for mobilization efforts – the average number of hours of participation reported was 29. This finding suggests extended contact with HRE rather than one-off workshops or events for those sections participating in REAP.

The table below present both the average hours of participation according to learner sub-category, as well as the range of hours of participation.<sup>98</sup> Although we can see a more extended contact with teachers/educationalists in these results, *prima facie* there does not appear to be evidence that contact with students was dramatically lower than contact with other target groups.

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<sup>97</sup> As reported in the Methodology chapter, 311 learners completed surveys.

<sup>98</sup> Note that in analyzing the results of certain closed-ended questions, there were sometimes answers provided by one or two respondents that were heavily skewed high. When a heavily skewed result, or “outlier”, dramatically affected the calculated average, this outlier was removed. In this way, the average reported would more closely represent the “real” average of those surveyed. Throughout the remainder of the book, those instances when outliers have been removed are noted within the tables themselves.

**TABLE 12. LEARNERS – HOURS OF PARTICIPATION BY OCCUPATION**

<b>CATEGORY</b>	<b>Number</b>	<b>Range</b>	<b>Average Hours</b>
Teacher/educationalist	49	4-312	56
Student (high school/univ)	206	1-156	29
Civil society group	24	5-86	24
Civil servant/gov't	5	32-200	77
Civil servant/gov't*	4	32-86	46
Other	18	1-160	30

\*With outlier of 200 dropped.

The “typical HRE activity” results coded for the Values and Awareness Model also showed was a wide range of contact hours with learners across the programs. The contact could be a single workshop lasting for four hours or one or two days. However, non-formal work with youth, in particular, resulted in prolonged engagement.

The principle that HRE activities could be relatively brief and involve even one-off workshops still seems conceptually sound. In the context of schooling, awareness-raising typically refers to the integration of human rights themes within other subjects. In the context of a human rights NGOs, a single workshop or activity may be used for conveying basic information about a human rights issue, Amnesty International and opportunities for involvement, for example, through actions and campaigns. In AI Poland, the vast majority of multipliers were high school and university students who carried out brief awareness raising workshops lasting an average of only 1.5 hours.

There may be two explanations for the finding showing extended contact with learners in the REAP program. The first explanation is that of bias. It may be that students participating in school groups – which are associated with ongoing contact with HRE – were more likely to complete the REAP learner survey because the AI Section had access to these students through the cooperating teacher (multiplier).

The second explanation is that this extended contact actually represents the kind of work that AI is carrying out with students through school groups. Structures such as school groups enable longer term, sustained contact with HRE-related activities (even if these are oriented towards awareness raising and mobilization). Work with these school groups is similar to long-term contact that AI staff can have with membership, youth networks and HRE networks. Thus in carrying out HRE with and through school groups, human rights NGOs such as Amnesty International have the potential to provide a long-term engagement with HRE, independently of its content and short-term mobilization goals.

The consequences for this study and for AI's HRE work are two-fold. In terms of the study, we might therefore expect to see a bias upwards in terms of the contact hours with learners. This prolonged contact would suggest that contact hours associated with the Values and Awareness Model might, in practice, be much more variable.

The second potential result relates to outcome. If youth are having prolonged contact with HRE, is it possible that there will be personal impacts and behaviors that extend beyond the mobilization activities called for in AI's organization-wide strategies?

This would have biased the results towards learners participating in HRE through ongoing infrastructures that would provide them with ongoing exposure to HRE.

Another prospect raised by the evidence of extended contact hours with groups such as students – for whom a mobilization goal is prioritized – is what happens to learners when they have such extended contact. Will there be learner outcomes extending beyond the ones anticipated in the Values and Awareness Model if they are engaging with HRE for over twenty hours, as the average for the AI countries suggest? This will be examined in the Outcomes section of this chapter.

In summary, in examining some elements of Program Infrastructure, we found that the majority of sections highlighted an HRE activity that appeared to fall within the Values and Awareness approach. The results also showed that all of the participating Sections carried out activities with youth and students, which are groups traditionally associated with the Values and Awareness Model.

There were two unexpected findings. The first were examples of Values and Awareness HRE activities being carried out with primary or secondary duty bearers. This finding warrants further consideration, given that there were no AI policies at the time encouraging HRE to be carried out with these target groups.

The second unexpected finding was that the contact hours across all learners surveyed show an average that was substantially higher than brief workshops would have suggested. This leads us to consider contact hours as more variable for the Values and Awareness Model in practice. This finding also lead us to consider the infrastructure of school groups, clubs and potentially other networks that AI and it volunteers maintain as avenues for campaigning that allow for prolonged contact with HRE.

## 5.5 Outcomes

Basic knowledge of and positive views towards human rights as a tool for activism for learners

Learner participation in campaigning and other AI actions

Overall level of participation in campaigning and strengthening of AI through membership levels, positive media coverage, etc.

Outcome was the final category of evidence explored in relation to the validation of the presence of the Values and Awareness approach to HRE within AI programming. Because the foundational content of the Values and Awareness Model – that of the principles and standards of human rights – can be found across all of the models, we would expect that all learners would indicate increased basic knowledge and positive views towards human rights. This finding would not alone indicate that learners had participated in a strictly Values and Awareness-oriented HRE event.

Within the context of human rights NGOs, the Values and Awareness Model has been expanded to include modest actions in the public domain that have been organized by the sponsoring NGO determined, such as letter writing and campaigning. We would thus expect to see related learner outcomes.

### 5.5.1 *Human Rights Knowledge of Learners*

The analysis begins with a presentation of the results related to basic knowledge of human rights which, as mentioned before, we would expect to apply to all HRE learners. The primary sources of data for this impact area were the statistical information provided through the surveys administered to learners, multipliers and HRE Coordinators.

The survey administered to **learners** incorporated questions asking them to rate their knowledge, skills and attitudes following their participation in REAP trainings. As reported earlier, across all ten countries, 311 learners completed the survey. (Refer to Methodology chapter for more details.) The self-reported impacts on learners are reported below according to country of origin, gender, occupation, and level of participation.

#### How well would you say that you understand human rights principles and standards?

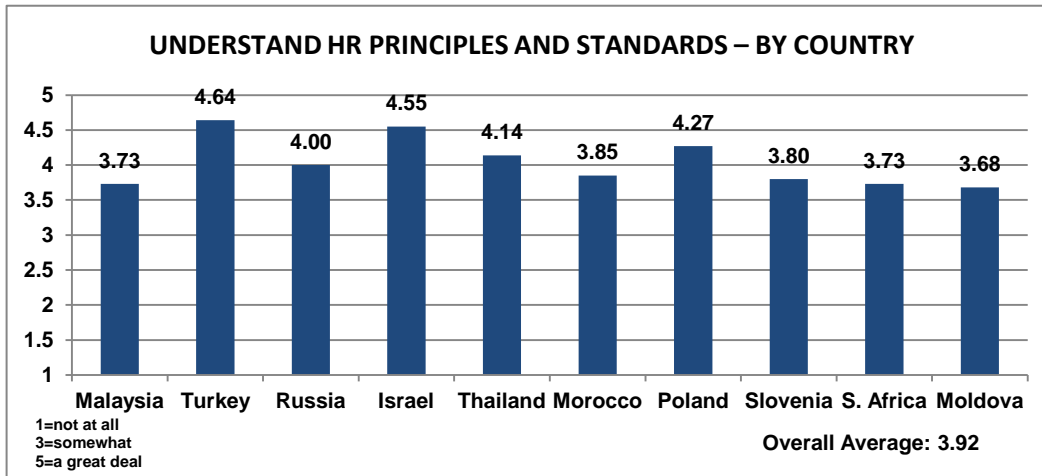
Learners were asked how confident they were in their understanding of human rights principles and standards, using a scale of 1 to 5, with 1 representing “not at confident”, 3 representing “somewhat” and 5 representing “a great deal”. The results show that this understanding was fairly high across all learners, with an overall average of 3.92. This is consistent with our expectations in regards to this foundational ingredient of HRE.

These results were examined according to a range of learner backgrounds, including country, contact hours, gender and occupation. Although there were some slight differences in averages detected, which will be presented briefly, these averages cannot be readily explained given the methodology of this study. As explained in the methodology section, the study was able to collect only post-only data, it is self-reported, there are no comparison groups and it was not always able to carry out statistical tests of significance due to small cell sizes. Thus these descriptive statistics should be interpreted in terms of general findings and used to invite new questions in regards to the HRE models.

In terms of learner understanding of human rights and the AI Section, we did find a range of averages across countries; however the higher and lower averages differed by only one point.

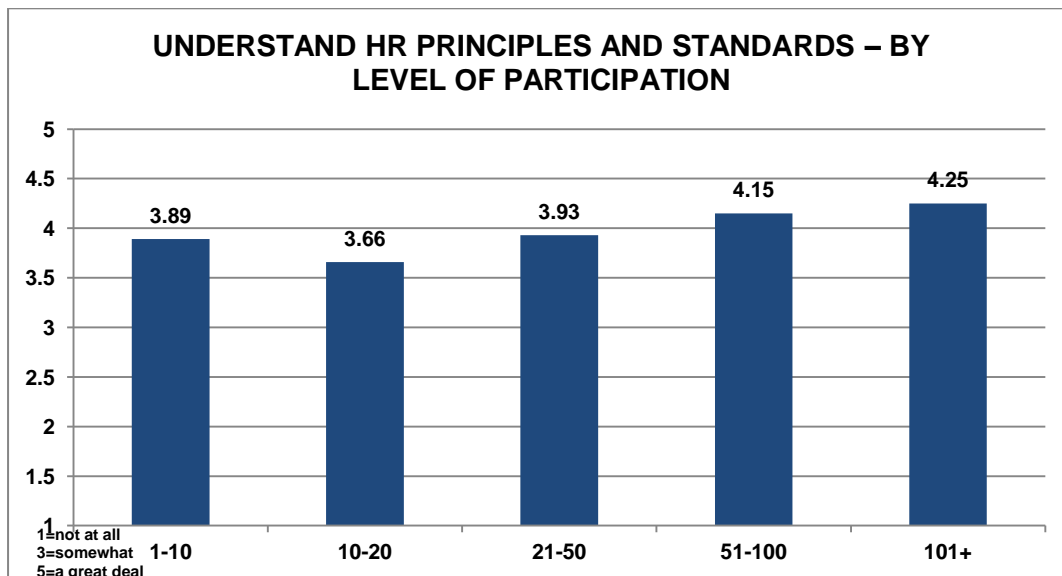


Table 13. Learner Understanding of Human Rights Principles and Standards – By Occupation



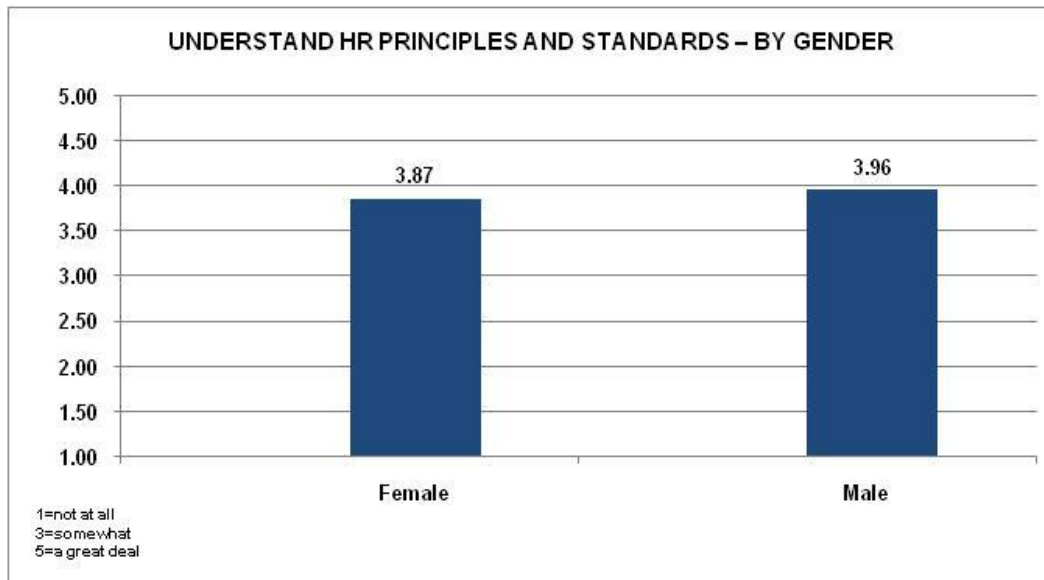
A breakout of results on the basis of contact hours suggests that there may be a positive association between the hours of participation in trainings and increase in understanding of human rights principles and standards, although the sample size did not allow for a test of statistical significance to be carried out.

Table 14. Learner Understanding of Human Rights Principles and Standards – By Level of Participation



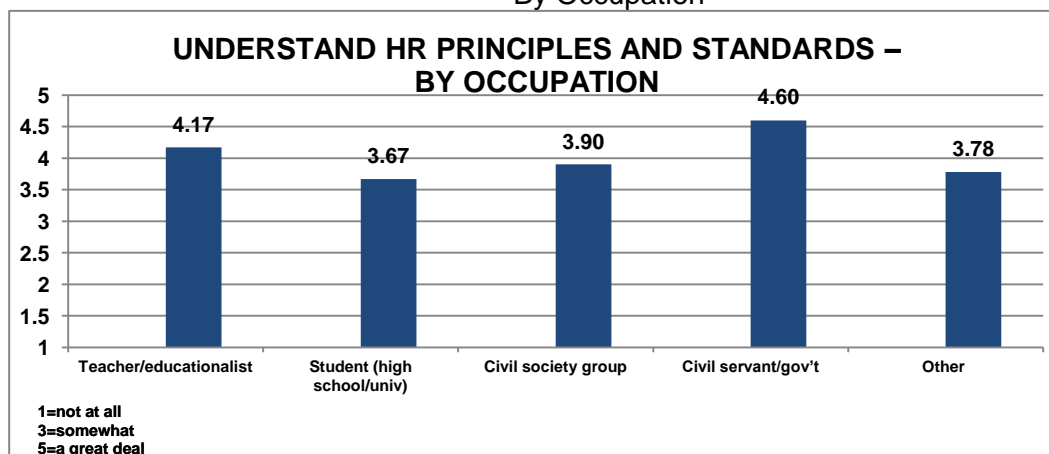
According to the survey results, increases in understanding of human rights principles and standards appear to be nearly equivalent for males and females.

Table 15. Learner Understanding of Human Rights Principles and Standards – By Gender



In terms of occupational background, civil servants participating in AI HRE programming report a higher level of understanding of human rights principles and standards, particularly in comparison with students. However the number of civil servants completing the survey for learners was so small (5) that these results cannot be considered to be valid for this target group.

Table 16. Learner Understanding of Human Rights Principles and Standards – By Occupation



Although the sample size for the learner survey would caution us against drawing any conclusions, it invites new questions. Are these results the ones that HRE coordinators would have intended for their HRE programming? For example, assuming that a certain amount of HRE content is included in each of the models, is the content less for students because of their age? Or are the results we see by occupational group related more closely to their hours of participation in the program? Such complex results suggest that although they collectively validate that the HRE carried out by AI in these ten countries contributed to learners' increased understanding of human rights principles and standards, we would need to investigate more closely in order to understand how relatively higher results for any subgroups might be associated with program characteristics.

### 5.5.2 *Human Rights Attitudes of Learners*

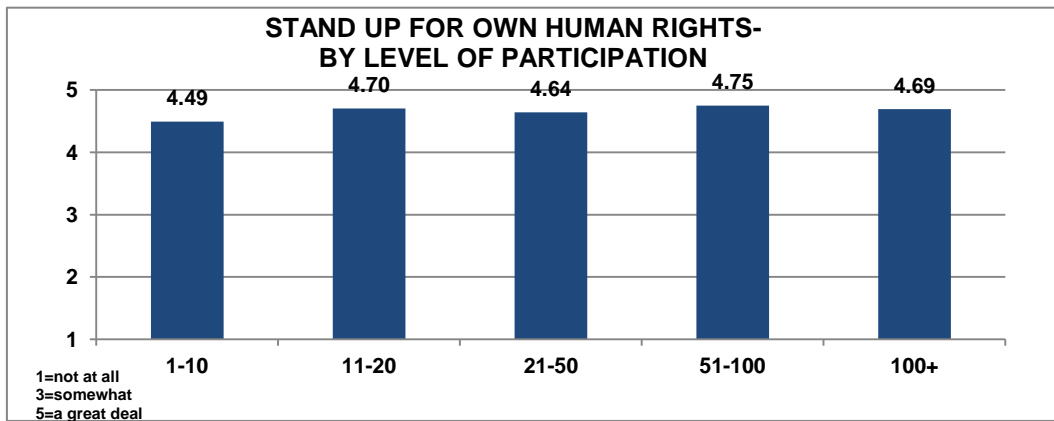
The learner survey contained two questions related to attitudes towards protecting and promoting human rights. These results – as with those on learning basic human rights knowledge – can be considered fundamental to basic HRE and we would therefore anticipate that they should be evident across all HRE learners.

#### How important do you think it is to stand up for your *own* human rights?

Learners were asked how important it was to them to stand up for their own rights. The results show that this value was extremely high across all categories of beneficiaries, with an average rating of 4.62.

The Annex includes the associated bar graphs presenting results according to country, gender and occupation. However, below are the results according to contact hours.

Table 17. Learner Stand Up Own Rights – By Level of Participation



There does not appear to be any notable difference in learner attitude based on contact hours with the program. In other words, increased hours of participation did not seem to influence learners' valuing in standing up for their human rights.

This result raises two somewhat contradictory prospects. The first is that HRE, generally speaking, does not influence learner values. Rather, from the learners' perspective, the human rights framework links up with – perhaps helps to articulate – existing ethical and normative frames of reference. Referring back to AI HRE activities, we could then say that multipliers are able to successfully identify learners whose pre-existing value system makes them open to the message of human rights. As AI HRE programming is based directly on voluntary participation, we might presume that this process of self selection helps to ensure alignment between one's personal values and those promoted by AI in their HRE.

Another prospect is more speculative. It is possible that a very little HRE goes a long way. That is, even modest amounts of HRE, as carried out by AI, is sufficient for igniting in learners an interest in standing up for their own rights. Unfortunately, the methodology of this study does not allow us to directly address this question, although it might be an interesting one for further study.

How important do you think it is to stand up for the rights of others? The value of standing up for the rights of others was rated extremely high across all categories of learners, although the average overall rating of 4.41 was slightly lower than for the previous question.

The results were, generally speaking, quite similar to those for beneficiaries in the previous question. Once again there does not appear to be an association with hours of participation. The results according to learner background are presented in the Annex.

### 5.5.3 *Human Rights Actions of Learners*

The Values and Awareness Model incorporates the assumption that the intended results of HRE trainings carried out by human rights organizations such as Amnesty International are associated with campaigning and activism. Thus learner outcomes would be seen as instrumental for activism and a kind of “minimum model” of implementation would suggest that only the values and awareness raising necessary for moving people into action would be necessary. Behaviors other than those associated with AI membership and engagement would not, therefore, be a predicted result of HRE trainings carried out in this model. Rather, we might anticipate that those learners participating in HRE programming oriented towards Values and Awareness would report out on actions such as joining Amnesty International, carrying out awareness raising activities with others and campaigning.<sup>99</sup>

Learners were asked to report new activities that they had carried out as a result of their participation in AI’s HRE program.

Have you carried out new activities in your community as a result of your involvement in the multiplier’s/trainees’ work? If so, please describe. Fifty-four percent of the 310 learners answering this question indicated that they had initiated new activities as a result of the REAP program. When these beneficiaries are broken out according to sub-categories, the data shows that 75% of more teachers and civil servants began new activities as a consequence of REAP.<sup>100</sup> There also appears to be a positive relationship between hours of participation in HRE activities and likelihood of undertaking new activities, which could be

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<sup>99</sup> One caveat would be the choices made by trainers or multipliers about if and which AI campaigns and actions to focus on. One AI Morocco teacher who moderates a human rights club indicated that although she had involved her students in the campaign to stop violence against women (2006) and the Stop Arms campaign, she had not involved her secondary school students in any others as she did not feel that they were age appropriate. (Teacher 1 and AI member, interviewed in Settat, Morocco, 22 November 2008.)

<sup>100</sup> The data does not offer an explanation as to why the levels of initiating new activities were relatively lower for students and those working in civil society organizations. We can hypothesize that students had less confidence or opportunity to begin new activities and that those working in NGOs were already engaged in human rights-related work and therefore were less likely to begin a new activity on the basis of HRE. To be able to answer the question in relation to these discrepancies would require further investigation.

because high levels of participation indicate an intrinsic motivation on the part of the learner, which in turn is illustrated through the initiation of new activities.

TABLE 18. NEW ACTIVITIES UNDERTAKEN – BY LEARNER SUB-CATEGORY		
Subcategory	Yes	No
Female	51%	49%
Male	54%	46%
Teacher/educationalist	75%	25%
Student (high school/univ)	48%	52%
Civil society group	29%	71%
Civil servant/gov't	80%	20%
Other	61%	39%
1-10 hours	35%	65%
11-20 hours	30%	70%
21-50 hours	68%	32%
51-100 hours	65%	35%
101+ hours	100%	0%

According to the Values and Awareness Model, as implemented by AI, we would expect to see learners identifying new activities in relation to activism, such as signing petitions. The open-ended written responses for beneficiaries who indicated that they had initiated new activities were coded, with the table below listing all results mentioned by 10% or more of the learners. Multiple answers were possible for individual learners.

**TABLE 19. INFLUENCES OF HRE ON NEW ACTIVITIES OF LEARNERS**

Outcomes	Percentage
Facilitation of workshops	20%
Awareness-raising activities	16%
Social service activities	16%

The two new activities most frequently mentioned by learners related to HRE activities, specifically workshops (20%) and awareness-raising activities (16%). Below are some sample quotes that illustrate the coded activity areas.

Facilitation of workshops:

*I took part in fighting discrimination against women by having a workshop that strived to bring awareness to women regarding the situation. (AI Malaysia)*

*Moderating a training workshop for AI youth at the central group in Ksar Lakbir entitled ‘our rights in our hands’ and which tackled the definition of what are human rights and informing about AI and its actions. (AI Morocco)*

*We have peer educators and we train our own age groups to know their rights and where to access them. (AI South Africa)*

*Workshops for teachers (many teachers are very conservative, violations of children’s rights occur at school). (AI Russia)*

*Community members are breaking the silence now, and now we are doing workshops on our own instead of waiting for TEVP [NGO] staff members to come and run a workshop for us. (AI South Africa)*

Awareness-raising activities:

*I help inform younger children or those from the village to know their rights and even to use them. On Saturdays I used to have even meetings with children of my age, delivering an information course. (AI Moldova)*

*I have organized debates on “Human Rights” among pupils, classmates, giving arguments for or against in certain situations when one has the right and can defend one’s rights, and when it is better to ask someone stronger to help. (AI Moldova)*

*I am discussing this topic in my work on radio. (AI Poland)*

Social service activities:

*I help out with the youngsters in my village with learning to read basics. So that illiteracy will not prevail among the youngsters in my village. (AI Malaysia)*

*I am a really sensitive person, especially to children who cannot have a normal childhood. I always take part in fundraising. I give my clothes away to the Polish Red Cross. (AI Poland)*

*Now I am working with children of the community and making them aware of HIV/AIDS, doing education and home visits. (AI South Africa)*

*I have taken part in a project aimed at supporting disabled children from Ialoveni boarding school and have collected donations. (AI Moldova)*

The coded results for new activities undertaken by learners do not show a direct reference to campaigning, as we would expect to see in relation to the Values and Awareness Model. Yet, we know that most of the AI Sections carried out such HRE programming and that HRE Coordinators reported such results. What might be the explanation for this finding with the learners?

One explanation is that the workshops and awareness raising activities actually pertained directly to mobilization. Thus, when we think of mobilization associated with the Values and Awareness Model, we need to have a more diverse set of outcomes that pertain to a range of associated tactics, such as general education and awareness-raising. As indicated in the literature review on transnational social movements in Chapter 1, education and awareness-raising as a supportive strategy for social movements has not been well documented in the literature, even if the literature makes general reference to its contributing role.

In Poland and Morocco where REAP was associated with the establishment of human rights clubs, this infrastructure provided the platform for a range of activities that were carried out by students, both awareness raising and action oriented. Thus the learning context for the Values and Accountability approach of HRE in these Sections – that is, the schools – provided a natural environment for awareness-raising to be carried out.



In the 2007 report from AI Morocco (2008), the following kinds of examples were shared as project outcomes:

- In Oujda, high school students organized a workshop on equality and separate events on women's rights, terrorism and human rights, equality and the CRC, involving around 280 students.
- The youth network and a high school human rights club organized an event on Women's Day in Rabat and another high school human rights club held an event on capital punishment. Both of these events reached a majority of students in the school.
- There were several workshops, debates and audio-visual presentations on women's rights and the rights of the child, which are the main themes of AI Morocco's HRE work, but there were also more specific topics, e.g., the Mohammedia Human Rights Club organizing a discussion on human rights and religion, and high school students in Settat attended a workshop on differences, discrimination and tolerance.

Independently of school clubs, awareness-raising activities were carried out directly by AI HRE network members in AI Sections. REAP reports for the four case study countries are filled with details in relation to such activities and many appeared to be linked with AI mobilization. In the 2005 report prepared by AI Morocco (2006), for example, referred to the following series of awareness raising activities:

- 8 March: An awareness-raising day for about 40 students of the higher secondary school Moulay Youssef, on the subject of women's rights and SAW;
- 20 to 27 May: A cultural week for the students of the higher secondary school Charif Al Idrissi, together with the parents; workshops on VAW and children's rights, exhibition on human rights publications, etc.
- 4 to 10 September: Workshop for a dozen youth on the theme "How the young can fight against VAW" on the occasion of the National Assembly for AI Youth in Bouznika.

Based on this exploration, we might then add awareness raising activities as a tactics/potential outcomes associated with the Values and Awareness Model.

However, the third most popular new outcome mentioned by learners – participation in social services activities – does not appear to be directly related to any of the models. We are thus faced with our first bit of evidence that there are unanticipated results for HRE among

learners, even those participating in a program falling within the Values and Awareness Model. Even if HRE is designed with the primary intention to mobilize learners to participate in AI campaigns and actions, motivated learners may identify other avenues for expressing their motivation to human rights in their immediate environments. The third most popular new activity identified – some kind of social service – suggests that learners may take the general message of human rights, and care for the most vulnerable, and apply themselves not through political action but through social service.

In order to further explore unanticipated, personal development associated with HRE organized within the Values and Awareness Model, the researcher reviewed the data available for learners who had participated in school clubs in Poland and Morocco. The first example comes from Morocco.

During the site visit to Morocco an observation was carried out in a Children's Rights Club organized at the Moulay Ismail Secondary School in Settat. This club had approximately twenty members and was one of 14 student clubs at the school. In an informal interview with several of the children, one boy indicated that they learned about human rights within the subject of civics in school but that "the club gives us the means to put them into action." In the coming school year, the children in the club anticipated focusing on street children by carrying out awareness-raising activities in their school and organizing some assistance. When asked what they liked best about participating in the club, the children provided the following responses:

(Boy 1) When I am giving a presentation, I feel responsible.

(Girl 1) We learn to be courageous. We are also appreciated when we present.

(Boy 2) It encourages us to be more active.

(Boy 3) We are encouraged, and we acquire knowledge that reinforces us.

(Girl 2) You feel responsible and courageous.<sup>101</sup>

During the site visit to Poland two sets of students attending the Robert Shuman Junior High School (ages 14-15) were interviewed. Some of the reasons expressed by the girls and boys for participating in the school groups were as follows:

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<sup>101</sup> Students in Children's Rights Club at Moulay Ismail Secondary School (ages 11-14) in Settat, Morocco, interviewed on site on 22 November 2008.

(Girl 1) Amnesty International is a chance for us to be useful.

(Girl 2) I know we are here at school mainly to learn but we have to do something to repair the world.

(Girl 3) At school we have a lot of classes – sports, languages, photography. It is nice, but this group does actions that nobody else at school does. For example, we prepared the Day for Tolerance and invited special guests.<sup>102</sup>

These qualitative results suggest that HRE programming may bring about a range of unanticipated, but probably welcome, personal impacts on that may not be anticipated within the Values and Awareness Model.

Another possibility is that there are learners for whom the human rights message will be exceptionally powerful and motivating, due to their background characteristics. In the HRE models, the Transformation Model assumes such a background in relation to the involvement of vulnerable groups. Yet HRE programmers can never fully anticipate the vulnerability of learners, especially those that are hidden or based in past experience that is unknown. Such learners may attend a simple awareness raising workshop organized by AI and become both mobilized and moved into lifelong. The Director of AI Poland observed: “[Our school groups] gather and support students who might be discriminated, given them at least a group and teacher’s help”.<sup>103</sup> If this dynamic was true for youth participating in other AI school groups and non-formal learning, we might anticipate the human rights framework will be highly motivating and encourage results that go beyond short-term activism.

Another background characteristic of learners that the models may not fully appreciate is that of the youth. The life stage of youth itself, which human rights groups such as AI naturally attract, may lend itself not only to mobilization but a longer commitment to human rights change. As with the Poland case, in AI Malaysia youth that had engaged in HRE while in school – in this case, university – had remained involved with AI following graduation. The AI coordinator for membership and activism attributed this to a combination of personal motivation as well as opportunities offered by AI.<sup>104</sup>

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<sup>102</sup> Students at Robert Shuman Junior High School (ages 14-15), interviewed on site in Warsaw, Poland, 2 October, 2008.

<sup>103</sup> AI Poland Director, interviewed in the Section office, Warsaw, Poland, 1 October 2008.

<sup>104</sup> AI Malaysia Membership and Activism Coordinator, interviewed in the Section office, Kuala Lumpur, Malaysia, 15 July 2008.

The implications of outcomes identified for learners participating in REAP will be recounted in the conclusion of this chapter. In summary we have found confirmation of outcomes associated with enhanced understanding of human rights standards and principles and motivation to promote one's human rights and the rights of others. In terms of human rights-related actions undertaken by youth, the ones mentioned in open-ended questions were not associated with campaigning per se but rather with a range of activities including awareness-raising activities and those more humanitarian in nature. These results suggest that learners internalized the message of human rights and undertook actions that were not prescribed by the tactic of mobilization. In addition to the prolonged contact with HRE that was documented for learners, other potential explanations for this cultivation of agency in learners might be the self-selecting nature of those attracted to HRE programming organized by AI – both those who have experienced human rights violations as well as youth.

#### *5.5.4 Influence of HRE on AI Performance*

In the Values and Awareness Model, HRE is seen as instrumental to mobilization. Thus in those Sections with an emphasis on this approach we would expect to see HRE associated with AI performance, such as membership, participation in campaigns/actions and positive media coverage.

#### HRE and AI Membership and Local Groups

In order to investigate the degree to which HRE was seen and valued in relation to other AI activities such as membership, the researcher asked HRE Coordinators to provide statistics on AI members and AI local groups both before and after the most recent REAP grant. Across nine countries<sup>105</sup>, the beginning total of **AI membership** was 6,010 and the total at the time the survey was completed was 19,158. This represented a three-fold increase in membership.

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<sup>105</sup> Figures are not included for South Africa as this data was not available.

**TABLE 20. INCREASE IN AI MEMBERSHIP AND AI LOCAL GROUPS –BY COUNTRY**

AI Membership			AI Local Groups	
COUNTRY	Pre-REAP	Post-REAP	Pre-REAP	Post-REAP
Malaysia	175	314	1	16
Turkey	280	1100	6	11
Russia	3	20	0	4
Israel	550	650	7	8
Thailand	400	520	5	8
Morocco	1200	4069	11	46
Poland	770	3600	7	12
Slovenia	2600	8700	5	0
Moldova	32	185	1	3
<b>TOTALS</b>	<b>6010</b>	<b>19158</b>	<b>43</b>	<b>100</b>
* No reliable numbers available for South Africa.				

When asked to what degree this increase in membership could be attributed to HRE-related activities of the Sections, Coordinators provided an average rating of 3.41 on a scale of 1 to 5, with 1 representing “not at all”, 3 representing “somewhat” and 5 representing “a great deal.” Thus, HRE was viewed by the Coordinators as a contributing, although not the sole or necessarily the primary contributor, to this substantial increase in AI membership.

Data was also collected for growth in the number of **AI local groups**. As with AI membership, the number of AI local groups increased over the course of the REAP programming, from a collective total of 43 groups across nine countries to 100 at the time of the evaluation, an increase of ten-fold. HRE Coordinators rated the contribution of HRE programming at 3.25 (with 1 representing “not at all”, 3 representing “somewhat” and 5 representing “a great deal”). Once again coordinators viewed HRE as a contributing, although not the sole or primary contributor to the reported increase in the number of local groups.

### HRE and AI Campaigns/Actions

HRE Coordinators were asked to rate the increase in **participation levels in campaigns/actions** over the course of the most recent REAP grant. (Specific participation numbers were not asked for, as they would be difficult to estimate and therefore unreliable.) Across all ten countries, the increase in participation levels was rated a 4 (between the rating of “somewhat” and “a great deal”). HRE Coordinators as a whole rated the **HRE influence on these participation levels** as 3.45 (with 1 representing “not at all”, 3 representing “somewhat” and 5 representing “a great deal”). However, those Sections with particularly high increases in participation levels in actions tended to rate HRE’s influence higher: Turkey (4), Morocco (4), Poland (5) and Slovenia (5).

It should be noted that in some countries links between HRE and actions received relatively greater emphasis. In Poland, one of the Sections where the Values and Awareness Model has been a predominant one, HRE was directly associated with the expansion of school groups (numbering approximately 100 at the end of 2008). Students in these groups were instrumental in the annual letter-writing campaign organized by AI Poland, with tens of thousands of signatures collected in the 2007 campaign. The AI Poland HRE Coordinator rated HRE’s influence a 5 (“a great deal”) in increasing the Section’s level of participation in actions and campaigns.

### Positive Media Coverage and Improved Public Image

As AI’s core strategy for bringing about human rights change related to bringing pressure upon duty bearers to change their behaviors, improvements in AI’s public image would be a positive outcome of HRE programming. HRE Coordinators were asked to indicate if there had been positive media coverage of AI in relation to the HRE activities and if there was evidence of a positive change in public opinion related to Amnesty International or human rights in general as a result of HRE programming. A positive change in Amnesty’s image would potentially influence Amnesty’s ability to carry out its mobilization and lobbying activities.

All but one of the Amnesty Sections reported that there had been positive media coverage of their human rights education activities. Below are some sample quotes.

*Increasing public support to AI, which shows in:*

- *securing hundreds of thousands of signatures for a petition that was launched by the section in 2006 and addressed to the Justice Minister calling for taking legal measures to stop violence against women,*
- *participation of hundreds of Moroccans in the AI poll launched in 2006 on the economic rights in preparation to the human dignity campaign,*
- *intensive participation of the public in all the section activities.*

*(AI Morocco)*

*We don't have any formal research however some measurable indicators give us strong message of increased support to AIS (increased membership and supporters base) and our issues – less hate mail regarding Roma and “erased” issues, more positive calls and letters to the office as a response to activities and media appearances. (AI Slovenia)*

*The work of the Office of Religious Affairs has been covered by media enormously. (AI Turkey)*

*The image of AI was improved dramatically. This results from the good cooperation that we have in the educational field, and also from AI being seen to not only criticizes Israel but also to contribute to the Israeli Society. For example, The Junior Urgent Action network – one of the leading Educational programs we implement – enables many people and institutions get to know Amnesty International from another perspective, much less critical towards Israel, and much more constructive, and it actually changes peoples' opinions regarding AI Israel. (AI Israel)*

The notable exception among the Sections was Malaysia, where the media is government-controlled and self-censorship inhibits coverage of human rights topics.

HRE Coordinators attempted to estimate the total amount of news coverage – at both the national and local levels – according to type of media (e.g., TV, radio, print). Coordinators found it difficult to accurately estimate the amount of coverage, especially at the local level, as in many cases this coverage has not been reported to them at headquarters. In some cases, as with South Africa, local radio coverage was considered so extensively as to be difficult to quantify. Given these challenges and related questions of reliability, the totals reported by HRE Coordinators are not included in these results. Nonetheless, it can be noted that media coverage has very often involved print, TV and radio at the national and local levels, and that this coverage has been valued by the AI Sections. AI Russia and AI Poland felt that the combination of local HRE activities and coverage by local media has resulted in AI having a

particularly strong affect on public opinion in small towns and villages. However, at the national level, AI Poland's leadership expressed disappointment at the lack of coverage of HRE, due to a perceived lack of interest in the media in matters related to education.

Regardless of the degree of coverage documented, each of the Sections believed that HRE programming had improved public opinion towards Amnesty International. HRE Coordinators cautioned that public opinion towards AI and human rights might sometimes fluctuate on the basis of reports issues by the organization or a changing political environment. They pointed to cooperation with governmental and non-governmental agencies (reported earlier in this report) as well as the impacts on individual multipliers and beneficiaries as evidence of positive public attitude.

Several HRE Coordinators could point to specific impacts. AI Slovenia reported that the REAP activities and media appearances had most likely contributed to reduction of a hate mail in relation to Roma issues and, in general, more positive calls and letters to the office. AI Morocco reported that they were able to secure hundreds of thousands of signatures for a 2006 petition that called for the Justice Minister to take legal measures to stop violence against women, which certainly demonstrates a positive image of Amnesty International in the country (although it is not clear how this relates directly to REAP programming).

For nearly all of the REAP programs, HRE increased the visibility of Amnesty International and presented an image of the organization as a "contributor" to society through HRE activities. Such an image was a breakthrough in Israel where the public image of AI has been mixed.

*The Junior Urgent Action network – one of the leading Educational programs we implement – enables many people and institutions to get to know Amnesty International from another perspective, much less critical of Israel, and much more constructive, and it actually changes people's opinions regarding AI Israel.*

### HRE and Other AI Operations

HRE Coordinators were asked if and how HRE programming might have influenced the operations of their Sections in other ways. These results would demonstrate another potential outcome of the Values & Awareness Model as adapted for HRE groups – one that shows that



HRE is instrumentally connected with the larger mission of the organization and its operation. The Coordinators unanimously indicated that there had been other influences. These results were varied. The impacts mentioned included:

*Expansion of youth network and programming (AI Israel, AI Malaysia)*

The HRE program in Israel resulted in a more concerted effort to develop a youth network and new channels for activism and learning, particularly in the non-formal education sector. This Section organized two international youth summer camps through the inspiration of the REAP programming.

*Expansion of campaign programming (AI Israel)*

In Israel, educational programming in the schools allowed them to implement their campaigns. This impact was also reported by the director of AI Poland during the site visit.

*AI is more visible in carrying out more activities in different fields. After having relations through REAP, other institutions pay more respect and confidence as it is very important for the case of Turkey.<sup>106</sup>*

Because the aforementioned results were volunteered without directive prompts, it is possible that the influences listed here would apply to other Sections that did not mention such impacts in their narratives. These impacts might therefore be treated as indicative of the kinds of influences that HRE can have on Amnesty International Sections in general.

In summary, HRE Coordinators indicated that their HRE programming had successfully supported – at least to some degree- a range of AI functions, including those most closely associated with HRE groups in the literature and also within AI policies: participation in campaigns and actions and increased AI membership. Positive media coverage, although not a key AI function, is obviously related to the ability of a Section to mobilize and leverage public opinion to influence government officials.

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<sup>106</sup>AI Poland Director, interviewed in the Section office, Warsaw, Poland, 1 October 2008.

## 5.6 Vignettes of Values and Awareness Model

So far in this chapter, the data have been presented in relation to discrete characteristics associated with the analytical framework. This section contains vignettes, or “mini-case studies,” to illustrate how program characteristics blend together in designing and implementing HRE.

The vignettes are the school groups<sup>107</sup> organized in the AI Poland and AI Morocco Sections. These mini-case studies blend the HRE Coordinator intentions for these programs, program content, how the school groups evolved within the Section’s HRE strategy, and evidence of outcomes. As with the earlier part of this chapter, the researcher integrates reflections and questions in relation to the consistency of these programs with the Values and Awareness Model and elements of the model that require further examination. These case studies were distilled from data collected during site visits. Specific data sources are referenced where applicable.

The school group vignettes further illustrate the range of outcomes for participating students; cultivation of sustained activism;

### AI Poland: School groups

In describing the political, socio-economic and human rights context of Poland in 2007, several years after the HRE programming had begun in AI Poland, Section leaders identified the general human rights problems in the country as intolerance and racism, as well as discrimination on the grounds of sexual orientation or nationality (AI Poland, 2007). This analysis was derived from human rights reports developed by Amnesty International. The overall goal of the HRE program in terms of national needs was to:

Enhance the understanding and social acceptance of differences between people in the context of Human Rights, with ‘tolerance’ as the identified theme, and to arouse a feeling of responsibility for respecting human rights worldwide (AI Poland, 2007).

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<sup>107</sup>School groups are commonly organized by AI national Sections. Such groups are initiated by an interested teacher or student and support AI actions and campaigns, although technically operating independently (Murphy and Ruane, 2003, p. 303).

AI linked this overarching goal for its HRE program with the related campaigns of Human Dignity and China 2008 in its grant application for REAP. In reality, the campaigns and actions that were channeled through the school groups were quite varied, including the SVAW and Control Arms campaigns (AI Poland, 2007, 2006 Report) but the theme of tolerance remained central in the HRE work.

Another important context for AI's overall work in Poland was the post-totalitarian period. Following decades of underground resistance, the political changes that ensued following the collapse of the Berlin Wall resulted in human rights groups and activism that had been previously covert emerging in the public domain. Groups such as Amnesty International and the Helsinki Foundation for Human Rights became a primary platform for organizing what had been in the past "independent activism" (Ramet, 2009, p. 89). Poland was the only site visit where a teacher actively expressed her support for the activism of her students:

*I'm not going to hide that it is good when my students want to go out and take part in some kind of demonstration. Of course, you need to look out that they do not exaggerate, because they are still schoolchildren.*

AI Poland's human rights education programming had evolved to a level of considerable scale during the time of the site visit in fall 2008, with over 100 school groups and 1500 associated members. AI Poland placed a very high emphasis on working with teachers and school-age students. "School groups" were identified as the primary target group by the HRE Coordinator, incorporating work with both teachers and youth.<sup>108</sup>

According to the HRE Coordinator, these groups organized numerous actions in the school, including debates and panel discussions, guest speakers, letter-writing campaigns, competitions, visual exhibits, films, and petitions. The work of school groups was largely determined by the groups themselves but there was also some coordination of campaign actions with school group actions, in particular through the annual letter-writing campaign and the influence wielded indirectly through the sharing of information about AI campaigns.

Participation in the school groups had an impact on many of the students, according to the supervising teachers interviewed. The impacts mentioned were:

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<sup>108</sup>AI Poland HRE Coordinator, interviewed in the Section office, Warsaw, Poland, 1 October 2008.

- promoting student activism;
- raising student competencies in participating in discussions, presentation skills and leading workshops;
- enhancing openness, sensitivity, responsibility and a civic attitude;
- the inclusion within school groups of students particularly vulnerable to discrimination within the school.<sup>109</sup>

Another outcome of student engagement in these school groups was the ongoing engagement of some of these youth with Amnesty International and human rights during their school careers. Across the various interviews and documentation provided by AI Poland, there were stories of members of student groups who, after completing middle school, went on to secondary school where they started a new school group. After leaving secondary school, a subset of these students remain engaged in human rights work and activism. Some become AI members, or affiliated with the Helsinki Foundation for Human Rights or another activist organization.<sup>110</sup> Other students, according to the HRE Coordinator, complete an HRE training of trainers program and become engaged in training for Amnesty International. According to a school group supervisor:

*One can see a pattern like this – high school students belong to SGAI, they start university studies and get involved in AI and REAP activities. Later they come back home after they have graduated and set up their own local groups.<sup>111</sup>*

Adult supervisors of school groups who were interviewed mentioned the following kinds of impacts that school groups had had on their school communities:

- dissemination of information about human rights and the activities of Amnesty International;
- raising students' awareness about their rights, including those in the school environment;
- promoting a more equal relationship between students and teachers;
- promoting a culture of communication and discussion on controversial topics, such as homosexuality or the death penalty;

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<sup>109</sup>Teachers associated with AI Poland, interviewed in the Section office, Warsaw, Poland, 2 October 2008.

<sup>110</sup>Teacher at Robert Shuman Junior High School, interviewed on site in Warsaw, Poland, 2 October, 2008; AI Poland HRE Coordinator, interviewed in Warsaw, Poland, 1 October 2008.

<sup>111</sup>School group supervisor associated with AI Poland, interviewed in the Section office Warsaw, Poland, 2 October 2008.

- involving other teachers and school board members in Amnesty International activities.<sup>112</sup>

At the local level Amnesty International potentially offered three structured ways for individuals to associate formally with the organization, depending upon how local volunteers had self-organized. Three formal ways that one could affiliate with AI were through local groups, local education teams, and school groups. The latter two were largely created through the HRE program.

In some cases, school groups reached out to involve members of the local community and even addressed quite sensitive topics, such as cultural minorities. Such community-wide actions, in the opinion of the HRE Coordinator, raised the prestige of the school within the community. Successful petitions or letter-writing campaigns, in turn, raised the profile of the town or village nationally when covered through the media.

Some interviewees observed that the HRE program had a particularly strong and visible presence in relatively smaller towns and cities where generally less was happening in the Amnesty network. School groups, according to one multiplier, “are a mainstay of the AI in these regions where there are no local AI Centers, or they are very weak.” School groups were the primary mechanisms for Amnesty International reaching out to schools and the work of such groups, in turn, appeared to have fed into local growth. According to the Director of AI Poland, “There are about 3500 members in AI. If we count them well, a lot of them come from REAP and school groups.”<sup>113</sup>

AI Poland’s ability to reach into such areas seemed to be a genuine asset and may have assisted the Section in developing its structure and carrying out other Amnesty activities in rural areas. Local groups and school groups cooperate with city councils and community centers, with these institutions often offering in-kind support for AI activities through the donation of space.

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<sup>112</sup> *Ibid.*

<sup>113</sup> AI Poland Director, interviewed in the Section office, Warsaw, Poland, 1 October 2008.

This synergy between HRE programming and AI's actions/campaigns was fully intended and resulted in substantial increases in participation levels in actions and campaigns. Such connections were developed in part through the high visibility and national coordination of the Section's letter-writing campaign and the expectation that school groups will become involved in this. However, another element that may have contributed to the link between REAP and campaigning may be related to the explicit awareness raising content of the HRE trainings.

The preparation of educators was linked explicitly with Amnesty campaigns. Introductory workshops concentrated on Amnesty International and its human rights work, with a typical program involving the introduction of AI; international human rights standards and the methodology of case studies, role play, and other participatory pedagogies; and themes related to AI campaigns: gender, women, children, ESC rights, discrimination, xenophobia, multiculturalism and new campaign-related themes.

The story of HRE in the schools in the AI Poland Section is highly consistent with the Values and Awareness Model, in terms of goals, content/teaching and learning methods, and program infrastructure (target groups). However, because the teachers and human rights groups worked successfully in the school setting, many youth had long-term contact with the program and opportunities to take leadership in carrying out awareness-raising activities and actions. These opportunities, combined with the young age of the learners, resulted in the much more than short-term actions for AI. In some cases they resulted in the cultivation of lifelong activists.

#### AI Morocco: School groups

According to the HRE Coordinator, a subset of the REAP trainings were designed specifically for teachers and NGO trainers. There were formal opportunities to address human rights as a theme within the citizenship education curriculum, and human rights had been a cross-cutting theme encouraged in the National Program for Human Rights Education (Euro-Mediterranean Human Rights Education Network, 2008, p. 18). In 2001, as part of the then National Program, the Ministries of Education and Human Rights jointly published a booklet demonstrating to teachers how human rights themes could be integrated into Islamic education in the secondary school curriculum and within French language instruction in the middle school. These government agencies also produced a reference guide for human rights,

including a background on international human rights standards, international organizations dealing with human rights, an overview of human rights developments in Morocco and the role of NGOs and the education system in promoting human rights.

None of the Moroccan AI trainers interviewed mentioned teaching human rights in their regular classes. However some identified that their teaching style had become more interactive and involved use of everyday examples. The teaching style of these educators may be quite different than that of their peers. A study of HRE in the Euro-Mediterranean region identified “the lack of democratic norms” as the main obstacle hampering the progress of HRE. In schools, the lecture mode of teaching remains “overwhelmingly dominant” (Euro-Mediterranean Human Rights Education Network, 2008, pp. 12, 18).

One teacher interviewed mentioned that she was more respectful towards students and now tried to use examples from real life.<sup>114</sup> Increased respect for students was also mentioned by other educators in the survey data. One educator said that she had learned to be more patient with students who were unruly, and that she now listened more carefully to them, which has reduced verbal conflict in her classroom.<sup>115</sup>

Another subset of HRE trainings was designed for educators interested to start or maintain human rights clubs. REAP’s work in schools in Morocco, as in Poland, seems to have concentrated primarily on non-formal education and school clubs.

In 2005, the HRE coordinator reported

more than 50 different activities in cities and villages around the country, ranging from short awareness-raising events for a large number of students or pupils or NGO staff and members, to intensive training of a few HR club members and facilitators or a full human rights week in a school...There have been teacher training sessions, competitions, exhibitions, study days, etc. dealing with the selected project themes as well as the running of a HR club...It is estimated that at least 1000 children and youth and 300 teachers/instructors have been reached in 2005 (AI Morocco, 2006).

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<sup>114</sup> Teacher 1, interviewed in Settat, Morocco, 22 November 2008.

<sup>115</sup> Teacher 2, interviewed in Settat, Morocco, 22 November 2008.

By the following year, sixty human rights clubs had been established with the assistance of AI Morocco (AI Morocco, 2007, 2006)<sup>116</sup> although the success of these clubs appears to have been mixed. In interviews, multipliers related stories of both success and disappointment in relation to these school groups.

One secondary school principal multiplier in a rural secondary school with 300 pupils hosted a human rights club with 42 members. He encouraged two of his teachers to participate in HRE trainings and provided a dedicated room with audio-visual equipment and AI materials. The principal felt that peer learning was an especially valuable aspect of the club, enabling children to take on responsibility organizing activities and workshops for other students in the school as well as students in neighboring primary schools. The principal attributed the reduction in violence in his school in 2007 to the activities organized through the human rights club.<sup>117</sup>

Another secondary school principal from Marrakech benefited from numerous HRE trainings and personally organized human rights awareness activities and human rights celebrations (e.g., Human Rights Day, Women's Day, Children's Day) in her school. She mentioned that there were citizenship and human rights clubs, but they did not meet regularly.<sup>118</sup>

In general, initiating and maintaining school clubs appears to have faced administrative and political barriers in Morocco. Although the number of registered clubs had increased under REAP, the portion that was estimated to be active ranged from a low of 30% to a high of 50%, based on estimated provided in interviews.<sup>119</sup>

Problems mentioned in relation to implementing clubs in schools were teacher and/or administrator resistance, lack of time on the part of the teacher, a lack of space for holding

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<sup>116</sup> In contrast, one of the two other human rights organizations that the Moroccan Ministry of National Education agreed to cooperate with in relation to the establishment of human rights clubs in schools, Association Marocaine des Droits de l'Homme (AMDH), has a central office in Rabat, 75 branches and was instrumental in establishing and supporting 238 human rights clubs. (HRE Coordinator of AMDH, carried out in the Section office, Rabat, Morocco, 20 November 2008).

<sup>117</sup> Principal 1, interviewed in Section office, Rabat, Morocco, 23 November, 2008.

<sup>118</sup> Principal 2, interviewed in Section office, Rabat, Morocco, 23 November, 2008.

<sup>119</sup> Relevant interviews include those carried out with principals as well as the AI Morocco HRE Coordinator.



meetings, and students less interested in extra-curricular activities and more interested in academic achievement.

Even in instances of administrator support, clubs did not necessarily thrive. In the secondary schools mentioned above where the principals strongly support AI activities, they reported resistance among some teachers and administrative staff, particularly from older staff. This context for AI's work in schools seems to have been different than that reported for Poland, where school clubs easily spread and teacher resistance was not often reported.

Despite the obstacles to operating clubs in Morocco, there were examples of successful school clubs and such clubs appeared to have positively influenced students. A children's rights club was visited in Settat as part of the site visit. The town had a population of around 45,000 and is located approximately half an hour by car from Casablanca. There was a strong Amnesty International presence in the town, and each of the seven secondary schools had either a human rights or a children's rights club. The secondary school visited had 20 members in the children's rights club, which has operated since 2001 (before REAP).<sup>120</sup>

The club had strong support from the principal and was supported by a teacher-moderator as well as the media lab teacher. The principal maintained contacts with a range of international donors and the school was well resourced and maintained.

The club had been well supported by adults and students had been active for many years in carrying out awareness-raising activities. Such activities have included Information Days on children's rights for the entire school, and drawing and writing competitions. The website for the school had a portal on human rights education and included information about human rights, Amnesty International, the human rights environment at the school and what could be done to improve human rights at the school. Club members maintain the children's rights section, which contained stories written by children, and the pupils have also produced power points and films that have been used in outreach activities at the school. Two student graduates from the clubs initiated human rights clubs in their universities.

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<sup>120</sup> Researcher notes from site visit carried out to at Moulay Ismail Secondary School in Settat, Morocco, interviewed on site on 22 November 2008.

The work of the children's rights club was complemented by activities carried out by local Amnesty members. For example, the local AI group organized a drawing competition in three local schools, which was followed by a workshop for students focusing on themes such as the "freedom" rights, gender equality and acceptance of diversity.

It was the methodology of organizing club activities that students mentioned as being particularly engaging. A contrast between the operation of the citizenship and the human rights clubs in Settat illustrate this point. About one third of the students in the children's rights club were also members of the citizenship club. When asked if the children learned the same thing in both clubs, they indicated that they learned about human rights in both clubs but that the children's rights club gave them the means to put these rights into action. During the 2007-8 school year, for example, students filmed parts of Settat that related to human rights problems and did a pod cast for their peers. In 2008-9 the students intended to focus on vulnerable children in Settat, including street children, beggars, child laborers and children with special needs.<sup>121</sup>

#### Reflections on School Groups and the AI Poland and AI Morocco Examples

A contrast between the AI Poland and AI Morocco efforts to establish school groups in secondary schools revealed interesting similarities as well as differences. The similarities suggest a mutual assessment of the practicality of emphasizing a non-formal approach to HRE with students in school environments.

Participation in school groups can be a positive, formative experience for students. Involvement in school groups, particularly over many years, has cultivated youth attitudes supportive of taking action and other attitudinal changes, as revealed in the survey data and student interviews. Open-ended responses in surveys contained numerous examples of behavioral changes in relation to youth relationships with peers, their family and their school teachers. In some cases, students initially introduced to Amnesty through school groups had remained engaged in activism or social service activities that continue past their time in school. One Polish teacher commented in a focus group interview:

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<sup>121</sup> *Ibid.*

*One can see a pattern like this: high school students belong to School Group AI. They start their university studies and it happens that they become active in AI and REAP activities. Later they come back home after studies and establish local groups.<sup>122</sup>*

Another teacher in the same focus group spoke of the subset of students in each of her school groups that remained engaged in activism.

*Of course not all the group members become active citizens, although they are generally more active than the others, for example, they take part in elections. But now I want to talk about these two or three people who are in every school group, who later in life start working in ecological and education organizations, who establish their own organizations, who apply to the “Youth” Program or go abroad as voluntary workers... ”<sup>123</sup>*

We might conclude that HRE engagement with students through their participation in school groups and in their work as multipliers, as was the case with Poland, addressed both short-term goals related to mobilization (relating to AI’s work as understood through social movement theory) and longer-term goals related to long-term engagement with AI, the cultivation of activists (not just activism) and potentially other kinds of human rights change (such as those that might be better explained and anticipated through social change theory). As discussed earlier in this chapter, the latter extends the intended results of the Values and Awareness Model because of the particular features of the school group that result in prolonged contact between students and AI with ongoing opportunities for growth as well as the young age of the learners.

An interesting contrast between the coordination of these school groups for these countries is the explicit intersection between human rights education and awareness-raising with mobilization in Poland. AI Poland cultivated students as multipliers and also linked the work of school groups with letter-writing and other national campaigning. The latter also took place in Morocco, but may not have been as systematically promoted from headquarters as it has been in Poland.

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<sup>122</sup> Teacher 1 associated with AI Poland, interviewed in the Section office Warsaw, Poland, 2 October 2008.

<sup>123</sup> Teacher 2 associated with AI Poland, interviewed in the Section office Warsaw, Poland, 2 October 2008.

The AI Poland approach – emphasizing scale and awareness-raising linked with campaigning – is one that evolved over many years of programming. In addition to enjoying a political environment generally hospitable to human rights (although a recent Minister of Education did temporarily prohibit the teaching of certain human rights themes in schools), Polish society also has a well established civil society sector. Both these elements may have contributed to their general ease in establishing clubs in secondary schools.

Yet the picture of HRE in schools overall is a mixed one. Data revealed a mixture of results in regards to integrating HRE within regular lessons at school. Few secondary school teachers who were interviewed mentioned that their classroom teaching had been thematically influenced. A key trainer from Poland commented on the teachers she had trained that “Even if they have good will, they just finish a training and never include the subject of HRE in their lessons.”<sup>124</sup> However, some of these teachers, including those completing surveys, indicated that HRE had influenced their methodology of instruction and had helped them to be more respectful of students.

The fact that so few secondary school teachers mentioned changes in their teaching content raises related questions regarding (a) the degree to which national educational policies related to human rights teaching actually increase the teaching of human rights in classrooms, and (b) whether such human rights teaching is reflective of the participatory methodologies promoted by Amnesty International. In countries where teaching is frontal and content oriented, non-formal learning environments may be the only ones that promoting human rights education that is consistent with the methodologies promoted within Amnesty International and the HRE field in general.

## **5.7 Conclusion**

This chapter examined evidence for the presence of the Values and Awareness Model within AI programming in the ten REAP countries by applying the elaborated analytical framework to survey and case study data to the key research questions: What are the rationales, forms and outcomes for HRE within AI, and how do these strategically support the organization’s mission and functions?

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<sup>124</sup>Focus group interview with key trainers and multipliers, interviewed in the Section office Warsaw, Poland, 2 October 2008.

This analysis confirmed the finding anticipated from the policy review in Chapter 4, that HRE consistent with the Values and Awareness approach is a predominant rationale and approach used across the ten countries. The analysis of *Goals and Purposes* for the Values and Awareness Model showed that both HRE Coordinators and multipliers indicated that AI campaigns substantially influenced their HRE activities. Student multipliers rated the influence of campaigning as particularly influential in their work, which is consistent with the use of youth in awareness raising and mobilization within the organization. The HRE links with campaigning were viewed by HRE coordinators as consistent with the International HRE Strategy (Circular 25), specifically Strategic Objective 1.1.

The *Content and Pedagogy* associated with the Values and Awareness Model are common to each of the HRE Models. Thus evidence of content and resources addressing human rights standards, human rights violations, human rights actors and their activities (including the work of AI) and the use of participatory learning methods would be not be sufficient for distinguishing what kind of model most closely matches an HRE program. One would need to carefully review of teaching and learning materials and plans at the program level in order to carry out such an analysis for this dimension of the framework.

In examining some elements of *Program Infrastructure*, we found that the majority of sections highlighted an HRE activity that appeared to fall within the Values and Awareness approach. The results also showed that all of the participating Sections carried out activities with youth and students, which are groups traditionally associated with the Values and Awareness Model.

There were two unexpected findings. The first were examples of Values and Awareness HRE activities being carried out with primary or secondary duty bearers. This finding warrants further consideration, given that there were no AI policies at the time encouraging HRE to be carried out with these target groups.

The second unexpected finding was that the contact hours across all learners surveyed show an average that was substantially higher than brief workshops would have suggested. Although it is possible that these findings are related to the methodology of the study, they

opened up onto a series of findings related to the awareness-raising HRE carried out with and through youth, especially in school settings.

In such settings, prolonged contact with HRE and the opportunities that students have to engage in human rights-related learning and the organization of activities not limited exclusively to mobilization appears to have many benefits for learners. The study confirmed *outcomes* associated with enhanced understanding of human rights standards and principles and motivation to promote one's human rights and the rights of others. However in terms of human rights-related actions undertaken by youth, the ones mentioned in open-ended questions were not associated with campaigning per se but rather with a range of activities including awareness-raising activities and those more humanitarian in nature.

These results suggest that learners internalized the message of human rights and undertook actions that were not prescribed by the tactic of mobilization. One possible explanation is the infrastructure of school groups, clubs and potentially other networks that AI and its volunteers maintain as avenues for campaigning that allow for prolonged contact with HRE. In addition to the prolonged contact with HRE that was documented for learners, other potential explanations for this cultivation of agency in learners might be the self-selecting nature of those attracted to HRE programming organized by AI – both those who have experienced human rights violations as well as youth.

There are specific implications for the *Analytical Framework* elaborated for the Values and Awareness Model, as applied to a human rights NGO. Although all of the indicators remain conceptually valid, this chapter showed that, in practice, some of the indicators were more sensitive measures when applied analytically to data. The contact hours with learners engaged in awareness-raising HRE may not always be short-term in nature because the context in which these workshops are carried out (e.g., school groups) may enable prolonged contact. Learner actions may also be more diverse than those related to campaigns and actions as sought for by AI senior management.

Certain indicators within the analytic framework appear to be strong indicators of the presence of this approach, specifically those goals and outcomes associated with the HRE group functions of mobilization and membership growth – as measured at the individual and institutional level.

Indicators that are less sensitive measurements for the presence of a Values and Awareness approach would be content and pedagogy, as well as knowledge outcomes for learners, as these are foundational elements for each of the Models.

The implications for future use of the analytical framework associated with this model is that more precise indicators may need to be crafted in accordance with the research questions.

Several of the combined results of this chapter – including the descriptive analysis provided in the vignettes of the school groups – suggest that non-formal HRE programming with youth may not belong within the *Values and Awareness Model*. Although this model identified youth as a primary target group, the presumption was that this contact would be relatively short-term, with HRE integrated within the formal curriculum and, perhaps, short-term awareness raising events in the educational settings. These kinds of events would still qualify as Values and Awareness oriented, whether they were carried out with the support of a human rights NGO or not.

However, the students behind these events – those engaged in school groups or clubs or AI youth members who take the initiative to organized events in their environment – are not just the recipients of human rights messages. They are actively working as change agents in their environment. Their engagement in non-formal HRE reflects and fosters skills and actions contributing to personal development and, ultimately, human rights change. This combination of characteristics points to non-formal youth programming belonging within the Transformation Model rather than the Values and Accountability Model.

This last point relates to a final implication of the findings shared in this chapter, that relating to the *literature on transnational social movement organizations and human rights NGOs*. As we already saw in Chapter 1, the literature on transnational social movements organizations and human rights NGOs, addresses in only a general manner the supportive function of awareness-raising and trainings. This results of this chapter do substantiate the presence of these approaches within human rights NGOs, using AI as the example.

However the literature does not address the creation of activists. Rather, the focus is on activism and its related skills. The capacity-building trainings of activists found in the human

rights NGO literature and the skill-building referred to in Circular 25 do not bring us to the point that preceded this: when the individual became motivated to take action to make a difference. This is the higher order empowerment message that we find in the HRE definition of the UN. The recognition that certain forms of HRE can actually bring these results about suggest that HRE may be able to offer conceptual content to the literature on transnational social movement organizations. This topic will be revisited in the Transformation Model and concluding chapters.



# **CHAPTER 6 - AMNESTY INTERNATIONAL'S HUMAN RIGHTS EDUCATION PROGRAMMING AND THE ACCOUNTABILITY MODEL**

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*I practice my training skills here. It will be useful for me in the future, also in my therapeutic work, or even during business trainings that I sometimes lead nowadays.*

(Interview with AI Poland key trainer, Warsaw, October 2008)

## **6.1 Introduction**

This chapter will analyze the evidence for the presence of the Accountability Model within AI's HRE programming in the ten REAP countries, drawing on the same sources used in the last chapter. Consistent with the literature review carried out on transnational social movement organizations and human rights NGOs in Chapter 1, the analytical framework for this model incorporated the capacity-development trainings of activists, specifically human rights NGO staff, volunteers and partners. Circular 25, AI's International HRE Strategy document, had identified as a goal for AI "HRE organizational skill building" with Sections and the cultivation of HRE multipliers was a main objective for REAP. We would thus expect that HRE-related capacity-development for AI and affiliated rights holders would be present in all ten countries.

The literature on human rights NGOs and AI mission and functions does not envision collegial relationships with duty bearers. Rather, the emphasis is on confrontation with governments. On this basis, we would not expect to see the capacity-development of professional groups, such as prison officials, incorporated within HRE programming.

However, the REAP Concept Paper also identified primary ("potential violators") and secondary duty bearers ("opinion builders") as potential target groups. This raised the possibility that multipliers trained in REAP might be affiliated with one of these groups in addition to the human rights NGO sector.<sup>125</sup> Evidence of such HRE practices would be consistent with the objectives of REAP but seemingly unsupported in formal AI HRE policy at that time. In addition to exploring the evidence of capacity-building trainings for AI and other human rights groups, this chapter investigates the existence of and rationale for HRE

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<sup>125</sup> In the previous chapter there was limited evidence that HRE awareness-raising had been carried out with such groups, namely prison officials and religious leaders.

capacity-development trainings with multipliers based in government institutions or organizations.<sup>126</sup>

According to the Accountability Model for HRE, and as proposed in the “Key Characteristics” chart, evidence of such an approach would be found in the following ways:

*Goals/Purposes:*

- Capacity-development of activists: human rights NGO staff, volunteers and partners
- Influence governments to carry out capacity-development of their own staff in relation to the human rights framework

*Content and Pedagogy:*

- Human rights principles and standards will be linked with professional roles/functions of learner
- Oriented towards development and application of skills
- Experiential teaching and learning methods

*Program Infrastructure:*

- Target groups: Human rights NGO staff, volunteers and partners
- [Target groups: Government partners and secondary duty bearers]
- Modes: training workshops
- Contact hours: medium-term HRE experiences (estimated 1-5 days)

*Outcomes:*

- Development of learner skills that can be applied to professional roles and functions
- Application of learner skills to professional roles and functions
- Capacity-development of partner organizations – NGOs [and governmental]

This chapter applies this analytical framework in presenting the quantitative and qualitative results of the survey and case study data. The concluding section addresses the implications of these results for AI’s programming, the general literature on social movement organizations and the HRE models/analytical framework.

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<sup>126</sup> Some of the AI Morocco and AI Malaysia Sections’ capacity-building trainings were carried out through partnerships with government agencies and were thus aligned with the Accountability Model. At the end of this chapter the efforts of these Sections are presented more holistically as “vignettes” in order to illustrate how HRE work was conceptualized and implemented by AI actors at the national level.

## 6.2 Goals and Purposes

Capacity-development of activists: human rights NGO staff, volunteers and partners  
Influence governments to carry out capacity-development of their own staff in relation to the human rights framework

Given the potential that capacity-building trainings were carried out with duty bearers (including government officials as well as other actors with roles to play in promoting human rights) as well as rights holders (activists), associated HRE goals are explored separately for each of these main categories.

### 6.2.1 HRE and Capacity-Development of Activists

Evidence related to HRE Goals/Purposes for the Accountability Model came from the IS Survey, which asked HRE Coordinators to rate the **link between their HRE programming and the strategic objectives of the international HRE strategy** (presented in Chapter 4). Strategic Objective 2.2., which pertains to the capacity-development of AI activists, was one of the options. Not surprisingly, the results across all of the HRE Coordinators show a strong association between their activities and this strategic goal. This appears to reaffirm the status of capacity-building within HRE programming in terms of work with the AI membership and volunteer network.

How strongly does your current HRE Programme address the following strategic objectives from the international HRE strategy? [1=not addressed at all, 7=addressed completely]

Strategic Objective 2.2. Develop and implement programmes to build the HRE competence of AI activists. Average: 5.1.

### 6.2.2 HRE and Influencing of Government Officials

The literature review established that the primary method used by human rights NGOs for influencing governments involves campaigning and advocacy. One avenue of potential influence in regards to influencing duty bearers might be in relation to the integration of HRE in the schooling sector. **AI lobbying of educational authorities** for the inclusion of HRE within curriculum, resources and training programs might be viewed as AI encouraging governments to carry out certain activities as tools of prevention for human rights violations. This goal does not address the forms of HRE carried out by the AI Sections but it would inform the educational environment in which HRE takes place, and is therefore addressed briefly here.

The survey administered to HRE Coordinators asked if they had been involved in lobbying activities related to human rights education and if there had been any associated positive results. All but one of the Amnesty Sections<sup>127</sup> reported that they had lobbied authorities and all of the sections reported positive results, although not all of the results resulted in changes in formal educational policies. The results are presented in the Outcomes section of this chapter.

AI Sections' lobbying of educational authorities portends a broader constructive engagement with the education sector and complexity in relation to AI's work with duty bearers. AI's engagement with governments has historically been one of confrontation. Yet, since the 1990s, many Sections have been working with teachers, as reflected in the 1998 *International Human Rights Standards and Education* policy document. A professional group not explicitly recognized in Circular 25 was that of schoolteachers. Each of the ten AI sections indicated in the surveys that they had carried out TOTs for educators. **Teachers** might be considered as duty bearers when they are working for a publicly-funded school and, in the context of AI HRE work, participate in trainings in order to integrate HRE within their teaching. Technically speaking, therefore, "training of trainers" carried out by AI Sections with teachers might be considered duty-bearer trainings.

Yet it is not so straightforward to view teachers trained by AI as representatives of the government. Interviews carried out during the site visits showed that many teachers were AI members or volunteers. Some of the teachers had opportunities to apply HRE within their

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<sup>127</sup> The one section that did not report lobbying activities was AI Israel.

school settings by infusing HRE within their teaching and many facilitated human rights-related school clubs. There were cases where circumstances in their school environment did not enable them to carry out HRE in their classroom, and their role as a “multiplier” was applied in other settings, such as in training NGO representatives. This complexity of identities and roles for educators within REAP and, most likely, AI’s HRE programming in general, makes it difficult to situate educators as a group within the category of duty bearer. In many instances, we might expect them to fall under both categories, especially those teachers who teach in publicly funded institutions and who are also registered AI members.

In summary, the analysis of Goals and Purposes for the Accountability Model confirms that AI Sections carry out activities intended to build the HRE capacities of activists, a goal included in Strategic Objective 2.2 of the International HRE Strategy (Circular 25). The HRE Models presented in Chapter 2 incorporated within the Accountability Model the training of professional groups, both duty bearer and rights holder. Although the former had been eliminated for the analytical model prepared for the analysis of HRE within a HR group, the “dual identity” of teachers as both activists and duty bearers, suggests that duty bearers be retained as a potential target group.

Moreover, the REAP Sections lobbying of educational authorities in order to promote the infusion of HRE within the school sector illustrates a strategy that might influence the forms and quality of HRE in schools. HRE-friendly policies in the schooling sector would potentially usher in opportunities for AI to support educators in their teaching and in the establishment of school clubs. These topics are addressed later in this chapter.

We now turn to the next category in the analytical framework, that of content and pedagogy.

### **6.3 Content and Pedagogy**

Human rights principles and standards will be linked with professional roles/functions of learner

Oriented towards development and application of skills

Experiential teaching and learning methods

The Accountability Model assumes that a primary function of HRE is skill development in relation to activities that ultimately contribute to the respect, protection and fulfillment of human rights in one's professional activities. This model, as with all of the models, involves some basic transmission of information and the cultivation of human rights-related knowledge and understanding. However, it is the practical application of this knowledge in the roles and responsibilities of one's profession that distinguishes the Accountability Model.

### 6.3.1 Content of AI Trainings

The survey administered to HRE Coordinators asked them to identify the **primary themes of their trainings**. These were capacity-building trainings organized for multipliers and their content would signal ways in which they envisioned multipliers working. Codes were developed for these open-ended responses, clustering according to emerging themes. All the responses are captured in the following results, with those themes relevant for this Model underlined.<sup>128</sup>

Human rights history, theory and standards (including the UDHR)  
(7/9 countries)

HRE methodologies and activities (7/9 countries)

AI campaign and action themes (e.g., war on terror) (6/9 countries)

Human rights problems (e.g., trafficking, child abuse, discrimination)  
(6/9 countries)

Amnesty International history, mission and activities (5/9 countries)

Human rights school clubs (2/9 countries)

Human rights and its application in specific work contexts (e.g., judicial) (2/9 countries)

Human rights learning materials (1/9 countries)

Because of the small numbers involved, these results should be seen as representing only very general trends in regards to content – either “very present” or “hardly present”. Understanding this rather crude indicator, we can nevertheless see HRE methodologies were one of the most prevalent themes in the multiplier trainings. This result is consistent with the key objective of the REAP program and the HRE areas established by Circular 25. These results do not confirm as a high priority that HRE is carried out with duty bearers with the

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<sup>128</sup>This question was skipped by one of the HRE Coordinators so there are results for nine rather than 10 countries.

intention to apply human rights to the workplace. Only two of the nine sections reported as a primary theme “HRE and its application in specific work contexts”.

However, the results of this question show HRE methodologies were one of the most prevalent themes in the multiplier trainings. This result is consistent with the overall mission of the REAP program but also with the capacity-development of teachers and trainers, who can be considered a professional group. The Accountability Model thus accounts for the capacity-development of educators and trainers in school and NGO settings.

The surveys did not allow for a detailed investigation of the content of HRE “training of trainers” (TOTs) carried out with multipliers. A comparative analysis of the content of these trainings was not a purpose of the study but the presentation of a TOT example may be instructive. The example from AI Malaysia, documented during the site visit, illustrates how the cultivation of facilitation skills was conceptualized and carried out over a series of trainings.

In AI Malaysia, key trainers from local NGOs familiar with popular education techniques were used to carry out a TOT with participants from the education sector, including university professors and student leaders. This nine-day training took place in three separate events over a year and a half. Over this period of time, the trainers organized processes that involved (a) the introduction of AI HRE modules, (b) opportunities to practice using some of these (both during and between trainings) and (c) reflections on how things had gone. This sequence was considered an essential part of the overall learning methodology of the training and intended to directly influence the capacities and practices of participants.<sup>129</sup>

The materials used included the original popular education training materials from the trainers’ NGOs combined with various materials from AI, coming from the London and the Hong Kong offices. As with other sections, AI Malaysia used interactive activities that were “tried and true” along with simplified versions of the UDHR, CEDAW and the CRC. The AI materials evolved over the course of the TOT, and feedback from the participants assisted in

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<sup>129</sup> Key trainer 1 associated with AI Malaysia, interviewed on a training site in Kuala Lumpur, Malaysia, 18 July 2008.



the selection of the 30 modules that were eventually published. A key goal was to move participants from mechanical use of the modules (“mimicking”) to creative adaptation.<sup>130</sup>

A key trainer observed the kind of progress that he had observed in participants in regards strictly to human rights content, which illustrates how even content knowledge can be related to capacity-development associated with the Accountability Model. In the first three-day TOT, his goals were for learners to understand the general concepts of human rights and what a human rights violation is. However, in subsequent TOTs there was a deepening of understanding about the application of these standards in the national context. Malaysia had signed CEDAW and the CRC, and part of the challenge was helping participants to identify relevant national laws and also to understand how the UDHR might be used in the absence of ratified treaties. Specifically, he wanted participants to understand how the UDHR could be used in relation to “hot” issues, such as freedom of religion, race relations, and gender equality. At the end of the training, he wanted learners to not only know what they “had a right to” but a genuine “understanding and feeling for rights” so that it was a “lived understanding”.<sup>131</sup>

### 6.3.2 HRE Resources and Pedagogy

The previous section began to address pedagogy and resources through the AI Malaysia example and we continue with extended examples from the site visits, as this data collection was the primary source of information regarding resource and methodologies used in the AI Sections.

As mentioned earlier in this chapter, each of the REAP Sections had carried out TOTs for educators. Site visits to Poland, Malaysia, Morocco and South Africa confirmed this HRE practice and also allowed for the review of relevant documentation of content and pedagogy. On the other hand, trainings with duty bearers (other than teachers) were rarer and the documentation almost non-existent.

AI Morocco was engaged in HRE within the prison sector as well as within the schooling sector. Illustrative examples of the content and pedagogy of this Section’s work are now presented.

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<sup>130</sup> AI Malaysia, HRE Coordinator, interviewed in the Section office, 18 July 2008.

<sup>131</sup> *Op cit.*

### AI Morocco and Prison Staff Capacity-Building.

Prison officials were one of the target groups identified by AI Morocco for REAP. The HRE coordinator indicated that designing the trainings were initially problematic as none of their key trainers had worked with prison officials and they did not have training materials geared for this group. Consequently, AI Morocco brought in training partners: UNICEF, Penal Reform International, and the NGO Centre for People's Rights (AI Morocco, 2005). Two training sessions with prison officials took place, and included case examples for how to protect the rights of prisoners in situations such as uprisings, hunger strikes and the daily treatment of prisoners (such as ensuring good health through exercise). This example demonstrates that an AI Section was able to carry out an HRE activity with a non-educator duty bearer, substantiating the presence of the Accountability Model in this section. However, noteworthy – and perhaps not surprising – is that AI did not have the internal capacity to carry out a training with this target group and had to engage collaborators. The Accountability Model presumes that HRE will involve technical components linked with the professional environment of the learners.

### AI Morocco and Educator Capacity-Building Trainings.

The work of AI Morocco with teachers distinguished between those who were expected to integrate HRE into their regular teaching versus those who would be leading human rights clubs.<sup>132</sup> These TOT examples are presented at some length as they demonstrate the blending of content and pedagogy found in all of countries visited.

According to AI Morocco project reports, one kind of HRE carried out with teacher-multipliers was basic techniques of HRE. These trainings were intended for **school teachers who might be teaching HRE as part of their school curriculum**, which was mandated by the Ministry of National Education in 2007 (Polak, 2010, p. 53).

These trainings were carried out in cooperation with the Moroccan Ministry of Education and intended to strengthen the participants' knowledge of human rights and their ability to carry out HRE with other target groups. Interactive HRE activities were modeled in the trainings,

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<sup>132</sup> Returning to our earlier question about whether to regard teachers as duty bearers, rights holders, or both, we might in the case of AI Morocco considered those teachers intending to integrate HRE within their formal teaching as duty bearers and those intending to lead school clubs (and cultivate human rights actions among their students) more as activists/rights holders.

including brainstorming techniques, the use of case studies, group work, discussions, films and other artistic mediums. The materials that were drawn upon in the workshops reflected many of the same kinds of materials used in Values and Awareness trainings shown in the previous chapter, including AI bulletins and brochures on HRE; international human rights standards (UDHR, CRC, CEDAW, CESCRC); and, in the case of Morocco, a human rights reference guide published jointly by the Ministry of Education and the Ministry of Human Rights (2001); and brochures on AI and its mandate (AI Morocco, 2006). This reference guide, the only materials used in the trainings that came from the Moroccan government, was a compilation of international human rights standards and relevant national laws.

However the trainings also involved use of a core HRE Guide that was a translation into Arabic of the AI IS Guide on Human Rights Education. This guide, used by many of the sections in capacity-building activities, included a background on human rights standards and principles; HRE curriculum and pedagogical techniques; and sample lesson plans on topics such as freedom of choice, the concept of equality and the concept of human dignity (AI Morocco HRE Network, 2003).

AI Morocco also made use of other educational guides on human rights developed by AI as well as other international NGOs. The Women's Rights Guide had been originally developed by the International Institute for Women's Cooperation but had similarly been translated into Arabic and edited by AI Morocco, which also directly published the resource in 2002. This guide included a detailed description of ten workshops addressing the application of women's rights in various domains, for example, at home, at work, in education, and in politics, and included in its annex CEDAW and the Moroccan Constitution. This guide was not used in the teacher trainings but it was used with HRE capacity-development trainings carried out with NGOs working on women's issues.

The initial trainings for teachers were three days in length and refresher trainings of two days were also organized, in part to keep HRE network members motivated in their role (AI Morocco, 2008). At the same time the Section had begun organizing follow-up trainings they began to organize skill building trainings directed specifically towards HRE planning processes. Refresher trainings included not only a presentation of HRE activities but a "deconstruction" of how to identify and use these, including the following components in the training: the educator role; the human rights educator and communication; active learning;

planning for a training session; analyzing the needs of a target group; the selection of visual aids; and training assessment (AI Morocco, 2007). The AI Morocco example of HRE capacity-building trainings for educators demonstrates how resources and pedagogy were selected and used, and also how content was expanded (i.e., planning processes) in order to better meet the workplace needs of the learners.

A second kind of training was carried out in Morocco in relation to the **school club facilitation techniques and management**. In 2005 the Ministry of National Education authorized AI Morocco, along with two other human rights NGOs, to train teacher facilitators of human rights clubs in schools.<sup>133</sup> These three-day trainings provided teachers with an introduction to general human rights and children's rights, interactive pedagogical methods, and how to establish, facilitate and evaluate human rights clubs in schools (AI Morocco, 2007). The training content was similar to that used for other teachers, with the exception of an added section pertaining to the clubs.

A typical training for club facilitators included modules on: the use of primary resources (e.g., UDHR, CRC) as teaching aids for human rights workshops; human rights activity planning; club management methods; follow-up mechanisms of HRE activities; HRE activity assessment (AI Morocco, 2007). Participants in these trainings were also expected to carry out HRE trainings with their colleagues, although it was not clear if this was because of a Ministry directive or AI's interest in having teachers multiply in their school setting.

In summary, the available documentation for HRE activities related to capacity-development confirms the internal expertise of the Sections in preparing HRE multipliers. Although the content, resources and methodologies are not comprehensively presented for each of the REAP countries, the site visits demonstrated a clear conceptual framework for the transmission of key skills related to HRE. The examples presented in this chapter illustrated techniques for cultivating capabilities related to facilitation and lesson development, and even for deeper understanding of the application of human rights standards in the national context, so as to prepare educators to carry out HRE.

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<sup>133</sup> In 2007, the Moroccan Ministry of National Education made it obligatory for each secondary school to have a human rights club and more NGOs became engaged in supporting school teachers and their students in this endeavor (Polak, 2010, p. 53).

The content and pedagogy indicators would thus appear to be strong indicators for matching an HRE program to the Accountability Model when reviewed on the basis of skill development. Even the rare example of the trainings for prison officials carried out by AI Morocco suggests that the indicators of “application and skill oriented” would allow us to distinguish this form of HRE from that of Values and Awareness when carried out for the same target group.

However, as with the Values and Awareness Model, these content and pedagogy indicators were not specific enough for us to address the degree to which they were intended to reinforce the existing personal values of learners, one of the characteristics proposed in the analytical model. A careful review of teaching and learning materials at the program level and observations of HRE in practice would make such an analysis possible.

#### **6.4 Program Infrastructure**

Target groups: Human rights NGO staff, volunteers and partners  
[Target groups: Government partners and secondary duty bearers]  
Modes: training workshops  
Contact hours: medium-term HRE experiences (estimated 1-5 days)

In the analysis thus far we have established an association between HRE-related goals set at the Section level, skill-oriented content and pedagogy, and the Accountability Model. We now consider the evidence related to the actual infrastructure of HRE in the ten REAP Sections by considering target groups, typical HRE activities reported by the HRE Coordinators and contact hours with multipliers.

##### *6.4.1 Target Groups*

Certain target groups are more closely associated with specific HRE models although, as written in the analytical chapter, there may be some fluidity between target groups and HRE models. The Accountability Model has been associated with “multipliers” such as teachers.

HRE coordinators were asked to estimate the number of multipliers that they had trained, according to constituency group. These results show an overwhelming preponderance of

teachers as the target group of choice for HRE capacity-development. As we know from an earlier discussion in this chapter, we cannot determine on the basis of “teacher” status whether to view these educators as duty bearers, rights holders or both within the context of AI HRE and this issue remains unresolved.

<b>TABLE 21. NUMBER OF MULTIPLIERS TRAINED – ALL COUNTRIES</b>	
<b>Constituency Group</b>	<b>No. of Trainers Trained</b>
Teachers	1223
Members of the judiciary	400
Women	391
AI Members	324
Youth	269
Ministry of Education staff/administrators	241
NGO members	236
Religious group leaders	215
Universities	128
AI volunteer educators	115
Marginalized groups/communities	89
Community-based organizations	80
Journalists	80
Secondary schools (as a whole)	70
Government workers/civil servants*	47
Human rights defenders	35
Children	22
Lawyers	16
Primary schools (as a whole)	8
Lesbian, gay, bisexual and transgender people	6
Bar Association	4
Parents and families	2

Teaching institutions	2
Refugees	2
Migrants	2
<b>TOTAL</b>	<b>4007</b>
* 35 of these civil servants were prison or reintegration officials	

Although teachers were the most common professional group trained as multipliers in the REAP countries, the above list shows a wide range of multiplier categories. Many of the learner categories can be easily be associated with human rights NGOs or activist categories, consistent with the human rights NGO literature and AI’s HRE policy. Certain categories are clearly duty bearer categories, such as members of the judiciary, a category that was surprising large.<sup>134</sup>

What this data cannot tell us is to what degree the multiplier trainings carried out for these groups were linked with learner functions, that is, oriented towards capacity-development rather than awareness-raising. This the target group indicator alone cannot be used to confirm the presence of the Accountability Model independent of reviewing the content, resources and pedagogy of the associated trainings.

#### 6.4.2 *Typical HRE Activity*

One indicator of program infrastructure would be a **typical HRE activity** carried out by the section. In the IS survey, coordinators were asked to describe three HRE activities that they had undertaken. As presented in the last chapter, each of the three HRE activities presented by the sections was coded according to the HRE models.

The results show that the majority of HRE coordinators had activities that fall under the Accountability Model approach, as they relate to HRE capacity-development. With the

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<sup>134</sup> Although the January 2006 REAP report from AI-South Africa indicated that 2006 plans to carry out a workshop on domestic violence with a local police department were rejected by AI leadership – “did not approve Amnesty working with police as part of AI’s policy”(p.1). In a few other sections it appears that such plans proceeded. HRE Coordinators indicated that they had carried out trainings with multipliers from amongst Ministry of Education representatives and prison/ reintegration officials (AI Morocco), members of the judiciary (AI India), human rights defenders (AI Thailand) and religious group leaders (AI Turkey).

exception of the Russian Ombudsman, the target groups appear to be educators, youth and NGOs.

As this survey question did not ask Coordinators to present a comprehensive overview of their programming, this result should be used not to establish the prevalence of this model among the ten Sections but rather the forms of these activities. The descriptions below are those provided verbatim by the Sections.

Accountability Model:

(Malaysia)

Title: AI Malaysia REAP Human Rights Education Programme

Goal: We want to expend on the multiplier effect. Understand basic concepts of human rights and learn about human rights issues in Malaysia. Learn new teaching methodologies and facilitation skills to impart human rights. To build a human rights culture in Malaysia by enabling people to gain a deeper appreciation of human rights and thereby help to shape a society that is just and humane. REAP is unique because it allows AI Malaysia to plan strategically, build our own capacity in human rights education and develop good cooperation with relevant local NGOs. It also ensures that AI Malaysia is not duplicating the work done by other NGOs but developing a human rights education niche for ourselves.

Duration: 6 days

Target audience: educators, student leaders, community organisers

Type of activity: workshops. Introduction to human rights, introduced to the participants to Popular Communications tools, effective communication, effective facilitation, use of creative media etc.

Results: The participants have been regularly or as often as possible conduct HRE as part of their class

(Russia)

Title: Work with regional Ombudsman

Goal: to work closely with regional ombudsman.

Duration: [not indicated]

Target audience: regional Ombudsman

Type of activity: workshops on basic HRE

Results: The participants have been regularly or as often as possible conduct HRE as part of their class



(Slovenia)

Title: Stop Violence Against Women

Goal: train multipliers for that topic to encourage target group for multiplying knowledge and skills to raise awareness about violence against women

Duration: [not indicated. The effort had been in place for four years]

Target audience: multipliers –teachers and youth

Type of activity: workshops, trainings, publications, public events, camps

Results: One of the results was a videotape and a manual for teachers, and poster.

As part of the trainings actions to stop violence against women were organised for both facilitators and participants

(Slovenia)

Title: Love is Love

Goal: to understand and learn about human rights through the discussion of sexual identity and sexual orientation

Duration: [not indicated. The effort had been in place for two years]

Target audience: multipliers –teachers and youth [no mention of backgrounds regarding sexual orientation<sup>135</sup>]

Type of activity: workshops, trainings, publications, public events, camps

Description of activity: Workshops (40 per year), training (1 per year), camp (1 per year), networking of teachers on this issue, producing materials

Results: 6 teachers in network on this issue who are also multipliers, co-authors of materials and organiser of seminars, a group of young activists (6) who are multipliers for peer-teaching on this issue, materials – postcard with questionnaire, CD, booklet and poster

(South Africa)

Title: Training of trainers

Goal: to understand and learn about human rights through the discussion of sexual identity and sexual orientation

Duration: 5 days

Target audience: **Error! Not a valid bookmark self-reference.**

[no mention of backgrounds regarding sexual orientation]

Type of activity: workshops

Results: Draft operational plan for 2008 incorporating activities to be implemented by trainers/youth in different communities

(South Africa)

Title: Rape and how to identify signs of sexual abuse

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<sup>135</sup> Capacity-development workshops that are oriented towards vulnerable groups do not appear to have included vulnerable groups directly. This topic is addressed in the next chapter on findings associated with the Transformation Model.

Goal: to sensitize community leaders on issues of rape

Duration: 4 hours

Target audience: community leaders

Type of activity: workshops

Results: [not indicated]Draft operational plan for 2008 incorporating activities to be implemented by trainers/youth in different communities.

(Thailand) [This three-day workshop was repeated two times]

Title: Human Rights Education Workshop

Goal: • To strengthen their knowledge and attitude about HR principles and how to apply within their work. • To network and explore partnership activities essential to furthering the cause of human rights.

Duration: three days

Target audience: Teachers NGOs/Activists and community leaders.

Type of activity: workshop

Description of activity: Topics: 1. The principle of human rights 2. Learning and analysing about the human right situation in their work - community - social and the country. 3. Learning about gender equality – Human Rights & Constitution 4. How to fulfill human rights in their work. 5. UDHR and HR conventions. The methods : Lecture, group dynamic, group discussion, games, share experience in the small group and forum. Brainstorming & presentations and carried out by facilitators or resource persons.

Results: Most of them have gained a basic understanding about Human Rights. Some have the ability to be a trainer. After the workshop some become members of AI Thailand.

(Morocco)

Title: HRE program planning

Goal: HRE network capacity building in HRE activity planning

Duration: 3 days

Target audience: HRE network members in the section

Type of activity: workshops

Description of activity: interactive exercises and activities on HRE planning techniques. Around 30 people from HRE network participated in the workshop

Results: Development of an HRE plan for the network.

(Morocco)

Title: HRE techniques and approaches

Goal: HRE club facilitators' capacity building in educational institutions

Duration: 3 days

Target audience: HRE club facilitators in educational institutions of the Ministry of Education-Taza Elhusaima Tawnat, North East Morocco [repeated for a different section of Morocco]

Type of activity: workshops

Description of activity: Workshop program included a number of interactive exercises and activities to consider provisions of UDHR and Child Rights Convention, and the use of pedagogical techniques. Around 30 HRE club facilitators from educational institutions in the district participated in the workshop

Results: Establish a committee to follow up the workshop's recommendations, and activation of HRE clubs in educational institutions in the district.

A review of these examples suggests some complexity in regards to assessing whether or not an HRE program falls under the Accountability Model. On the one hand, those examples related to the capacity-development of teachers/educators and NGO trainers are consistent with the Accountability Model. The AI Russian example of HRE carried out with the regional Ombudsman, for which little detail is provided, is reminiscent of the example from AI Turkey on workshops carried out with religious leaders. If the Accountability Model is driven by the agenda to influence the professional work of groups, there may be cases where skill development may not be absolutely necessary. For example, awareness raising work with religious leaders and journalists around what constitutes a human rights violation may be sufficient for influencing their views and discourses around human rights.

If this is true, then in order to be able to appraise whether the HRE carried out with target groups other than teachers and trainers fall within the Accountability Model, we would need to understand the goals and purposes of such trainings. In order to judge their effectiveness, we would need to study the results of the trainings, which were not incorporated within the methodology of this study.

#### *6.4.3 Contact Hours*

In the Accountability Model we assume that HRE learners will acquire skill development in relation to the adaptation and application of principles of human rights and HRE to their work setting. Single workshops, especially ones lasting for less than a day, would seem unlikely to effectively cultivate such skills in learners. Even a week-long training would be more effective if complemented by an additional training or other supports in order to promote the application and development of skills.

**Multi-day trainings** might therefore be an indicator associated with the Accountability Model. In the four AI Sections that were visited, HRE capacity-building efforts of the AI sections typically involved two- to four-day TOT programs and refresher trainings were also offered.

**Contact hours** are another dimension of HRE that can be used to associate a program with a particular model. A sample of HRE multipliers<sup>136</sup> in the REAP countries were asked to estimate the number of hours they had participated in workshops or other REAP-related activities. It would be logical that contact hours for multipliers would be substantially higher than those for learners, given the goals to cultivate their skills.

Across all multipliers, the average number of hours of participation in HRE programming was 85. Not surprisingly, this average was much higher than the 32 hours of average contact time for learners. However, the results show a wide range of contact hours for multipliers once they are broken out into sub-categories. Specifically, high school and university students, taken as a whole, reported received more training than trainers belonging to other groups.

TABLE 22. MULTIPLIERS – HRS OF PARTIPATION BY OCCUPATION		
CATEGORY	Range	Average Hours
Teacher/educationalist	6-300	55
Student (high school/univ)	20-720	186
Student (high school/univ)*	20-320	83
Civil society group	6-168	70
Civil servant/gov't	18-100	42
Other	1-948	148
Other**	1-150	49
*With outliers of 720 and 480 dropped.		
** With outlier of 948 removed.		

In summary, in examining some elements of Program Infrastructure, we found evidence that each of the Sections were engaged in HRE that would appear to fall within the Accountability approach. Any other finding would have been surprising given that the data came from countries participating in REAP that had committed to carrying out HRE capacity-

<sup>136</sup> As reported in the Methodology chapter, 87 multipliers completed surveys.

development with multipliers. Although the data collected in this study was never presented as representative of HRE work carried out throughout AI, given that the capacity development of activists was an objective contained in AI's International Strategy, we might presume that TOTs of these kind are carried out in other Sections as well.

Consistent with the Accountability Model, the available data reflects a higher average number of contact hours with multipliers than reported for learners.

One surprising finding was the wide range of primary and secondary duty bearer groups trained as multipliers. It is true that REAP encouraged Sections to identify multipliers appropriate for reaching target groups. Yet the diversity of government officials engaged across the ten countries, as well as secondary duty bearers such as journalists, suggest considerable flexibility at the Section level in relation to work with government officials.

What the data cannot show is the content of the trainings carried out with non-educator duty bearers, and to what degree these were customized for the professional environment of the multipliers. It is possible that the REAP Sections concentrated their TOTs on HRE capacity-development in a generic manner across all of the target groups. Thus the HRE carried out with non-educator government workers is somewhat inclusive in terms of the related Model but would be interesting to pursue in future research efforts.

## 6.5 Outcomes

Development of learner skills that can be applied to professional roles and functions  
Application of learner skills to professional roles and functions  
Capacity-development of partner organizations – NGOs  
[and governmental]

Outcome was the final category of evidence explored in relation to the validation of the presence of the Accountability approach to HRE within AI programming. HRE programming with a clear intention to cultivate skills among duty bearers and rights holders in relation to the application of human rights to their work should present related outcomes at the individual level and potentially the organizational level.

### 6.5.1 *Human Rights Education and Government Officials (non-educators)*

In this study considerable evidence was collected in relation to the most prevalent example of the Accountability approach within AI, that of training trainers. Less information was available in relation to HRE carried out with other primary duty bearers.

The AI Morocco trainings of prison staff was one such example documented from the site visits. This example was briefly presented earlier in this chapter and is now reviewed in light of evidence of outcomes.

In the survey completed by the HRE Coordinator she referred to outcomes related to further awareness-raising activities carried out by multipliers they had trained. These activities related to awareness raising and cultural events. The HRE Coordinator referred to

*Holding awareness raising and education days in prisons and minor rehabilitation centers, holding art and recreational activities in prisons and encouraging prisoners and minors to participate.*

Project reports submitted by the Section in 2004 and 2005 referred to a trainer in the Ifrane juvenile detention center carrying out a training for detainees and human rights activities for adult and juvenile prisoners carried out on Human Rights Day for juvenile detainees in Casablanca, Tanger, Fès and Settat.

There is too little information available for these prison staff trainings to form a conclusion about impact and the lack of access to such settings would impede AI Morocco from gathering additional information.

### 6.5.2 *Human Rights Education Skills of Multipliers*

This part of the analysis begins with a presentation of the results related to HRE skill development for multipliers. The primary sources of data for this impact area were the statistical information provided through the surveys administered to multipliers and interviews carried out in the site visits. As reported earlier, across all ten countries, 87 multipliers completed the survey. (Refer to Methodology chapter for more details.) The self-

reported impacts on multipliers are reported below according to country of origin, gender, occupation, and level of participation.

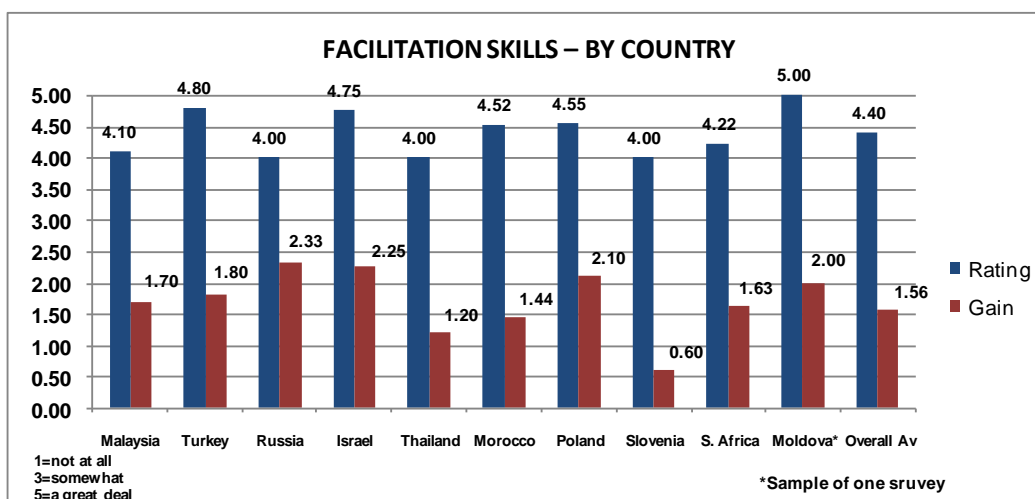
The multiplier survey contained two questions related to skill development:

Multipliers were asked to rate their confidence in the HRE-related skills of facilitation and materials adaptation that they may have acquired through REAP.

Do you feel that you have the necessary facilitation skills to carry out trainings and other outreach activities? On a scale of 1 to 5, with 1 representing ‘not at all’, 3 representing ‘somewhat’ and 5 representing ‘a great deal’, multipliers indicated confidence in their facilitation skills, with an overall rating of 4.40. Not surprisingly, those multipliers reporting the highest level of confidence in their facilitation skills were those who had completed more than 101 hours of training.

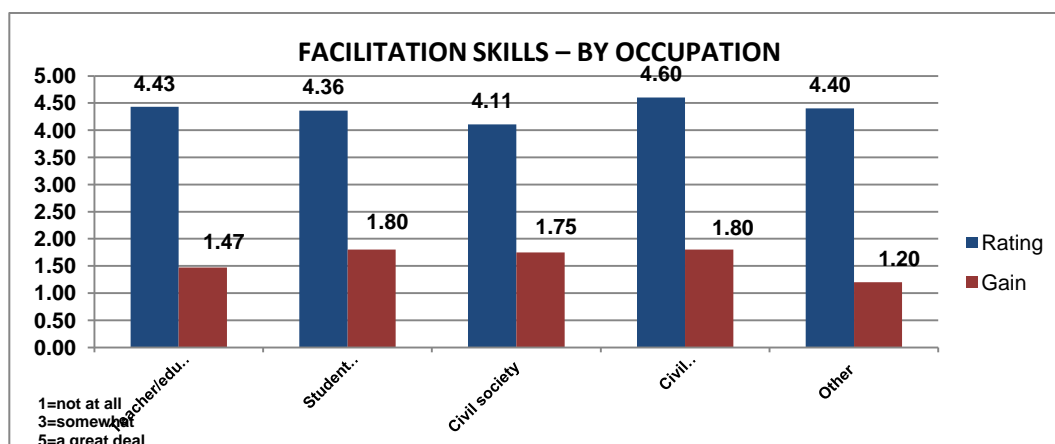
A second question asked multipliers to indicate their facilitation skill levels both pre- and post-REAP. This question was asked in order to try to further isolate the added value of AI’s programming. The results in the tables below show that trainers reported a clear improvement in their facilitation skills, with an average gain of one and a half points on a five-point scale. In fact, there was a minimum gain of one point for all sub-categories of multipliers in all but one country.

Table 23. Multiplier Facilitation Skills – By Country



These kinds of gains were reported for multipliers, regardless of their occupation, as the chart below shows.

Table 24. Multiplier Facilitation Skills – By Occupation



Because there was pre- and post-data it was possible to carry out tests of statistical significance.<sup>137</sup> These tests showed high significance in the differences between the averages for pre- post REAP ratings for all multipliers.

Further tests of statistical significance were carried out for the four case study countries and level of participation according to low (0-20 hours), medium (21-50 hours) and high (51 hours or greater) participation. The results showed the change in pre- and post- averages were highly significant<sup>138</sup> for Poland and Morocco and for those multipliers participating in fifty or more hours of training. The latter finding suggests the cumulative value of participating in such trainings.

Do you feel that you have the necessary skills for developing or adapting existing human rights learning materials/tools for use in our own activities? A second capacity-development question was asked in regards to a multiplier’s ability to develop or adapt human rights learning materials, as this skill would be an indication of a multiplier’s ability to localize content for learners. Although not all AI sections may have incorporated the skill of developing or adapting human rights learning materials within their TOTs, this question was included as nearly all multipliers would need to select and perhaps adapt use of training or awareness materials for their learner groups.

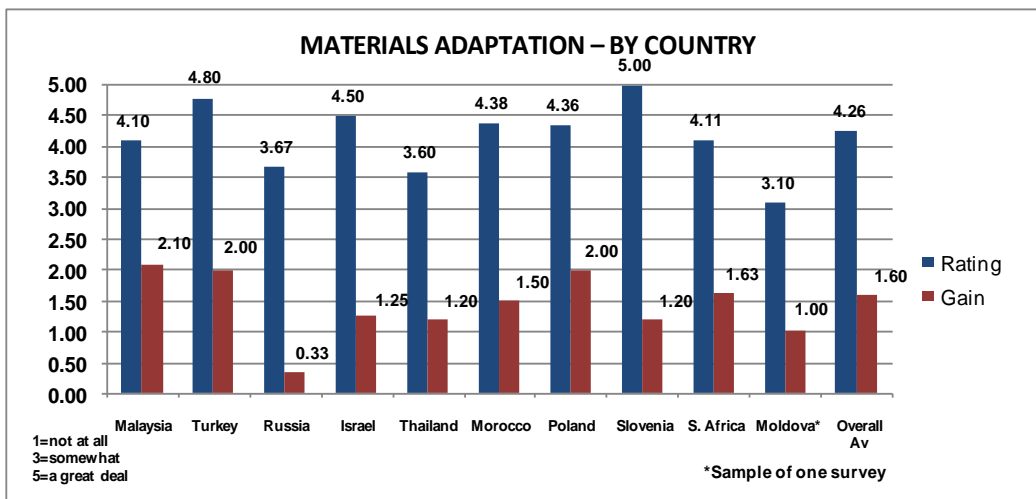
<sup>137</sup>Highly significant ( $p < 0.01$ ) using a one-sided *t*-test.

<sup>138</sup> Highly significant ( $p < 0.01$ ) using a one-sided *t*-test.



The results show an average rating of 4.26 across all multipliers, on a scale of 1 to 5, with an average gain of 1.60 points. The gains in averages across all countries did not emerge as statistically significant, although gains were highly statistically significant<sup>139</sup> for Moroccan multipliers.

Table 25. Multiplier Materials Adaptation Skills – By Country

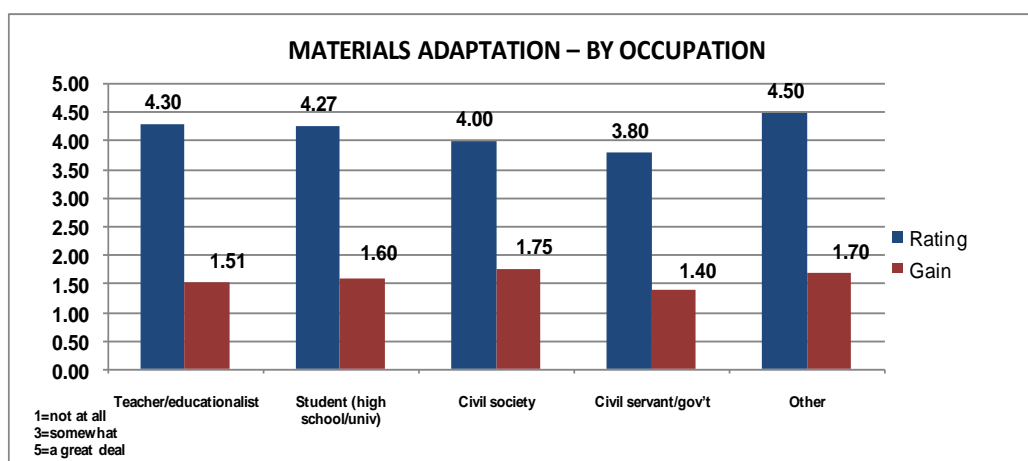


As the chart above shows, certain countries reported both a relatively lower level of competency as well as lower gains (Russia, Moldova) as compared to other countries. If the survey respondents reported out on results that were genuinely different than those of their peers in the other countries, it is possible that materials adaptation may have been less of a priority for multiplier trainings in Russia or Moldova or there may be other features of the HRE (such as lower contact hours) that would explain these differences. Unfortunately, the data does not allow us to answer this question.

Gains in skills related for materials adaptation were reported for multipliers, regardless of their occupation, as the chart below shows.

<sup>139</sup> Highly significant ( $p < 0.01$ ) using a one-sided *t*-test.

Table 26. Multiplier Materials Adaptation Skills – By Occupation



### 6.5.3 Human Rights Education Activities of Multipliers

The results above confirmed outcomes in skill development consistent with those expected for capacity-development trainings carried out in REAP. The next question would be whether such skills are actually applied in practice, which is a clear expectation of the Accountability approach.

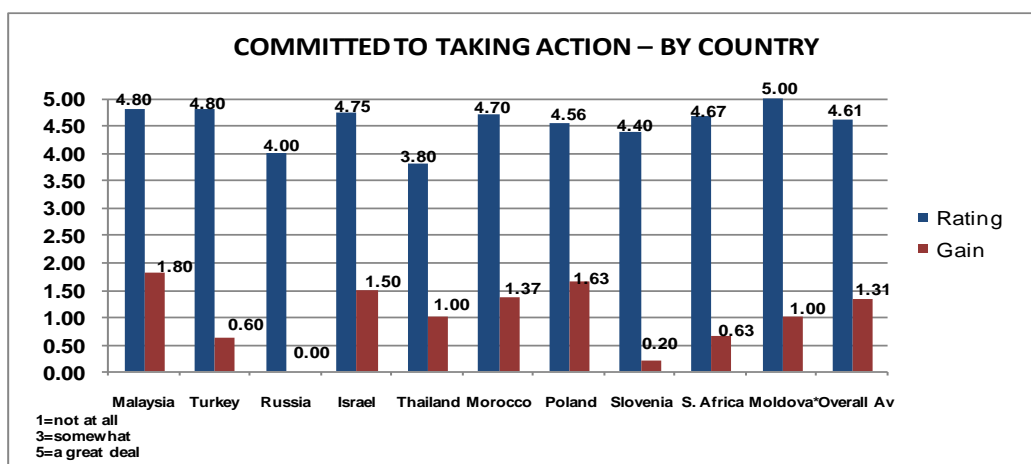
One question on the multiplier survey, asked them to identify how committed they were to taking action to promote human rights. This question was also asked of learners but in the case of multipliers, would be an initial indication of their intention to apply their HRE learning.

The results show an overall high level of commitment to taking action (4.81) of which an overall gain of 1.31 points was attributed to the HRE program. This gain was highly statistically significant, suggesting that the HRE trainings were highly motivating.<sup>140</sup> The results did not reveal any striking differences in ratings or gains by multiplier sub-categories such as occupation and hours of participation.<sup>141</sup> These latter tables are included in the Annex.

<sup>140</sup> Highly significant ( $p < 0.01$ ) using a one-sided  $t$ -test.

<sup>141</sup>The possible exception was Thailand, which had an average of 3.80. However, multipliers in this country nevertheless reported a gain of one point over the course of REAP.

Table 27. Multiplier Committed to Taking Action – By Country



Multipliers were asked to report new activities that they had carried out as a result of their participation in AI’s HRE program.

Have you carried out new activities as a result of your participation in Amnesty International’s HRE program? If so please describe. Will you remain involved in these activities? Eight-two percent of the multipliers who answered this question (78 total) indicated that they had initiated new activities as a result of the REAP program and 94% of those reporting that they had initiated new activities indicated that they would remain involved with them. The open-ended written responses for beneficiaries who indicated that they had initiated new activities were coded, with the table below listing all results mentioned by 10% or more of the learners. Multiple answers were possible for individual multipliers.

TABLE 28. INFLUENCES OF AI HRE ON NEW ACTIVITIES OF MULTIPLIERS

Outcomes	Percentage
Facilitation of workshops	20%
Awareness-raising activities	13%
Participation in other trainings	12%
Methodology of teaching	10%

All of the most frequently mentioned new activities related directly to the ‘multiplication’ of human rights education, the intended outcome of HRE for multipliers. These results further affirm the relevance of the Accountability Model for some of the AI trainings, as well as the appropriateness of this indicator within the analytical framework.<sup>142</sup> Below are some sample quotes that illustrate the coded activity areas.

Facilitation of workshops:

*Workshops for the police, journalists, cooperation with the police in Lublin, Association for Human & Nature. (AI Poland)*

Awareness-raising activities:

*Presenting a report to the school management on HRE program and posting it at the teachers’ room for their information, raising the awareness of students of the importance of human rights, giving a presentation on the topic. (AI Morocco)*

*Right after participating in the training, I posted many posters on the school board and in the teacher’s room. I held several meetings with students and teachers. I organized an evening meeting marked by raising awareness, cultural issues, focusing on children’s rights and a safe environment. (AI Morocco)*

*Creating more awareness of human rights in the community where we are active and supplying material to educate people and encouraging them to educate themselves and take action for themselves. (AI South Africa)*

*In conjunction with AI the school organized an activity day dedicated to the respect of those who are different and to human rights. (AI Slovenia)*

Participation in other trainings:

*I participated in a TOT on youth and social rights. As a result I participated in 6 training programs/workshops on social rights. (AI Turkey)*

Methodology of teaching:

*I try to look at more holistic ways of promoting human rights, for example exploring the potential of online technology, exploring how pictures, simple art forms can send a particular human rights message, instead of just through text and verbal means. (AI Malaysia)*

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<sup>142</sup>The exception was the outcome of ‘participation in civil society’, which related to the multiplier’s engagement with other organizations or activities related to human rights and/or human rights education.

*Using free and open discussion techniques I learned during the training in moderating discussion in the classroom. (AI Morocco)*

For some multipliers, support in learning new teaching and learning methods and opportunities was intrinsically valuable. A focus group interview with seven key trainers working with AI Poland revealed two main motivations for participating in the TOTs: to do things that were important and to gain new knowledge and skills in training.

*I practice my training skills here, it will be useful for me in the future, also in my therapeutic work, or even during business trainings that I sometimes lead nowadays.<sup>143</sup>*

The surveys completed by HRE Coordinators included a section asking them to share evidence of the results of their HRE and many of these pertained to the work carried out by multipliers. Some of these results were reported in the previous chapter, but a range of quotes are also included here.

*Teachers include human rights aspects in their elective courses. Librarians add HRE events in their educational plans. NGOs include human rights aspects in their activities. (AI Russia)*

*We have been contacted by individual teachers, who already implemented what they have experienced in our trainings. Also, some of them initiated human rights clubs in their schools. (AI Turkey)*

*Teachers have been using HRE materials to integrate to classroom and establish human rights clubs in school. Some of the teachers come back to help us to conduct training workshop. (AI Thailand)*

Have you changed the way you carry out pre-existing activities as a result of involvement in Amnesty International's HRE programming? If so please describe. Will you remain involved in these activities? Seventy five percent of the multipliers who answered this question (72 total) indicated that they had changed the way that they carried out pre-existing activities as a result of the HRE program and 87% of those reporting that they had changed previous activities were like to continue doing so. The coded results showed that the predominant

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<sup>143</sup>Interview with key trainers associated with AI Poland, carried out in the Section office, Warsaw, Poland, 2 October 2008.

change was in methodology of teaching, reported spontaneously by 44% of the multipliers.<sup>144</sup> This finding is also consistent with the outcomes intended for HRE capacity-development.

#### 6.5.4 HRE Capacity-Development of Partner Organizations

The previous section contained results for individual multipliers participating in AI trainings. However, the development of partnerships between AI and other organizations around HRE programming suggests an institutional link that could be linked with the Accountability Model. This is because such links would indicate, at a minimum, the willingness of an organization to give AI access to their site in order to carry out HRE or to develop the internal capacity of staff to carry out HRE or apply human rights to their work. Both of these modalities would be associated with the Accountability Model if the trainings that took place were intended to develop skills related to the application of human rights/HRE rather than simply promoting general awareness of human rights in these locations.

HRE Coordinators were asked how many organizations AI had active **collaborations** with prior to the REAP programming and then at the time they completed the survey. These partnerships would be an indication of Amnesty International’s ability to influence the programming of others, to benefit from the expertise of others, and in concert with others to forward a human rights/HRE agenda in a country.

As the table below illustrates, the number of collaborations increased dramatically as a result of the HRE programming, across different kinds of organizations: governmental, non-governmental, community-based, schools and universities.

TABLE 29. ACTIVE COLLABORATIONS –BY COUNTRY						
NGO’s/CBOs			Government Agencies		Schools/Universities	
COUNTRY	Pre-	Post-REAP	Pre-	Post-REAP	Pre-	Post-REAP
Malaysia	4	6	1	1	0	4
Turkey	6	104	0	5	1	5
Russia	2	7	1	6	3	8

<sup>144</sup>Other changes to pre-existing activities are not included here as they were not reported by at least 10% of the respondents.

<b>Israel</b>	2	16	1	9	20	83
<b>Thailand</b>	12	24	3	5	25	32
<b>Poland</b>	5	15	0	6	0	107
<b>Slovenia</b>	15	29	3	8	55	407
<b>S. Africa</b>	4	16	0	1	7	42
<b>Moldova</b>	1	6	1	2	0	76
<b>TOTAL</b>	<b>51</b>	<b>223</b>	<b>10</b>	<b>43</b>	<b>111</b>	<b>764</b>
* No breakout of collaborations available for Morocco although the total number of collaborations was reported to have increased from 30 to 200 over the course of the REAP program.						

HRE Coordinators were asked if the collaborations that AI had with other organizations through the HRE program had influenced the programming of these other organizations. This question was intended to identify specific programmatic influences of Amnesty’s HRE activities on ongoing work carried out by other organizations, an impact that would presumably be deeper than short-term influences on activities. As the coordinators were reporting on results in organizations other than their own, we can’t know how reliable or complete this information is. However the kinds of examples shared indicated that the HRE carried out fell under the Accountability approach in relation to organization-wide strategies of partners.

Eight of the ten coordinators indicated that HRE-related relationships with other organizations had influenced the programming of other agencies.<sup>145</sup> The influences reported were primarily human rights education and awareness-raising programming.

*Social change organizations are colleagues but at the same time they stimulate the field and demand from each other to become more relevant and to show what their added value is...AI invigorates other organizations to show their attributes as well...To be more specific here are some examples:*

- *SHATIL has now a new course of “Human Rights for Bedouin social activists”*
- *Schools integrate human rights issues and programs in their curriculum: some of them by devoting a weekly lesson to the JUAN program, others by celebrating*

<sup>145</sup> The two exceptions were Malaysia and Moldova.

*international human rights days, others by infusing the JUAN into core subject lessons*

- *Universities and colleges provide a special scholarship for students to work as multipliers in the 'changing worlds' program. (AI Israel)*

*The cooperation helped partner organizations in drafting programs and working plans on HRE, the organizations acquired experience and skills in HRE, active contribution of partner organizations in constructing the national plan to promote human rights culture. (AI Morocco)*

*We have influenced their [partners'] plans and priorities through partnerships on different levels, on joint projects as well as on their work, which had the basis on our information or materials. (AI Slovenia)*

*Participants in the TOT in HRE have organized and carried out 8 presentations of the course for their school staff, school administrators, and 3 workshops for other teachers, school administrators, three presentations for parents. (AI Moldova)*

*20 teachers have taught (piloted) the course elaborated within the project "I Have the Right to Know my Rights" in 2006-7 school year, 35 teachers have taught the course in 2007-8, and 49 teachers are teaching the course in the current school year. (AI Moldova)*

*The Office of Religious Affairs already included advice and support to eliminate violence against women within the society in their regular Friday sermons which most implemented during the Friday prayers in all the mosques around Turkey. (AI Turkey)*

Although the Coordinators' open-ended responses to these questions don't allow for the measurement of frequency and scope of these results, the site visits confirmed these kinds of results on partner organizations. For example, although the Malaysian HRE Coordinator indicated on the survey that there had been no influence on the programming of other organizations, interviews at the Malaysian Human Rights Commission indicated that AI Malaysia had actively contributed to their HRE work through the provision of resources and contributions to the development of a civics education booklet intended for schools.

A more extensive example came from the AI Morocco context. HRE capacity-development in the Moroccan context included work with one NGO, Zakoura. Zakoura was a development association based in Casablanca and with branches in other parts of the country. This organization has designated trainers. Over the years, thirty staff total were trained in the AI Morocco HRE program. One of the interviewed trainers had worked in a rural area of Morocco where youth had high unemployment and low literacy levels, linked up his HRE with the topic of illegal immigration out of Morocco and integrated this within vocational



training advice that he offered to youth. He saw HRE as a way to encourage young people to learn about their rights and take responsibility for their actions. He had applied HRE with over 150 young people at the time of the interview. AI's HRE TOT had introduced him to new techniques and provided him with international examples that he then complemented with the youth looking at real problems they faced in their families and environments.<sup>146</sup>

In summary, there was evidence that AI Sections carried out HRE capacity-building trainings with a range of partner organizations, both governmental and non-governmental and that such partnership were actually incurred through the efforts of the HRE Coordinators. Indicators of outcome –both narrative and statistically – suggest that there were results in at least some of the partner organizations receiving the HRE capacity-building trainings. As with the Values and Awareness Model, outcome indicators help to confirm the presence of a model within AI HRE.

We now turn to another way in which AI Sections attempted to influence government authorities through REAP: advocacy processes related to the introduction of HRE in schools.

#### *6.5.5 Lobbying of Government Authorities*

In a number of countries, coordinators reported that lobbying had resulted in concrete partnerships that have facilitated the HRE work of the Amnesty section and had resulted in new or enhanced HRE-related activities of government officials, at both the national and sub-national levels. AI HRE Coordinators reported that relationships with educational authorities included: lobbying efforts to encourage authorities to authorize HRE in schools and partnerships that allowed Sections to train teachers with and on behalf of the government. This range of relationships are nowhere intimated in the AI policy documents at headquarters but reflect the practical work carried out in the Sections studied in order to forward HRE within the school sector. The outcomes related by the Coordinators are now presented.

In Morocco, agreements were signed between AI Morocco and the Ministry of Education as well as with local educational authorities. The Section reported that the Ministry of Education had prepared modules on human rights education and training for its personnel (without the

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<sup>146</sup>Trainer with Zakoura, who participated in AI Morocco training, interviewed in the Section office, Rabat, Morocco, 22 November 2008.

involvement of AI) and that there was a national strategy to promote human rights, which was developed in cooperation with various governmental agencies and NGOs, such as AI. The HRE Coordinator pointed to this cooperation as a clear gain. This positive perspective was somewhat offset by that of the Moroccan AI Director. He felt that HRE work in schools had helped to demonstrate “a friendly face to the government” but that this also had to be balanced by the need for AI to mobilize, including the involvement of some of these same pupils.<sup>147</sup>

AI Poland reported that they have been actively lobbying the Ministry of Education to incorporate HRE and that human rights was established as an educational priority for the 2008-9 school year,<sup>148</sup> resulting in an increased demand for Amnesty’s services in schools.

The South African Ministry of Education was already committed to HRE and AI South Africa assisted the Ministry in realizing its aim by carrying out training activities with youth. In Turkey, AI concentrated their lobbying efforts on gaining approval for the use of “First Steps” as a sanctioned training tool.

AI Russia met with local authorities, officials at Education Departments and managers of educational institutions in order to promote HRE in formal and non-formal education. The Section reported that in many cases, human rights had been included as an elective in the school curriculum and cultural institutions (such as libraries) had included HRE events within their annual plans. As a consequence, numerous HRE activities had been carried out, many of them in conjunction with AI.

In AI Slovenia lobbying had been constituted primarily by reminders of the government’s obligations and intentions to provide HRE in schools. In Moldova, a partnership agreement was signed between the Ministry of Education and the Amnesty section in regards to materials development and teacher training. AI Moldova continued to lobby the Ministry for the formal inclusion of an HRE course in the curriculum. AI Thailand also continued to lobby for the placement of HRE within formal education.

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<sup>147</sup>AI Morocco, Director, interviewed in Section office, Rabat, Morocco, 18 November 2008.

<sup>148</sup>The study cannot determine to what degree, if any, the lobbying efforts of AI Poland contributed to the Ministry of Education’s decision to incorporate HRE as an educational priority in 2008-9. Relevant for the study are efforts by the Section to influence the government and the resulting impact of the policy decision on demand for HRE.

In countries such as Malaysia, where a direct relationship with the Ministry of Education was not possible due to government sensitivity around human rights discourse, the AI section was successful in establishing a working relationship with the Malaysian Human Rights Commission. In doing so, they were able to influence and technically support the commission in its efforts to promote human rights education in schools. At the time I administered my survey and carried out my site visit, AI Malaysia was still engaged in lobbying the Commission to integrate HRE into existing subjects and to use the Commission to try to influence the Ministry of Education in allowing for HRE workshops for prospective teachers.

The evident differences in the lobbying strategies undertaken by the AI sections and the results that have been shown no doubt reflected each section's assessment of opportunities existing within national and sub-national policy environments for promoting HRE with duty bearers. Practically all REAP sections indicated that they been able to influence formal educational policies and practices at the national and sub-national levels. From the lens of a human rights NGO, these lobbying efforts can be seen as an activity ultimately supporting the delivery of HRE by duty bearers in order to encourage opportunities to carry out HRE as tool for preventing human rights violations.

## **6.6 Vignettes of Accountability Model**

So far in this chapter, the data have been presented in relation to discrete characteristics associated with the analytical framework. This section contains vignettes, or “mini-case studies,” to illustrate how program characteristics blend together in designing and implementing HRE.

The vignettes are the government partnerships organized in the AI Morocco and AI Malaysia Sections. These Sections were chosen because the government relationships were relatively well developed and thus allow us to analyze this very interesting, and unique, aspect of AI work.

These mini-case studies blend the HRE Coordinator intentions for these activities and interpretations of how they transpired, their content and evidence of outcomes. As with the earlier part of this chapter, the researcher integrates reflections and questions in relation to the consistency of these programs with the Accountability Model and elements of the model that

require further examination. These case studies were distilled from data collected during site visits. Specific data sources are referenced where applicable.

### AI Morocco: Government Partnerships

In Morocco, improvements in the human rights environment beginning in the late 1990s enabled Amnesty to gain in acceptance and stature both with the public and with government agencies. In establishing their priorities for their HRE program, AI Morocco identified at the level of government four problems that they sought to address (AI Morocco, 2006). One was gender discrimination and the continuous inequality of women in daily life, which was infused into their work with women and children, both in the schooling sector and with NGOs.

The Section sought out a partnership with the Ministry of Education (MoE). This partnership was an especially successful one as the timing was right: the Moroccan government wanting to demonstrate openness to the NGO sector and integration of human rights themes within the formal curriculum as well as school clubs. Capacity-development trainings for teachers who wanted to open school clubs or integrate human rights into their teaching dominated the work of the Section.

The relationship between AI Morocco and the MoE was a mutually beneficial one. The Section received access to teachers and authorization to work with them on human rights-related activities. The Ministry organized invitations, venues for the training, and covered transportation costs of teachers. From the Ministry side, they were provided with AI trainers and learning resources from AI. One might observe that the section assisted the MoE in implementing its pre-existing HRE plans.

Another human rights problem identified as a priority for the Section was violence carried out at the hands of police and prison staff. After the political changes, AI Morocco positioned itself to carry out trainings with the police and prison officials, who in 2005 were located administratively within the Ministry of Justice. These opportunities had reflected an “opening up” to the government to human rights and the commitment of the HRE Coordinator to lobbying government authorities directly in order to establish partnerships and opportunities for engagement.

The Section understood that these new relationships were a breakthrough and they also understood their internal limitations in terms of being able to carry out trainings for these

groups. As reported earlier in this chapter, AI Morocco brought in partners for the initial training of prison officials. AI's untested capacities for training such groups were compounded by ongoing political complications with the Ministry of Justice.

AI Morocco was scheduled to carry out a TOT for the training centers of the police academies police in 2004. This workshop did not take place because of ministerial changes in the Moroccan government and the abolishment of the Ministry of Human Rights, the main partner of AI Morocco for organizing the police training workshop. The elimination of the Ministry of Human Rights resulted in the nullification of the agreement that AI had had to carry out police trainings.

The section worked with prison directors and wardens by offering two TOTs in 2004 in cooperation with Penal Reform International. At the time of the site visit, the work with prison staff had been suspended due to a restructuring that shifted prisons from the Ministry of Justice to a High Commissioner under the responsibility of the Prime Minister.

Although the training efforts with the Ministry of Justice target groups turned out to be problematic, senior leadership at AI Morocco considered it beneficial for the section to have gained access to these institutions. The ability of AI to demonstrate a positive relationship with the Moroccan government gave them greater room to maneuver in the public domain. The AI Director recognized that the trust established in these relationships had helped to launch the UDHR 50<sup>th</sup> Anniversary Campaign in the country, involving the dissemination of two million posters and five million booklets and the successful recruitment of 1 million signatures on a petition supporting the UDHR.

This insight into the benefits of the AI Morocco partnerships with government authorities (in particular non-educational ones) suggests that there may be some willingness on the part of Section leadership to accept limited HRE gains in these environments in exchange for increased leverage around carrying out public education and awareness-raising. The latter would be consistent with the Values and Awareness Model and would seem to weaken the case that AI Sections would be disposed towards working with non-educational government authorities in the spirit of the Accountability Model.

### AI Malaysia: Government Partnerships

In Malaysia, the government has taken some steps to promote civil and political rights at the time of the 2008 site visit, even though the sincerity and effectiveness of such actions had been questioned by critics.

One such effort was the establishment of a national human rights commission, SHUHAKAM, which contained a unit responsible for human rights education. Four of the 16 commissioners were assigned to this Working Group for Human Rights Education in Schools and these commissioners were given four staff people to assist in this responsibility. AI Malaysia had not been able to directly access public schools, religious schools and public universities, as administrators were concerned about being affiliated with a human rights NGO. The Section decided to influence educational institutions indirectly by supporting the work of SHUHAKAM in preparing teaching and learning materials for schools. SHUHAKAM developed teaching modules on civic education that had a human rights element, which AI Malaysia contributed content towards. These modules were developed, printed and delivered to the Ministry of Education, but the Commission staff believed that few were in fact sent out to schools.<sup>149</sup>

According to the staff interviewed at SHUHAKAM, they cooperated with three Ministry representatives, three academic institutions and two other NGOs (National Teacher's Union and National Council for Women's Rights) in addition to AI Malaysia. Amnesty International was the only human rights NGO in this group. The Commission staff said that they have found the NGOs in general to be the most responsive of their collaborators. Specifically, AI Malaysia provided them with ongoing advice and materials and their particular added value was the provision of cases and the international perspective in relation to human rights education.

The HRE Coordinator met with staff of the SHUHAKAM education working group regularly in order to feed them new AI materials and ideas. According to the Coordinator not all of the ideas were accepted but he felt heard. One new strategy that had been proposed was to lobby the ministries to carry out HRE through SHUHAKAM. If the Human Rights Commission

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<sup>149</sup> Interviews carried out during the site visit did not allow for an exploration with the Ministry of Education as to why the civic education modules had not been delivered. However the view of the HRE Coordinator was that this was due to political reasons.

could strengthen its relation with the Ministry of Education then the Ministry would cooperate more fully in the distribution of resources related to the Convention on the Rights of the Child and associated workshops for teachers. These resources would unlikely be promoted under the Amnesty International banner, given the political situation, but under the Commission's. The HRE Coordinator did not see this as a problem: "Branding is less important than achievement."

#### Reflections on Government Partnerships and AI Morocco and AI Malaysia Examples

The contrast between AI Morocco's successful partnership with the Ministry of Education as compared with the Ministry of Justice highlights the limitations of the Accountability Model in explaining AI's HRE across all government partners. We need to look specifically at the government partner, as well as the nature of the HRE requested.

On the one hand, work with duty bearers in the education sector for AI Morocco worked very well for a number of reasons, including shared goals to implement HRE; complementary programmatic strengths between AI and the MoE in regards to the delivery of HRE teacher trainings; and the status of teachers as both rights holders and duty bearers in regards to human rights, with many teachers engaged with AI through its educator network and activism with other NGOs. The alignment of teaching and learning goals between AI HRE programming and that of government institutions (such as Ministries of Education, which are in the business of teaching and learning) facilitates such partnerships.

In contrast, AI's relationship with law enforcement officials has historically been a problematic one as such officials have been viewed as perpetrators. Gaining access has been challenging because of this historic lack of mutual trust; the closed nature of law enforcement institutions; administrative re-structuring and shifts in leadership; and the uncertainty of moments when these institutions will be political open to cooperation with a human rights group. The relationships that AI Morocco had with non-education government partners were apparently initially facilitated through the Ministry of Human Rights and ultimately collapsed for political and administrative reasons beyond the control of Amnesty.

The fact that the Director of AI Morocco considered their array of government partnerships to have facilitated access to public education channels is a telling insight. Perhaps all of AI's

HRE-generated relationships with government authorities might ultimately be viewed as instrumental to the organization's functions of campaigning and mobilization. This prospect would not deny the existence of the capacity-building trainings with duty bearers and the relevance of the Accountability Model. However such trainings might still be understood to be subsidiary to public education and mobilization goals, associated with the Values and Awareness Model.

## 6.7 Conclusion

This chapter examined evidence for the presence of the Accountability Model within AI programming in the ten REAP countries by applying the elaborated analytical framework to survey and case study data.

This analysis confirmed the finding anticipated from the policy review in Chapter 4 that HRE consistent with the Accountability approach was found in the countries in relation to HRE capacity-development of activists. The section on analysis of *Goals and Purposes* showed that HRE Coordinators considered their HRE capacity-development of activists to be consistent with the International HRE Strategy (Circular 25), specifically Strategic Objective 2.2.

The site visit data confirmed that *Content and Pedagogy* associated with HRE capacity-development were present in the design of TOTs. These were consistent with the REAP objectives to cultivate multipliers. Skill development in relation to the facilitation of HRE activities were emphasized in the REAP countries. As with the Values and Awareness Model, one would need to carefully review teaching and learning materials and plans at the program level in order to carry out a thorough analysis of this framework dimension.

In examining some elements of *Program Infrastructure*, we found that the majority of sections highlighted an HRE activity that appeared to fall within the Accountability approach and that teachers/educators were the primary recipients of HRE capacity-building trainings. Whether or not to label such teachers as activists and place them in the "rights holders" camp, or to view them as government officials and thus duty bearers, remains unresolved. Teachers are a problematic group to categorize within this model. Technically they can be seen as duty bearers and yet we have seen examples where – although their professional skills were



cultivated – they did not implement in their schools but instead used these skills in other settings related to human rights activism.

In addition to this complexity regarding the treatment of teachers conceptually with this study, the results showed considerable diversity in the professional backgrounds for multipliers. A proposal for how to address this duty bearer complexity is presented at the end of this section.

*Outcomes* investigated at the individual level confirmed that multipliers attending TOTs improved their skills in relation to facilitation and the use of HRE materials, and that these skills were applied in practice. Evidence of outcomes at the organizational level for AI partnership institutions were more difficult to discern for both methodological reasons and because such partnerships did not necessarily imply that AI would be delivering technical assistance. AI claimed results in relation to lobbying efforts to promote the infusion of HRE within schooling policies and there was evidence that one NGO whose staff was trained by AI Morocco integrated HRE within their work.

In general, the various ways in which AI Sections are collaborating with government agencies around HRE suggest potentially multiple agendas for AI in relation to these partnerships. Capacity-building trainings carried out with the Accountability approach may represent only one dimension of this relationship.

There are specific implications for the *Analytical Framework* elaborated for the Accountability Model, as applied to a human rights NGO. Although all of the indicators remain conceptually valid, it seems necessary to include the capacity-development of government officials as potential target groups. The original HRE model had included the training of duty bearers so this is not inconsistent with the thinking behind this model. The decision to exclude capacity-development trainings of duty bearers was based on the absence of this approach in the literature for transnational social movement organizations and human rights NGOs, as well as the lack of support for this approach within AI's internal policies. However, HRE practices within the REAP countries showed a very limited presence of HRE with potential violators of human rights. The unresolved question of whether or not to treat teachers as activists or as government representatives also supports the need to retain duty

bearers as a potential target group for the Accountability approach within AI and human rights NGOs.

This chapter showed that, in practice, some of the indicators were more sensitive measures when applied analytically to data. Certain indicators within the analytic framework appear to be strong indicators of the presence of the Accountability approach, specifically those goals and outcomes associated with skill development – as measured at the individual and institutional level. Content and pedagogy of trainings also appear to be dimensions that can be associated with skill-building aims.

An indicator that appears to be less sensitive measurements for the presence of the Accountability approach would be target groups. Individuals participating in capacity-building trainings came from a wide range of professional backgrounds. Moreover, neither the target group nor the amount of contact hours can alone confirm the presence of the Accountability Model independent of reviewing the content, resources and pedagogy of the associated trainings.

The implications for future use of the analytical framework associated with the *Accountability Model* are that more precise indicators may need to be crafted in accordance with specific target groups. The original HRE models recognized the distinction between carrying out capacity-building trainings with activists with trainings involving duty bearers. The data shared in this chapter invites further thinking about categories of duty bearers and how HRE might be viewed in relation to promoting human rights change.

It is possible that we need to distinguish further between types of professional groups and the HRE approach used within the Accountability approach. Some potential categories might be:

- (1) Professional groups, such as law enforcement officials, members of the armed service, civil servants and health and social workers, business/private sector management, who need to understand and comply with human rights norms and related standards of professional conduct. Some key human rights principles that would apply would include non-violation of human rights and non-discrimination.

- (2) Lawyers, who need to know how to bring claims based on human rights norms, and judges, who need to be able to recognize such claims. The underlying strategy is advocacy for human rights using national legal norms.
- (3) Secular and religious community leaders and journalist, who can be trained to identify and report human rights violations and promote public knowledge about such violations.<sup>150</sup>
- (4) Educators, who can integrate human rights themes and pedagogy within their existing teaching and in thus way promote HRE among learners.

While remaining within the Accountability Model, the specific content, skills and applications for HRE for each of these categories will vary. Indicators for HRE programming might be elaborated accordingly.

The final implication of the findings shared in this chapter relates to the *literature on transnational social movement organizations and human rights NGOs*. As we already saw in Chapter 1, the literature on transnational social movement organizations and human rights NGOs addresses in only a general manner the supportive function of awareness raising and trainings. The results of this chapter certainly substantiate the presence of these capacity-building approaches within human rights NGOs.

However the literature is based on the principle that human rights NGOs primarily engage with duty bearers in an adversarial manner. Research, campaigning and mobilization are intended to persuade governments to change behaviors. In contrast, trainings of duty bearers involve working “from within”.

The introduction of HRE programming with AI reveals a new question for human rights NGOs: how to potentially use such programming for, at a minimum, relationship building with government agencies (which might be used in a number of strategic ways) or, at a maximum, for transforming the professional practices of these sectors. Neither of these roles would seem to preclude the traditional advocacy work of AI and human rights NGOs.

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<sup>150</sup>Although awareness-raising workshops carried out with these groups in a couple of the REAP sections were categorized within the Values and Awareness Model because of their sensitization goal, it is possible that these trainings might fall under the Accountability Model, depending upon how relevant the training content was for the contexts these groups work in, and the emphasis places on application in the workplace. Without further information on these specific trainings, this cannot be determined.

However if the implication is that AI actors would, under certain circumstances, hesitate to criticize a government for its human rights performance, such a complexity of roles would ultimately undermine the ability of the organization to fulfill its traditional mission.

By examining HRE within AI, a more complex relationship between human rights NGOs and government officials is offered. To remain consistent with the mission of human rights NGOs presented in the literature, HRE carried out using the Accountability approach with duty bearers might be rationalized as the AI Morocco Director saw it: to gain access to new opportunities to carry out the primary functions of mobilization and campaigning. In this case, the degree to which government workers' behaviors and practices in the workplace are actually changed might be considered to be irrelevant, as long as the relationships between AI and its partners remain positive.

However, AI and human rights groups might rationale HRE capacity-building trainings with those professional groups identified as potential perpetrators (e.g., law enforcement officials) as a (new) strategy for reducing human rights violations. This would be consistent with the mission of human rights groups but inconsistent with the ways these organizations have operated historically.

Although case study treatment of human rights NGOs in the literature is likely to have raised such issues in the past, this did not emerge in the literature on human rights NGOs. This area of potential further development will be revisited in the concluding chapter.

# **CHAPTER 7 - AMNESTY INTERNATIONAL'S HUMAN RIGHTS EDUCATION PROGRAMMING AND THE TRANSFORMATION MODEL**

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*By far and large people do not know what rights they have, in particular marginalized and grassroots communities. Thus through education (HRE) that is rights oriented people are able to use it as agents to change their social circumstances clouded in rights violations by others, governments and other institutions.*

(AI Coordinator, South Africa)

## **7.1 Introduction**

This chapter will analyze the evidence for the presence of the Transformation Model within AI's HRE programming in the ten REAP countries, drawing on the same sources used in the previous chapters. The literature review in Chapter 1 presented educational themes and approaches relevant to the HRE work of human rights NGOs: popular education (incorporating critical pedagogy) and transformative learning. Although these approaches do not appear in the literature on human rights NGOs, they are nevertheless aligned with the empowerment goals of HRE as set out in the UN definition and relevant for analyzing non-formal education and training activities carried out in community settings.<sup>151</sup>

Certain aspects of AI's mandate also support the relevance of examining the Transformation Model within their HRE programming. First, activism should be specifically engendered for those whose rights are being directly violated. The new HRE international strategy of 2005 set the goal, among others, of "engagement of activist communities in order to reach grassroots, marginalized communities" (Amnesty International, 2005, p.5). The REAP Program Concept recognized that HRE might be carried out with "potential violators of human rights as well as potential victims of HR violations."

According to the Transformation Model for HRE, and as proposed in the "Key Characteristics" chart, evidence of such an approach would be found in the following ways. Note that as with the Accountability Model, the Transformation Model is also built upon the same, core foundation of content and teaching and learning methods presented in the Values and Awareness Model.<sup>152</sup>

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<sup>151</sup> As mentioned in Chapter 1, popular education and transformative learning provide a theoretical background for HRE work carried out with vulnerable groups and have in practice been associated with the work of some women's human rights groups. Critical pedagogy has strongly influenced the pedagogical approach of HRE.

<sup>152</sup> The HRE programming of AI South Africa and to some degree AI Malaysia were especially aligned with the Transformation Model through their partnerships with community-based organizations. At the end of this

*Goals/Purposes:*

- Empowerment of individual learners/communities, especially marginalized ones, to identify human rights violations in the immediate environment and to take action

*Content and Pedagogy:*

- Human rights analysis of political, social, cultural conditions of local environment
- Transformative learning pedagogy used with learners
- Popular education pedagogy used with communities

*Program Infrastructure:*

- Target groups: vulnerable and marginalized groups
- Modes: workshops and courses; may be combined with skill development (e.g., vocational training, conflict resolution)
- Contact hours: medium- and long-term HRE experiences (estimated 3-15 days)

*Outcomes:*

- Perspective transformation
- Applying human rights in one's personal life and/or immediate environment
- Human rights changes for learners coming from vulnerable populations (specifically)

This chapter applies this analytical framework in presenting the quantitative and qualitative results of the survey and case study data. The concluding section addresses the implications of these results for AI's programming, the general literature on social movement organizations and the HRE Models/analytical framework.

## **7.2 Goals and Purposes**

Empowerment of marginalized learners and their communities to identify human rights violations in their immediate environment and to take action

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chapter the efforts of these Sections are presented more holistically as “vignettes” in order to illustrate how HRE work was conceptualized and implemented by AI actors at the national level.

### 7.2.1 HRE and Engagement with Marginalized Communities

The IS survey asked coordinators to rate the **link between their HRE programming and the strategic objectives of the international HRE strategy** (presented in Chapter 4). Strategic Objective 1.2., which pertains to the engagement of grassroots and marginalized communities using the human rights-based approach (HRBA)<sup>153</sup>, was one of the options. The results across all of the HRE Coordinators show a strong association between their activities and this strategic goal.

How strongly does your current HRE Programme address the following strategic objectives from the international HRE strategy? [1=not addressed at all, 7=addressed completely]

Strategic Objective 1.2. Engage activist communities and through them grassroots and marginalized communities, especially to promote a rights-based approach to advocacy. Average: 5.1.

## 7.3 Content and Pedagogy

Human rights analysis of political, social, cultural conditions of local environment  
Transformative learning pedagogy used with learners  
Popular education pedagogy used with communities

The Transformation Model assumes that a primary function of HRE is the empowerment of the individual to carry out actions that contribute to the respect, protection and fulfillment of human rights in their own lives and their immediate environment. This model, as with all of the models, involves some basic transmission of information and the cultivation of human rights-related knowledge and understanding. However the content and pedagogy of the

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<sup>153</sup> The rights-based approach involves linking advocacy with human rights standards. The rights-based approach also involves processes of planning and implementation that are inclusive and empowering. (See fuller definition in “Definitions” section. An explicit reference to HRBA within HRE programming would thus be linked with the Transformation Model.



Transformation approach has some distinguishable features, emphasizing critical reflection and orientation to the personal.

### *7.3.1 Content of AI Trainings*

The survey administered to HRE Coordinators asked them to identify the **primary themes of their trainings**. As presented in the previous chapters, these coded results demonstrate a strong presence of “basic” human rights content and human rights themes, which we would expect to see across all HRE models. However, the results of this question are not a clear indication that human rights issues were raised in conjunction with learners’ own life situations or in relation to pressing human rights problems in the local environment. Certain topics such as those related to women, discrimination or xenophobia may have been particularly relevant for certain learners but we would then need to know more about the backgrounds of the learners. For this reason, this particular indicator needs to be combined with other program characteristics, such as pedagogy, in order to identify the presence of the Transformation Model.

### *7.3.2 HRE Resources and Pedagogy*

As with the previous chapters, the site visit data was used to assess the presence of resources and pedagogical practices especially relevant for this HRE model. The case study examples revealed that in both AI South Africa and AI Malaysia key trainers came from popular education traditions and applied this approach in their TOTs. Significantly, these two Section examples illustrate the importance of AI’s relationship with NGOs and community-based organizations (CBOs) and this form of HRE – both in terms of the expertise of key trainers coming from these organizations (AI Malaysia) as well as the organizations themselves enabling AI in partnership to reach marginalized communities (AI South Africa). This topic will be returned to in the vignettes section of this chapter.

#### AI Malaysia and Rights-Based Popular Education

AI Malaysia used as key trainers two persons who worked with NGOs focused on community development and empowerment, using popular education to “popularize rights with

vulnerable groups”.<sup>154</sup> These NGOs worked on the capacity-development of other NGOs in relation to these goals and, in fact, AI was seen as a recipient of their expertise.

In particular, the trainer from KOMAS was oriented towards community activism. The key training resource used did not mention human rights but was a toolkit of exercises related to grassroots community organizing, social analysis and strategizing and community facilitation skills (Tan, 2005). The other training resources, used by the trainer from Dignity International, cultivated community empowerment in regards to development, with a rights-based approach that integrated links with human rights standards and values (Joseph and Win, 2007). Both of the materials drew from popular education methods focused on engaging and empowerment community members to analyze and strategize for human rights change.

#### AI South Africa and Rights-Based Popular Education

AI South Africa worked closely with CBOs in delivering HRE to combat gender-based violence and HIV/AIDs. This focus derived in part from an AI research report published for South Africa in 2008 that focused on patterns of human rights abuses against women “who are exposed to the risk or are already living with HIV in rural contexts of widespread poverty and unemployment” (AI South Africa, 2008, p.5).

The HRE Coordinator identified efforts at the community level as a key strategy work so that they would have “zero tolerance for any form of human rights violation [and] hold themselves, government and service providers accountable” (AI South Africa, 2007a). The Section’s partnership with the Thohoyandou Victims Empowerment Programme (TVEP)<sup>155</sup> in Limpopo and close cooperation with their key trainer resulted in the elaboration of a training resource explicitly oriented towards community empowerment.

*Basic Facilitation Skills and Generative Themes* (2007c) was intended for use by activists as a “tool for social change” (AI South Africa, 2007b, p.1).<sup>156</sup> The resource reflected the

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<sup>154</sup>Key trainer 1 associated with AI Malaysia, interviewed on a training site in Kuala Lumpur, Malaysia, 18 July 2008.

<sup>155</sup> TVEP was an NGO based in Limpopo operating centers for victims of sexual abuse in Limpopo (AI South Africa, 2006).

<sup>156</sup> These materials were taken in part from a community education handbook *Training for Transformation* that had been developed in Zimbabwe.

interactive and participatory pedagogies used throughout AI's HRE activities. However, consistent with the Transformation Model, a strong emphasis was placed on critical analysis and the learner identifying human rights violations that should be addressed.

The “generative themes” approach had learners identify for themselves the issues of pressing concern for their community. The Notes for Facilitators emphasized the need to understand root causes of problems and to “transform our own lives, community, environment, and whole society” (p. 15). Following a PESTE analysis – involving an analysis of political, economic, social, technological and environmental conditions – learners identified key issues to address at the local, national and international levels, and were urged to organize actions.

This training resource was identified explicitly with the approach of Paulo Freire in the Introduction and reflects the Transformation Model in terms of bottom-up processes to identify issues of personal concern by learners. The HRE Coordinator, in the Section's December 2006 HRE newsletter presented their Stop Violence Against Women (SVAW) HRE strategy as a popular education approach promoting critiques of conventional modes of thinking and a venue for “inter-subjectivity”, among other concepts established in Freire's work (AI South Africa, 2006b, p.1).

A careful review of this training resource revealed slight variations on the Transformation approach in the context of AI's work. First, although learners could identify issues of personal concern, the TOT required the group to identify community-level issues to address. It is unclear if the trainings were intended to cultivate Mezirow's “perspective transformation” – which presumes personal change and empowerment as an antecedent to taking action. In a training environment where critical reflection and group solidarity is promoted, it seems possible that the trainings might accommodate such transformational shifts for learners.

Another variation of the Transformation Model was that facilitators were instructed to expect learners to identify issues that were already priorities for AI South Africa: violence against women, child abuse, HIV/AIDs and failure to receive pensions. Resources included in the training manual included government agencies and NGOs offering assistance in these areas.

Thus, although this resource and the associated trainings carried out by AI South Africa can be said to reflect the Transformation Approach, it is not “pure” in the sense that the Section wanted to cultivate activism at the community level around the prescribed human rights violations that had been identified as priorities by the Section. One of these – domestic violence – was also an international AI campaign.

In summary, although the content, resources and methodologies are not comprehensively presented for each of the REAP countries, two of the site visits confirmed Section practices in relation to the use of popular education techniques in order to promote community empowerment and activism. These examples confirmed AI’s emphasis on activism but illustrated that the learning processes involved critical analysis and that the human rights issues identified were of immediate relevance for the communities. Although activism was encouraged, such actions would not necessarily be carried out with and through AI campaigns and actions.

The content and pedagogy indicators would thus appear to be strong indicators for matching an HRE program to the Transformation Model when reviewed on the basis of social analysis and community organizing skills. In contrast to the other models, the content and pedagogy indicators are clearly linked with the personal values of learners as these are directly elicited in the trainings.

#### **7.4 Program Infrastructure**

Target groups: vulnerable and marginalized groups

Modes: workshops and courses; may be combined with skill development (e.g., vocational training, conflict resolution)

Contact hours: medium- and long-term HRE experiences (estimated 3-15 days)

In the analysis thus far we have established an association between HRE-related goals set at the Section level in relation to vulnerable and marginalized communities. We have also seen evidence of content and pedagogy associated with social analysis and grassroots community

organizing in the preparation of multipliers. We now consider the evidence related to the actual infrastructure of HRE in the ten REAP Sections by considering target groups, typical HRE activities reported by the HRE Coordinators and contact hours with multipliers.

#### *7.4.1 Target Groups*

Although there may be some fluidity between target groups and HRE models, the Transformation Model is specifically associated with vulnerable groups.

The IS Survey asked the coordinators to identify their **main constituency groups**. The results show that a minority of the participating Sections were prioritizing HRE with vulnerable groups, despite the strategic intention to do so (see 7.2.1.).

##### Transformation Model:

Refugees, women, LGBTs, marginalized groups (e.g., Roma) (3/8 countries)

Although the small numbers of countries involved in this survey caution us against over interpretation of results, it seems that direct engagement with vulnerable groups was not an expressed priority in most of the sections.

#### *7.4.2 Typical HRE Activity*

Another indicator of program infrastructure would be a **typical HRE activity** carried out by the section. In the IS Survey, coordinators were asked to describe three HRE activities that they had undertaken. As presented in the last chapter, each of the three HRE activities presented by the sections was coded according to the HRE models.

The results show that only two of the eight AI Sections completing this question were carrying out HRE that might qualify as transformational, although a more accurate number would be three.<sup>157</sup> This finding would be consistent with the relatively lower number of the Sections targeting vulnerable groups as learners.

The descriptions below are those provided verbatim by the Sections.

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<sup>157</sup> Surprisingly, the South Africa survey completed in 2008 did not highlight their work with vulnerable groups although the case study documentation confirms that the section explicitly intended to and in fact did carry out HRE with vulnerable populations in three provinces of South Africa, in cooperation with partner CBOs.

### Transformation Model:

(Malaysia)

Title: HRE sessions with other NGO's such as the Pink Triangle (PT) Foundation and the All Women's Action Society (AWAM)

Goal: To educate marginalised groups in Malaysia as they are often labeled as social outcasts (LGBT groups) about their rights and protection. To engage with women organisations with regards to AI's SVAW campaign

Duration: 1-day sessions

Target audience: women, LGBTs

Type of activity: workshops, advocacy campaigns

Description of activity: gender awareness

Results: LGBT groups know more about their rights and how to deal with enforcement officials, especially from the religious departments

(Slovenia)

Title: HRE with Roma

Goal: to train multipliers among Roma and NGO on human rights

Duration: [not indicated. The effort had been in place for one year]

Target audience: Roma people, NGO in region where Roma live

Type of activity: workshops, trainings, publications, public events, camps

Description of activity: We're in the process of building contacts with Roma to build together a system of HRE training with them. We start with workshops, peer teaching, camp and public event. Also with meetings with NGO partners.

Results: n/a

As limited as these examples are in number, they suggest one potential complexity in relation to target groups and the Transformation Model. AI Malaysia indicated that they targeted LGBT and women as vulnerable groups and there is reference to advocacy campaigning. However, the programming was reported as being only one-day long and oriented towards awareness-raising, suggesting that it might belong within the Values and Awareness Model.

As presented in the literature review in Chapter 1, popular education and transformative learning both emphasize the development of personal competencies in learning processes. If these are not explicit goals for learners – even those coming from vulnerable groups – then such programs would be more appropriately categorized under the Values and Awareness Model. The implications are (a) that vulnerable groups as target populations would not definitively indicate the Transformation approach, and (b) that one would need to review the

explicit goals and pedagogies of HRE for perspective transformation and taking action to address human rights violations in one's immediate environment.

As the AI South Africa Transformation approach was not reflected in the above survey results, a training example is presented from the case study.

In relation to the "Generative Themes" manual, a five-day national TOT was organized in 2007, involving 11 participants and co-facilitated by two AI staff people, two independent consultants and a specialist from the group "Training for Transformation". The training was intended to support popular education skills related to facilitating and supporting community dialogue and action in areas identified by the communities, but was anticipated by AI to include violence against women and HIV/AIDs.

The resources included a range of materials provided by the facilitators from different organizations, including AI: posters, an HRE article, the South Africa Sexual Offences bill, the South Africa National Strategic Plan for HIV/AIDs and trauma healing. Participatory, popular education methods used in the workshop included buzz groups, poems, songs, interactive presentations, drumming, body sculpture, working groups and case studies, according to the workshop documentation (Amnesty International, 2007g). One session in the TOT was facilitated by the NGO Capacitar, "an international network on empowerment and solidarity for healing communities raved by different forms of violence, including GBV" (AI South Africa, 2008a, p. 1). As a result of their participation in this five-day training, multipliers were expected to go back to their communities and facilitate community dialogue and action.

#### *7.4.3 Contact Hours*

**Contact hours** are another dimension of HRE that can be used to associate a program with a particular model. The Transformation Model is associated with HRE experiences that take place in a series of encounters in order to support ongoing reflection and the development of group cohesion and support. We would thus anticipate relatively longer contact hours for HRE carried out within this approach.

The previous chapters shared contact hours for multipliers and learners in the ten REAP Sections. This survey data was disaggregated on the basis of gender. Taking into account

that women might be considered a vulnerable group in certain contexts, a comparison of the contact hours for multipliers and learners was carried out. These results do not suggest that women received substantially more training than men, although on average female learners participated slightly longer than men (33 hours as compared with 30 for men). The contact hours, therefore, do not show that women were especially targeted for, or were able to participate in, HRE of significantly longer duration than their male counterparts.

**TABLE 30. MULTIPLIERS – HOURS OF PARTICIPATION BY GENDER**

<b>CATEGORY</b>	<b>Range</b>	<b>Average Hours</b>
<b>Overall</b>	1-480*	64
Male	6-480	64
Female	1-300	64

\* With outliers 948 and 720 removed.

**TABLE 31. LEARNERS – HOURS OF PARTICIPATION BY GENDER**

<b>CATEGORY</b>	<b>Range</b>	<b>Average Hours</b>
<b>Overall</b>	1-312	32
Male	1-200	30
Female	1-312	33

Given that the surveys did not explicitly request respondents to indicate their membership in a vulnerable or marginalized group, there was no further survey data available to address this explore this issue. However, as AI South Africa had carried out HRE that fell within this model, the site visit information was reviewed with contact hours in mind.

As just mentioned, the TOT organized in conjunction with the “Generative Themes” resource took place over five days. The actual HRE carried out by multipliers in South Africa with vulnerable populations in communities typically lasted one day. Section reports indicated that



workshops carried out by multipliers between 2005 and 2007 were generally one-day long and oriented primarily towards violence against women and children and HIV/AIDs, with one additional workshop on the rights of the elderly (“grannies”), two for youth that oriented towards human rights and democracy, and two multiplier workshops on xenophobia and asylum seekers’ rights (AI South Africa, 2008d, 2008e). Workshop sessions organized in school settings accommodated the school schedule and were brief. For example, a 1.5 hour workshop was organized at a primary school in Vrygrond used a theatrical performance to highlight these issues, followed by a debrief with the children in the school (AI South Africa, 2008c).

The AI South Africa experience does not appear to support relatively longer contact time with learners, as proposed in the Transformation Model.

## 7.5 Outcomes

Perspective transformation  
Applying human rights in one’s personal life and/or immediate environment  
Human rights changes for learners coming from vulnerable populations (specifically)

Outcome was the final category of evidence explored in relation to the validation of the presence of the Transformation approach to HRE within AI programming. The model assumes a shifting the perspectives of those whose rights had been violated towards one that internalized human rights values. The methodology of the study did not allow for the documentation of this transformative learning process in learners, although some of the quotes that will be shared shortly suggest that such shifts may have taken place for some.

The model also recognizes that a range of potential outcomes might result, from changes in personal behavior or challenging of authoritative/ oppressive relationships in one’s personal life to social or collective action and awareness-raising. A potential outcome of this approach that distinguishes it from the others would be the application of human rights in the personal lives of learners.

### 7.5.1 Human Rights Actions in Personal Lives of Learners

#### HRE Outcomes Related to Application in One’s Personal Life

The survey asked **learners** if they had applied the human rights message to their personal lives and to provide examples if they had.

Are you using human rights in your personal life? Eight-eight percent of the 311 beneficiaries who answered this question indicated that they were using human rights in their personal life. This figure is quite high, and was sustained across all sub-categories of learners.

TABLE 32. USING HUMAN RIGHTS IN PERSONAL LIFE – BY LEARNER SUB-CATEGORY		
Subcategory	Yes	No
Female	98%	2%
Male	89%	11%
Teacher/educationalist	94%	6%
Student (high school/university)	85%	15%
Civil society group	100%	0%
Civil servant/government	100%	0%
Other	100%	0%
1-10 hours	84%	16%
11-20 hours	90%	10%
21-50 hours	91%	9%
51-100 hours	95%	5%
101+ hours	94%	6%

This result is surprising, given that only the Transformation Model has an explicit aim to influence learners in the private domain and the relative scarcity of this approach, based on the REAP data. Nearly 85% of those indicating impacts in their personal lives wrote in examples.

The most frequently mentioned outcomes reported by learners for their personal lives related to specific actions, such as undertaking activities to promote human rights and changed behavior. All responses coded for 10% or more of the learners are presented in the table below.

TABLE 33. INFLUENCES OF AI HRE ON PERSONAL LIVES OF LEARNERS	
Outcomes	Percentage
Activities promoting human rights w/ duty bearers	24%
Disposition towards respectfulness	16%
Activities promoting human rights in personal relations	14%
Human rights values/empathy	13%
Personal empowerment	10%

Below are some sample quotes that illustrate the activity areas of impact represented by the codes above. These are presented in some detail as they illustrate the range and depth of outcomes that some learners experienced. Some of these outcomes might be viewed as more substantive as they pertain directly to the prevention of serious human rights abuses (e.g., reporting violations, discontinuing use of physical violence). The outcomes are clustered according to general categories but are not otherwise filtered.

Activities promoting human rights with duty bearers:

*People are speaking out and reporting cases if she or he is abused. (AI South Africa)*

*If someone is doing something wrong to me I take actions (human rights actions) e.g., go to the police station. (AI South Africa)*

*I overcame my fear (though I really feared) and applied to the Government of Murmansk Region with a letter dedicated to the problems of our settlement. As a result, the authorities established a dental office in the school building and examined all children. Payment terminals were installed in our settlement enabling us to pay for mobile communications...Our apartments became warmer due to improvement in heat supply services. And a range of goods and products were increased in our shops. (AI Russia)*

*I try to show adults that I can defend my rights and do not listen to something that is not right. Everyone's opinion is important, and this must be respected, especially by adults (e.g., teachers). (AI Moldova)*

*I wrote letters in school to government ministers about the release of Gilad Shalit. (AI Israel)*

Disposition towards respectfulness:

*I think I am more open-minded and approachable. I am also more eager to listen to other people's opinions. (AI Poland)*

*Personally I uphold human rights in everyday dealings, such as respecting others and being cautious not to hurt their dignity and resist racial discrimination. (AI Morocco)*

*Giving freedom to the children I supervise, respecting and listening to others, having empathy with excluded groups. (AI Morocco)*

*I have become more dutiful - listen to the opinions of other pupils, do not call them names, I have become more understanding, a better listener. (AI Moldova)*

*In order to be respected one must, first of all, respect. That is why I defend my rights and respect the rights of other people. (AI Moldova)*

*More considerate of women's rights. More considerate of new immigrant's rights. (AI Israel)*

Activities promoting human rights in personal relations:

*I was involved in child abuse and now I never beat my children. (AI South Africa)*

*I used to steal pens at school but now I know that I was taking/violating other children's right to education. (AI South Africa)*

*Registration at school of my daughters in spite of the opposition of my husband. Demanding of my husband to work and contribute to the spending of the poor family.*

*Telling my husband that I am aware of women's rights and do not accept violence against me and my daughters. (AI Morocco)*

*In relations with my husband and my colleagues I pay attention to freedom of expression. I do not use violence against my child and I do not let others do it. (AI Turkey)*

*In class in relation to my professors. (AI Slovenia)*

*1. I am not rude to girls anymore. 2. I study better now. 3. I respect my friends. (AI Moldova)*

*I stopped abusing children in lower levels than me. (AI Israel)*

*I saw a child that was being beaten by bigger children, so I ran and helped him to escape from the beatings. Once I saw a big boy that hit a smaller boy without any reason, so I told his teachers and she punished the boy. (AI Israel)*

*Sometimes I ask teachers why they have given me one or another mark. If the teacher is right giving me a certain mark I understand her. However, teachers can be mistaken sometimes, and if I manage to prove that they change my mark. (AI Moldova)*

Human rights values/empathy:

*I am better acquainted with children's rights, which changed my perception of the children's situation, not only from the humanitarian aspect, but also from the principle of human rights. (AI Morocco)*

*When I am looking for a job I ask myself a question if I could discuss human rights issues inside the company. (AI Poland)*

*I started to believe in the necessity of supporting and participating in all kinds of activities to prevent violence and I also understood the insufficiency of pretended reactions against violations of human rights, but instead the necessity of becoming conscious and helping others to increase awareness on human rights. (AI Turkey)*

*As a rural female student, I value the right of every girl and child to schooling, and I oppose their long distance travel to work....I value children's right to recreation and participation in activities held in the vicinity, the facilitation of registration procedures of newborn children to enact the children's rights to identity. (AI Morocco)*

*I became more aware of the importance of helping people if they are in trouble. That we're all equal and that nobody's human rights are worth less than mine. (AI Slovenia)*

Personal empowerment:

*I tend to speak up for myself if I see injustice in my classroom or with my friends. (AI Malaysia)*

*It is alright to stand up for our rights even if we are in the minority. I tended to shy away previously on basis that I should not rock the boat. (AI Malaysia)*

*I think a person has to be very assertive and courageous to exercise human rights. Right now I am developing these skills and I am getting better and better. (AI Poland)*

*To stand up for my rights and how when to stand up for myself and be able to forgive myself before forgiving others. (AI South Africa)*

*These activities have changed some of my opinions, my way of life and, not least of all, my way of thinking and expressing my opinion freely. I can already tell that I can express myself more freely in front of adults. (AI Moldova)*

*I have become calmer, more courageous in expressing my opinion. My grandfather listens to me and never beats me anymore. (AI Moldova)*

The influences on the personal lives of learners across a range of sections, including those with no evidence of the Transformation Model, raises a question of whether such outcomes can only be brought about through this approach. This question is discussed in the concluding section of this chapter.

### 7.5.2 Human Rights Change for Learners Coming from Vulnerable Populations

The survey asked **HRE Coordinators** to report if there was any direct evidence of a greater realization of human rights for vulnerable populations. Half of the AI sections reported such evidence although only two of the sections reported that members of vulnerable groups were

claiming rights for themselves (as opposed to rights gained for vulnerable populations through the activism of others).<sup>158</sup>

Although the coordinators' open-ended responses to these questions don't allow for the measurement of frequency and scope of these results, the site visits confirmed these kinds of results through work with partner organizations. In AI South Africa, project reports contained anecdotal information concerning vulnerable populations taking action to promote their rights following their participation in workshops carried out by multipliers associated with TVEP. For example, the section reported that "grannies" (elderly women for whom special HRE trainings were organized in communities) who realized that their pensions were overdue took up this matter with the Department of Home Affairs and the Department of Social Development and Welfare (AI South Africa, 2006a). Another example shared as a result of a community-based HRE workshop was the identification of a lack of safe houses for women suffering from domestic violence in the village of Itsani and community leaders subsequently organizing these (AI South Africa, 2008a).

AI Morocco's collaboration with CBOs working with vulnerable populations in rural areas also revealed that the integration of a rights-based approach within their partner organizations had resulted in activism for some learners. During the site visit to Morocco, interviews took place with CBO-based trainers who had participated in a TOT organized by the Section. Assaida Al Hora is a women's development organization based in northern Morocco. The organization promoted literacy among women and girls and also carried out awareness around discrimination, health rights and violence against women. Six staff members were trained through REAP and the result was an integration of a women's human rights perspective in the organization's work. According to the trainer, "the use of AI materials such as posters, case studies and films has been instrumental in encouraging women to voice their problems and to take care of their rights". According to the Assaida Al Hora representative, this perspective underlined the importance of women resisting discrimination and oppression.

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<sup>158</sup>HRE Coordinators reporting no evidence of improvements in the realization of human rights for vulnerable populations were Israel, Moldova, Russia and Turkey. The HRE Coordinators from Poland and India did not answer this question.

She reported that some female clients had become more aware of their rights and were exercising them more, although no details were provided.<sup>159</sup>

In summary, the vast majority of learners reported outcomes from their participation in HRE that influenced personal attitudes and behaviors not associated with the mobilization (Values and Awareness) nor workplace-oriented applications of trainings (Accountability). This would appear to validate the presence of the Transformation Model within AI programming but contradicts the overall lack of evidence that the Transformation Model is being implemented across the Sections. Consequently, this finding suggests that such outcomes are not unique to this approach.

The methodology of the data collection did not allow for an investigation of outcomes specific to vulnerable groups for the REAP countries. However the site visit data suggested that there may have been some results with vulnerable constituencies of partner NGOs as a result of the partners' integration of HRE within their programming. These partnerships are highlighted in the next section.

## **7.6 Vignettes of Transformation Model**

So far in this chapter, the data have been presented in relation to discrete characteristics associated with the analytical framework. This section contains vignettes, or “mini-case studies,” to illustrate how program characteristics blend together in designing and implementing HRE.

The vignettes are the partnerships with community-based organizations organized by the AI South Africa and AI Malaysia Sections. This set of mini-case studies illustrates the institutional relationships that enabled these Amnesty International Sections to reach vulnerable populations.<sup>160</sup>

Previous chapters have presented AI's partnerships with NGOs and government agencies. The objectives of these partnerships have been either direct training with staff in order to familiarize them with human rights (Values and Awareness Model) or capacity-development

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<sup>159</sup>Trainer associated with Assaida Al Hora, interviewed in AI Morocco Section office, 20 Nov, 2008.

<sup>160</sup> These kinds of partnerships appear to have been groundbreaking in AI's work at the time.



trainings in relation to HRE (Accountability Model). These vignettes incorporate the cultivation of rights-based approaches within community-based organizations serving vulnerable populations (Accountability Model) in order to foster in community members agency in order to make changes in their lives (Transformation Model).

As with the previous chapters, these mini-case studies blend the HRE Coordinator intentions for these activities and interpretations of how they transpired, their content and evidence of outcomes. As with the earlier part of this chapter, the researcher integrates reflections and questions in relation to the consistency of these programs with the Transformation Model and elements of the model that require further examination. These case studies were distilled from data collected during site visits. Specific data sources are referenced where applicable.

#### AI South Africa: Partnerships with Community Service Organizations

The new South African constitutional order created a hospitable environment for human rights work focusing on empowerment and transformation. AI South Africa operated within this national discourse with an approach to human rights education intended to “unlock agency.” Economically disadvantaged communities in three provinces were identified as the key target groups. By working in such communities, AI would automatically have to address the intersecting challenges of poverty, violence against women and children, and HIV/AIDs.

In order to reach and work effectively in these communities, the HRE strategy involved partnership with local community-based organizations. The strategy for HRE in these areas thus became the capacity-development of staff as multipliers so that they could integrate the human rights framework within their work. According to the HRE Coordinator, she wanted these organizations “to become their own human rights advocates”<sup>161</sup>

Over the course of the HRE program, AI South Africa expanded its number of NGO partners from four to ten, and initiated six partnerships with CBOs. The strongest institutional relationships were between AI South Africa and two CBOs: Training for Transformation and TVEP. These organizations were engaged in work including trauma services, economic and social services, and empowerment and transformation (AI South Africa, 2006a). The work with TVEP in the province of Limpopo is highlighted.

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<sup>161</sup> HRE Coordinator, AI South Africa, interview in Section office, Johannesburg, South Africa, 8 August 2008.

Four multipliers from TVEP underwent HRE training sessions (AI South Africa, 2007b). According to the HRE Coordinator, the TOTs were intended to support TVEP in incorporating the human rights-based approach within their work, i.e., linking their activities with human rights standards and encouraging beneficiary participation in and empowerment through program processes.

TVEP had carried out public education campaigns prior to their partnership with AI but these had not linked with the human rights framework. As a result of the AI trainings, changes took place inside of the organization. The TVEP “break the silence” domestic violence campaign began to integrate rights language and to link more broadly with “freedom of expression.” The HRE Coordinator said that this framing allowed TVEP to more effectively reach the general public, appealing to men in the community as well as women.

There was evidence of additional programmatic changes resulting from the integration of rights-based approaches within community development. TVEP’s work with men and community leaders to prevent violence against women resulted in a commitment to build safe houses in each of the 80 Limpopo villages. The organization developed a new program unit called “access to justice”, an internal restructuring that the HRE Coordinator felt Amnesty had indirectly influenced. As a final example, TVEP took up the topic of financial abuse that had been introduced to them through Amnesty’s campaign Stop Violence against Women. An awareness campaign was initiated for elderly people in Limpopo in order to encourage them to demand access to their pension.<sup>162</sup> The anecdotal evidence that such demands were made were reported earlier in this chapter.<sup>163</sup>

AI South Africa’s HRE program supported a handful of other CBOs and individual staff by offering them opportunities to participate in trainings and receive training resources. Some of these apparently also integrated a human rights-based approach within their activities. A literacy educator associated with a community development agency in Durban who attended a multiplier training said in an interview that she had subsequently become engaged in a

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<sup>162</sup> *Op cit.*

<sup>163</sup> AI South Africa has claimed this impact in collaboration with TVEP as AI considers that their close collaboration and the promotion of the human rights framework as a tool for advocacy resulted in these actions.

gender and community advocacy project within her organization. She now believed that service provision should be combined with education and advocacy.<sup>164</sup>

The HRE Coordinator felt that the HRE trainings had not only influenced the professional activities of the CBO staff attending but that they had been personally touched by the message of human rights. TVEP trainers who were interviewed mentioned that the benefits of participating in the TOTs were not simply the “how to train” element or how to approach community development from a human rights perspective. The trainings additionally facilitated a self reflection on their personal practices from the human rights perspective, calling them to question their own behaviors in relation to HIV/AIDS-related prejudice, gender-based violence and domestic violence.<sup>165</sup> Some of these personal impacts were reported earlier in this chapter.

There is some limited evidence from interviews and surveys that similar results came about for learners in the communities as well. Beneficiaries of HRE carried out by the TVEP trainers cited many examples of the ways in which they were promoting human rights in their personal lives. Women left abusive husbands, and mothers and fathers stopped hitting their children.<sup>166</sup> Activities promoting human rights were also initiated by learners in the public domain, including starting girls’ and women’s clubs or became peer educators incorporating a human rights message. A key TVEP trainer confirmed that in addition to the evidence already mentioned in relation to impact on community members, traditional leaders and teachers had begun to report cases of human rights violations. People in the villages were supporting each other in providing evidence in related judicial processes.<sup>167</sup>

The story of HRE in AI South Africa’s collaborative work with TVEP was consistent with the Transformation Model in many respects. The HRE promoted personal development as well as personal advocacy for members of marginalized groups; the content was oriented towards violations in the immediate environment; the pedagogy incorporated critical

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<sup>164</sup> Social service worker, interviewed in Durban, South Africa, 10 August 2008.

<sup>165</sup> TVEP trainer 1, interviewed in Limpopo by Andre Keet, 28 November 2008

<sup>166</sup> *Op cit.*

<sup>167</sup> TVEP trainer 2, interviewed in Limpopo by Andre Keet, 28 November 2008.

reflection and dialogue; solutions involved grassroots, collaborative efforts; and outcomes were immediately relevant for learners and their community.

It is not known how similar the results were with the other CBOs that AI South Africa cooperated with but the model was established. This appears to have been a genuine and mutually beneficial collaboration between AI and TVEP. Through its TOTs, AI South Africa trained in the human rights framework and encouraged the popular education approach in the work of the TVEP staff. TVEP's connection with the local population and the integration of human rights based approaches within their work allowed AI to indirectly contribute to improvements in the lives in some of the residents. This South Africa example is now contrasted with that of Malaysia.

#### AI Malaysia: Partnerships with Community Service Organizations

The AI staff in Malaysia identified numerous human rights concerns, including restrictions on civil and political liberties and discrimination against non-Muslim citizens. Civil society organizations tended to be single-issue or single-group oriented, according to a member of the HRE Advisory Group. However AI made use of the UDHR and the full human rights framework, and thus tried to address a wide range of issues.<sup>168</sup>

AI Malaysia's work with CBOs was smaller scale and somewhat less intensive than in the South African context, and yet we can identify similarities. In both cases, AI wanted to promote rights-based approaches within the CBOs, emphasizing community organizing and rights-based community development. Partners provided key trainers to AI as well as the indirect opportunity to access vulnerable populations by influencing the work of the CBOs.

One CBO staff person, a social worker, participated in the HRE capacity-building trainings organized by AI Malaysia. This social worker was staff for the YKPM welfare group in Slalong, an impoverished, multi-ethnic community located on the outskirts of Kuala Lumpur. The director of YKPM presented their work as "capacity-building among the poor", including income generation, micro-financing and education.<sup>169</sup> Their work with the urban poor in Slalong incorporated leadership development.

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<sup>168</sup> HRE Advisory Group member, AI Malaysia, interview carried out in Kuala Lumpur, Malaysia, 16 July 2008.

<sup>169</sup> YKPM staff interviews were carried out on site in Slalong, Malaysia, 18 July 2008.

In an interview, the social worker said that she integrated her learning from the TOT in subtle ways within her pre-existing outreach work. She mentioned specifically moving away from a strict lecture format in community workshops to exercises highlighting stereotyping and the need for cooperation. She also saw her role as one of addressing the underlying tensions between community members on the basis of ethnicity. This YKPM staff member had carried out eight, two-hour workshops in the community hall at the time of the interview.

The integration of human rights-based approaches into the work of YKPM was limited to the one staff person who had attended AI's TOT. There was apparently some influence on the presentation style of this social worker, who also felt invigorated by the HRE. She said that participating in the AI TOT helped to make her brave and that she believed that "as a human you should stand up for your rights".

Nevertheless, the use of human rights terminology was not integrated into the activities of the social worker, not advocacy. When interviewed, she said that she chose not to use human rights language because she did not think that community members would understand. She did, however, encouraged Indian and Malay community members to be friendly towards one another on the basis of "good values." She felt that these had facilitated a more open conversation in the community about racial tensions and the need to actively work for cooperation.

#### Reflections on Relations with CBOs and the AI South Africa and AI Malaysia Examples

The CBOs that AI partnered with in South Africa and Malaysia were similar in profile – providing services to vulnerable populations – including concrete skill development, such a literacy or micro-financing – combined with empowerment and leadership development through education. Yet, there are some evident differences.

The first difference was the scale of the HRE intervention. In the South Africa context, the TVEP partner involved not only a single person who would also become a key trainer but other staff people who underwent HRE trainings and presumably incorporated the human rights perspective into their community development work. In the case of YKPM in Malaysia, the social worker was the only participant.

The second difference was the willingness of the CBO to engage directly in community development and organizing. At TVEP this was an explicit aim and there was evidence that the human rights message informed public awareness campaigns and community developments efforts. At YKPM the core mission of the organization was service oriented, with the social worker's responsibilities primarily carried out one-on-one. Although awareness-raising activities were carried out, no platform was created for community dialogue and problem solving.

These examples illustrate the importance of having a critical mass of staff trained when trying to influence the overall work of an organization. The examples are also a reminder that the functions of community-based organizations will vary. Those CBOs already engaged in community development and action may be better suited for integrating the human rights approach.

## **7.7 Conclusion**

This chapter examined evidence for the presence of the Transformation Model within AI programming in the ten REAP countries by applying the elaborated analytical framework to survey and case study data. These results are summarized in relation to the AI Section's engagement with vulnerable groups and the use of popular education to cultivate community action.

This analysis initially confirmed the finding anticipated from the policy review in Chapter 4, that some HRE activities were intended for vulnerable groups. The section on analysis of *Goals and Purposes* showed that HRE Coordinators considered their HRE to be consistent with the International HRE Strategy (Circular 25), specifically Strategic Objective 1.2. However only a few of the REAP Sections reported that they were typically carrying out HRE directly for such groups or carrying out direct capacity-development of vulnerable groups in relation to human rights advocacy. It is possible that work with vulnerable groups was underrepresented due to Sections not disaggregating their learners according to this background feature. This might be an area worth further investigation by AI programmers. For those Sections that did involve vulnerable populations in multiplier trainings, it was not possible to determine from the survey data if these trainings reflected a Transformation approach.

The analysis showed that partnerships with CBOs facilitated AI's ability to access vulnerable populations. However, the degree to which the CBOs adopted a human rights approach and, in particular, promoted the empowerment of constituents for advocacy, varied depending upon the existing mandate and functions of the organizations.

Site visits confirmed the *Pedagogy* of popular education techniques for promoting community empowerment and activism. The examples confirmed AI's emphasis on activism as an outcome, and that this could be brought about through learning processes involving critical pedagogy. A review of the human rights *Content*, independent of pedagogy, did not allow us to ascertain if the HRE supported learner's own identification of issues of concern in their community. As with the other models, in general one would need to carefully review teaching and learning materials and plans at the program level in order to carry out a thorough analysis of this framework dimension.

Other elements of *Program Infrastructure* that were investigated – typical HRE Activity and Contact Hours – were inconclusive as the methodology of the study did not allow for a focus on programming carried out directly with vulnerable groups. The limited examples available suggest that within the REAP countries applying the Transformation Model, longer contact hours were not a distinguishing feature of HRE carried out through CBO partners.

The *Outcomes* analysis showed that vast majority of learners reported that their participation in HRE had influenced personal attitudes and behaviors, including their ways of behaving in personal relationships. This finding is consistent with the Transformation Model but contradicts the overall lack of evidence that the Transformation Model is being implemented across the Sections. Consequently, this finding suggests that such outcomes are not unique to this approach.

This finding returns us to the Values and Awareness Model, the most common approach used with learners across the ten countries. In Chapter 5, we had already documented learner outcomes that exceeded the prescribed outcomes of mobilization and awareness-raising. In Chapter 7 we have now seen that for the majority of learners there are also impacts in one's personal life.

There are specific implications for the *Analytical Framework* and for the *Transformation Model* itself, as applied to a human rights NGO.

The indicators of content (human rights linked with immediate local environment) and pedagogy (critical reflection and dialogue) appear to be good indications of the presence of the Transformation approach. These elements of the framework would need to be considered in conjunction with one another in order to get a full picture of how much an HRE program emphasizes social analysis and community organizing skills.

There are some indicators that, although conceptually valid and relevant for the model, may have been too narrowly drawn. One such indicator is target groups. Although the Transformation Model can and should apply to marginalized groups, it need not be restricted to them. The association between the Transformation approach and these groups – those experiencing systemic violations of their human rights – comes in part from the highly specialized transformation pedagogy of Mezirow. This study suggests that this particular pedagogy is less likely to be used by human rights NGOs than popular education models associated with community development and action. HRE carried out using popular education pedagogies may concentrate on promoting activism among vulnerable groups, but community constituencies may also be broader than this.

In addition to recognizing that the Transformation Model may apply more generally to communities, the model may also need to accommodate another learner group: youth.

The empowerment that comes from learner-centered HRE – where one is encouraged to identify and address human rights abuses in your immediate environment – appears to be potentially as powerful with youth, as shown in Chapter 5. The analysis of the AI HRE data in the ten REAP countries suggest that the combination of youth (as a learner) with the empowering pedagogies of non-formal learning in environments such as school groups can also be transformative for youth. Although the Freire model of “praxis” was not applied, an analysis of human rights issues, taking leadership in organizing awareness-raising and mobilization actions, and solidarity within the school group have also resulted in a range of outcomes for youth reflecting an internationalization of human rights principles. Thus specific kinds of non-formal education of youth will also be relevant for the Transformation Model.



In relation to HRE carried out in conjunction with youth in school groups, one point is perhaps worth emphasizing. The self selection of persons into HRE opportunities suggests a pre-existing alignment of personal values with the human rights message. Students who decide to participate in school groups or other groups that have a human rights focus may be predisposed to benefit from and act upon the experiences they gain. The voluntary nature of participation in any of the HRE organized by AI, as well as other human rights groups, does suggest the potential for the internalization of human rights norms and their application in ways not prescribed by the tactic of mobilization.

Another indicator worth re-considering is contact time. The Transformation Model suggested medium- to long-term engagement with HRE. This indicator was intended to distinguish this model predominantly from the one-off workshops that can take place with the Values and Awareness Model, and to account for the longer contact time associated with the Mezirow transformative learning approach. The value of prolonged contact time is not challenged by the results. However, the study shows that multi-day contact was organized in conjunction with the TOTs carried out with multipliers and with learners engaged in ongoing HRE facilitated by structures, such as school clubs or AI membership activities. According to REAP project documents, even “short term” events carried out by multipliers took place over the course of a full day, with the exception of the presentations in schools. Thus, in general, contact time does not appear to be a precise indicator of HRE model, at least within AI programming and its multifarious infrastructures for carrying out HRE. AI membership networks, school groups and partner organizations all provide ongoing opportunities for HRE to take place.

This chapter revealed outcomes in the personal domain for the vast majority of learners. The Chapter 5 results also showed outcomes for learners (this time, in the public domain) that extended beyond the anticipated outcomes of mobilization and awareness-raising. Thus, for those participant from the REAP countries, we see a preponderance of outcomes. What might explain these findings? There are several potential explanations for outcomes in the personal domain.

Bias and overrepresentation of youth in prolonged non-formal HRE. The Methodology chapter identified respondent bias as a potential weakness of the study, given that the multiplier and learner samples used for the survey were selected by the HRE Coordinator.

Chapter 3 pointed out that under these conditions we would expect that those selected to complete surveys would be those who had most actively engaged in HRE.

Thinking more closely along these lines, the multipliers selected by the HRE Coordinator would most likely be those who had remained in contact with the Section. The learners selected to complete the survey would most likely be those with whom the multipliers were still in contact with. This might have contributed to a preponderance of youth participating in school groups, which would have elevated the contact hours for learners in the study and potentially influenced the range and intensity of outcomes.

Although these outcomes would not misrepresent those results with learners participating in AI's HRE program, they might not be representative of outcomes for learners participating across the range of HRE offered by AI. A counterargument to this potential positive bias in outcomes is that those completing the survey in fact are representative of the target groups and contact hours carried out by AI Sections, as engagement with school groups is commonly carried out by AI Sections. Unfortunately, it is not possible to ascertain the degree of positive bias or overrepresentation of youth participating in school groups. The strength of the findings in relation to the degree and range of outcomes for those learners completing the survey, however, suggest that these results were valid for those participating in the study.

Self selection into HRE and “readiness for change”. Another potential explanation for the consistency of results in the private domain may have to do with the self-selection of learners into HRE organized by Amnesty. As mentioned earlier in this chapter, this “readiness for change” may help to ensure impacts of HRE on the learner. Digging a bit deeper, we might consider that there are certain background features of the learner that make them especially receptive to the message of human rights, including membership in a marginalized group, personal experiences in relation to human rights abuses, an empathetic personality, and so on. Aside from membership in a vulnerable group, the HRE models do not take into account the background of learners but this profile, what learners bring to HRE – although not able to be controlled or even necessarily anticipated by human rights educators – will contribute to the outcomes.

What is important pedagogically. The models assume an interactive, participatory pedagogy as foundational for all of HRE. It is possible that that there are discrete aspects of this

pedagogy that touches learners very deeply. This is not the same as information transmission or skill development. The integration of a human rights perspective into one's personal or daily life, suggests a close affiliation with the ideas. Pedagogy helps to unlock this realization. It may be that certain pedagogical techniques used in HRE – such as social analysis, personal journaling or use of the arts may create powerful learning experiences across all HRE models.

These potential explanations for reported outcomes in the private lives of learners would all be candidates for further research.

The final implication of the findings shared in this chapter relates to the literature on transnational social movement organizations and human rights NGOs. As already shown in Chapter 1, the literature on transnational social movement organizations and human rights NGOs did not formerly account for the popular education and transformative learning approaches as supports for human rights activism. However these educational approaches are related to empowerment and taking action and seem relevant for HRE carried out by human rights NGOs.

The results of this chapter substantiate a limited presence of popular education within human rights NGOs although only in the context of CBOs engaged with vulnerable populations. The shape of the work of AI in South Africa is simple but revealing: AI assists CBOs, who are focused primarily on ESC right, in the integration of human rights based approaches to their work. Chapters 1 and 4 presented the changing landscape for both human rights NGOs and development NGOs. Many human rights NGOs such as Amnesty International, which had historically focused on civil and political rights, have now expanded their mandate to include ESC rights. A parallel development has been the incorporation of the human rights framework within the discourse and practices of development and humanitarian aid organizations. These developments have resulted not only in broader rights content for the work of these organizations but also potentially new strategies as well.

The case examples from this chapter demonstrate a reciprocity of relationship between AI and partner CBOs. CBOs, which deliver services and can therefore be viewed as development organizations, often have access to vulnerable populations and are oriented towards human development. Organizations such as AI can offer a human rights frame for

this work, emphasizing the entitlement and empowerment of individuals towards these services/rights. The AI Malaysia example revealed that development organizations and workers – like the social worker in Malaysia – have to decide for themselves to what degree they are prepared to use human rights language with their stakeholders or cultivate strategies of beneficiary empowerment and advocacy.

On the other hand, the goal to address economic, social and cultural rights challenges AI and other traditional human rights group about the use of a mobilization strategy to address these human right areas. In 2008 when this study was being carried out, AI was just beginning to formulate new ideas about how to conceptualize these new strategies. These points are addressed in the concluding chapter.

What the AI South Africa example shows through its engagement with CBOs is a willingness to allow for community members to select the human rights areas of interest and to carry out activism in ways other than mobilization. This flexibility was not absolute. The HRE Coordinator anticipated and shaped the human rights issues around those prioritized for the country by the Section (violence against women, HIV/AIDs, and pensioners). The coordinator also ensured that local actions were linked in some way with AI campaigns, such as Stop Violence Against Women. This adapted version, or interpretation, if you will, of the Transformation Model deepens our understanding of how this approach can be used within a human rights NGO.

One somewhat philosophical question emerges as a consequence of having now reviewed the results for all three HRE models, that of individual agency. The literature review for transnational social movement organizations and human rights NGOs – as well as popular education – emphasize the power of collective action. It is only the Transformation Model – through its incorporation of transformative learning – that focuses on changes within the individual learner as the precedent for taking action.<sup>170</sup> The learner as an autonomous actor for human rights change is highlighted in the Transformation approach and yet it applies to every model. The learning process itself – whether awareness-raising, capacity-building trainings or popular, non-formal education – involves an individual learner who will respond and hopefully develop within a HRE experience, and then take subsequent actions to promote

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<sup>170</sup> As mentioned earlier, there was no evidence of this pedagogical approach within the AI, which may be in part explained by the instrumental view of HRE as a support for mobilization and campaigning.

human rights (or not). HRE is thus, inevitably, about the cultivation of agency within individuals and, over time, the formation of activists. Because of the focus on collection action, the literature has not yet incorporated relevant learning from the education sector within its framework, and this may be a contribution that can be explicitly explored in future studies.

## **CHAPTER 8 – IMPLICATIONS AND CONCLUSION**

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## **8.1 Introduction**

The central aim of this thesis was to examine the ways in which human rights education (HRE) activities of human rights NGOs have supported their functions, using the example of Amnesty International. The central research questions were: What are the rationales, forms and outcomes for HRE within AI, and how do these strategically support the organization's mission and functions? An analysis of the results of the study were expected to contribute to the literature on the role of awareness raising, capacity-building trainings and non-formal education within the work of human rights NGOs and other social movement organizations.

This thesis addressed these questions through a qualitative study of Amnesty International (AI) and the HRE of ten Sections that participated in the Rights-in-Education Programme (REAP) between 2004 and 2008. This study involved rare survey data collected for ten AI Sections in countries located in Europe, Asia and Africa, on-site data collection carried out in four case study countries of Malaysia, Morocco, Poland and South Africa and document review.

This chapter overviews the empirical findings from the previous chapters and considers the implications for the HRE work of Amnesty International and other human rights NGOs.<sup>171</sup> This chapter also presents the proposed revisions to the HRE models based on the application of the analytical framework. An agenda for future research is proposed.

## **8.2 Summary of Findings**

The literature review in Chapter 1 explored the role of HRE in supporting the work of human rights NGOs. The review showed that the concepts and empirical data available on this topic are lacking. Nevertheless, two categories of HRE were identified as a supportive function for human rights activism: public education/ awareness raising and capacity-building trainings of activists. The literature review on traditions within the field of education and social change suggested that popular education, critical pedagogy and transformational learning would have relevance for the HRE work of human rights NGOs. These categories of HRE were explored in the Amnesty cases. This research applied an analytical framework to explore the rationale, forms and outcomes of HRE, according to established models of HRE: "Values and

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<sup>171</sup>Detailed findings related to the analytical frameworks associated with the models are presented in the previous chapters and will only be briefly mentioned in this chapter.

Awareness”, “Accountability” and “Transformation”. The framework was elaborated for use in the study, with the intention to broaden its future utility.

### 8.2.1 Findings for Values and Awareness Model

The Chapter 5 analysis confirmed the finding anticipated from the review of AI policies and the literature in Chapters 1 and 4, that HRE carried out within the AI cases was strongly associated with *campaigning* (“*Values and Awareness Model*”). HRE within the ten Sections was rationalized on the basis of its instrumental role in supporting campaigning, and programming details reflected as such. Outcomes were documented not only for mobilization efforts at the Sections but for learners, in terms of enhanced understanding of human rights standards and principles and motivation to promote one’s human rights and the rights of others. Further details on the empirical results can be found in the concluding section of Chapter 5.

### 8.2.2 Findings for Accountability Model

Once again, consistent with the review of AI policies and the literature, the analysis in Chapter 6 confirmed that HRE carried out within the AI cases was strongly associated with the *capacity-development of activists* (“*Accountability Model*”). The training of “multipliers” in HRE facilitation skills was a primary aim of the REAP project, and related skill development outcomes were reflected for the ten Sections. Teachers/educators were the primary recipients of these HRE capacity-building trainings and the analysis noted that it is problematic conceptually to determine if teachers should be considered duty bearers or rights holders, roles with special relevance for human rights work. This issue might be resolved on a case-by-case basis by understanding the context(s) in which the individual educator applies HRE – for example, within her formal subject matter teaching (which would imply duty bearer) or through optional extracurricular activities or HRE in non-school settings (which would suggest rights holder/activist).

In addition to this complexity regarding the treatment of teachers conceptually with this study, the results showed considerable diversity in the professional backgrounds for multipliers. A proposal for how to address this duty bearer complexity is presented in the Models section of this chapter.



The study revealed specifically that some of the AI Sections have carried out *workshops with duty bearers*, such as prison staff and religious leaders, in many cases through *formal partnerships with government agencies*. Trainings with these target groups are not directly supported in AI policy or the literature on human rights NGOs, as relationships with authorities have traditionally been adversarial in nature. This finding showed a constructive engagement between a human rights NGO with duty bearers at the national level through workshops and trainings. This finding points to a new, implicit strategy by AI actors at the national level to use HRE to try to directly influence duty bearer behavior and, in certain contexts, to use these relationships to further AI's credibility with and access to the public.

The introduction of HRE programming with AI reveals a new question for human rights NGOs: how to potentially use such programming for, at a minimum, relationship building with government agencies (which might be used in a number of strategic ways) or, at a maximum, for transforming the professional practices of these sectors. Neither of these roles would seem to preclude the traditional advocacy work of AI and human rights NGOs. However if the implication is that AI actors would, under certain circumstances, hesitate to criticize a government for its human rights performance, such a complexity of roles would ultimately undermine the ability of the organization to fulfill its traditional mission.

Outcomes investigated at the individual level confirmed that multipliers attending TOTs improved their skills in relation to facilitation and the use of HRE materials, and that these skills were applied in practice. Evidence of outcomes at the organizational level for AI partnership institutions were more difficult to discern for both methodological reasons and because such partnerships did not necessarily imply that this partnership involved AI delivering technical assistance. AI claimed results in relation to lobbying efforts to promote the infusion of HRE within schooling policies and there was evidence that one NGO whose staff was trained by AI Morocco integrated HRE within their work.

In general, the various ways in which AI Sections are collaborating with government agencies around HRE suggest potentially multiple agendas for AI in relation to these partnerships. Capacity-building trainings carried out with the Accountability approach may represent only one dimension of this relationship. Further details on the empirical results can be found in the concluding section of Chapter 6.

### 8.2.3 Findings for Transformation Model

Finally, in terms of evidence related to HRE practices within AI, the analysis in Chapter 7 showed that only a minority of the Sections were organizing *HRE directly for the empowerment of vulnerable groups* (“Transformation”), despite the acknowledgement of this strategy within AI policy, as shown in Chapter 4. HRE Coordinators considered their HRE to be consistent with the International HRE Strategy (Circular 25). However only a few REAP section in the study reported HRE specifically oriented towards such groups. It is possible that work with vulnerable groups was underrepresented due to sections not disaggregating their learners according to this background feature. This might be an area worth further investigation by AI programmers.

In terms of the relevant methodologies identified for empowerment in the literature review in Chapter 1, there was evidence that a few of the Sections located in the Global South had integrated *popular education methods* oriented towards community development and organizing in their HRE, for example around the topic of domestic violence. In particular, *partnerships with CBOs* had facilitated AI’s ability to access vulnerable populations and expertise in these teaching methodologies. This model of HRE is not represented in the literature on transnational social movement organizations and this practice could be considered emergent within AI at the time the study was carried out.

Chapters 1 and 4 presented the changing landscape for both human rights NGOs and development NGOs. Many human rights NGOs such as Amnesty International, which had historically focused on civil and political rights, have now expanded their mandate to include ESC rights. A parallel development has been the incorporation of the human rights framework within the discourse and practices of development and humanitarian aid organizations. These developments have resulted not only in broader rights content for the work of these organizations but also potentially new strategies as well. The case examples from this chapter demonstrated a reciprocity of relationship between AI and partner CBOs. CBOs, which deliver services and can be considered as a type of development organization, often have access to vulnerable populations and are oriented towards human development. Organizations such as AI can offer a human rights frame for this work, emphasizing the entitlement and empowerment of individuals towards these services/rights. We return to this

recent evolution within the NGO sector and the implications within Amnesty in the next section. Further details on the empirical results can be found in the concluding section of Chapter 7.

### **8.3 Implications for HRE within AI and Human Rights NGOs**

#### *8.3.1 Role of HRE in Supporting Collective Action*

This modest, qualitative study of Amnesty’s work in ten Sections substantiated and illustrated the role of HRE in supporting the primary functions of campaigning and mobilization. Such supports were apparent in HRE activities explicitly oriented towards awareness raising and mobilization, as explored in Chapter 5. Certain HRE activities emerged as implicitly supportive of campaigning and mobilization functions, namely capacity-building trainings of multipliers, the operation of school groups, and the use of HRE programming to attract new members, institutional partners and positive media coverage. AI’s public website presents HRE as one of its mobilization strategies (Amnesty International, 2012c).

The HRE Team at headquarters has historically, and by necessity, aligned their work with these overarching functions and their public website area indicates that HRE “promotes and facilitates the integration of human rights education into Amnesty International campaigns” (Amnesty International, 2011).

#### *8.3.2 Role of HRE in Supporting Other Kinds of Human Rights Change*

This study supports the previously recognized role of HRE in supporting campaigning activities within AI. However, the data points to wider outcomes related to human rights change. Not all of these are linked with campaigning but, rather, to a broad set of individualized behaviors such as volunteerism and taking steps to make changes in one’s own life that are reflective of human rights values. As Chapter 4 showed, the HRE Team had already recognized these potential results at the time that the study was carried out. Presently, the HRE section of AI’s public website refers to an international strategy that includes:

- Enable a broad spectrum of individuals, groups and communities to understand and express their personal concerns in human rights terms;

- Inspire people to integrate human rights principles into their own lives and their social institutions;
- Challenge and enable people to take action and demand, support and defend human rights and use human rights as a tool for social change;

The results of the study suggest that HRE effectively carried out will have outcomes on multiple levels as successful HRE will encourage learners to internalize the message of human rights and apply it to their own lives. “Making meaning” is a necessary process within HRE, as learners come to understand the content of human rights standards and values and to identify the gap between these standards and “real life”. Prolonged contact with HRE, which was demonstrated in the contact hours of multipliers and learners in the study, would create more opportunities for such critical analysis and reflections.<sup>172</sup> Specific pedagogies, such as those identified in the literature review in Chapter, would also be associated with these processes. The methodology of this study enabled the investigation for such pedagogies only in the site visit countries but this might be an area of future investigation.

Critical analysis and reflection as learning processes are associated with attitudes of empowerment in learners. “Empowerment” is a concept strongly associated with HRE in UN HRE policy documents, as shown in Chapter 2. AI’s 2010-16 International Strategic Plan (Circular 45), was released following the data collection period of this thesis, identified the empowerment of rights holders, including those living in poverty, as a strategy for human rights change (2009a). In this document, HRE was associated with all references to empowerment, and specifically empowerment with vulnerable groups such as women. It should be noted that this document also laid out a broad array of functions for HRE, including duty bearer training and the capacity-development of members and volunteers, in addition to attracting new activists (Amnesty International, 2009, Circular 45).

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<sup>172</sup>Some of the personal outcomes documented in the study suggest that such critical analysis and reflections took place in learners. According to the AI Morocco project reports, some teachers attending their TOTs brought up issues of violence, discrimination and corporal punishment in schools, even though topics were not part of the training (AI Morocco, 2007, p. 2). A key trainer for AI Malaysia, in reflecting on the influence of the TOT on learners observed: “Some had not worked out rights within themselves. Gender, race, discrimination comes up unconsciously.”

Coincident with the release of the new ISP, AI announced the Demand Dignity campaign and a new framework for assessing the impacts of its work involving “Dimensions of Change.” Each of these illustrates the organization’s evolving concepts in relation to its work with the “empowerment of rights holders” and potential links with HRE. The Demand Dignity campaign launched in 2009 was focused on those in poverty, embedding human rights in the Millennium Development Goals (Amnesty International, 2009b). The link between HRE and empowerment also emerged in conjunction with Amnesty International’s new organization-wide framework for measuring results: “Dimensions of Change” (Amnesty International, 2008). The primary dimension within this framework is outcomes related to “changes in people’s lives” and is linked with the cultivation of individual agency. The following quote presents this proposed concept for change within the organization<sup>173</sup>:

Making a difference in the lives of specified primary stakeholders is at the heart of AI’s purpose and in each of AI’s projects and campaigns. The individual/s at the heart of AI’s work is/are not passive in the change process. AI seeks to recognize their “agency” as a critical factor in the change process and position AI’s interventions accordingly (p. 2).

AI’s new International Strategic Plan, Demand Dignity campaign and “Dimensions of Change” framework that came into being as of 2009 reflect an expanded strategy for the organization, one that goes beyond campaigning and mobilization. Such strategic shifts were not in place in the organization when the REAP data was collected. However the results of this study support such outcomes and highlight the potential role of HRE for bringing these about. This study thus potentially contributes to the understanding of HRE practices in relation to evolving strategies for human rights changes within AI as well as other human rights NGOs and social movement organizations with similar objectives. This is addressed next.

### *8.3.3 Potential Role of HRE in Supporting AI’s Expanded Rights Mandate*

The literature showed that one important development within human rights NGOs in recent decades has been the expansion of human rights themes from exclusively civil and political

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<sup>173</sup> The “Dimensions of Change” framework also included three other dimensions: changes in public policies, changes in accountability and changes in activism and mobilization for human rights.

rights to include economic, social and cultural rights. As written in Chapter 2, reform efforts have taken place inside of AI since the early 1990s. The first reform was to abandon the original mandate of the organization, which was linked to a narrow set of civil and political rights. The expansion of the mandate in 2001 opened up the prospect for AI to engage with other human rights themes and, as the thesis addresses in its concluding chapter, non-state actors as potential violators of human rights. Related to this, the second change was moving away from work with individuals – prisoners of conscience – to thematic human rights issues, such as violence against women.<sup>174</sup>

The International Strategic Plan (2010-16) expands beyond the traditional goals to include activism against impunity, armed conflicts, poverty, and violations of women's and girls' rights, as well as violations committed in the name of the 'war against terrorism' (Rodio and Schmitz, 2010, 451). These are human rights experienced by larger sections of societies, particularly those in the Global South.

This evolving policy environment within AI was an important context for the ten-year Rights-in-Education Action Programme. Combined with the expanded mandate of the organization to include ESC rights, these combined conditions suggest an internal discussion at AI during the period that REAP was being carried out (2004-8) and the opening up of HRE for broader interpretation and practice at the national level.

These internal changes at AI have generated internal discussion about appropriate strategies, including those related to HRE. Hopgood (2006) has distinguished between staff that are aligned with the traditional campaign and mobilizations strategies associated with civil and political rights and reformers who support the organization's engagement in human rights issues related to poverty and economic and social rights (p. 221). Given that AI's presentation of its functions on its public website in early 2012 continued to be associated its traditional strategies of research and campaigning, the prospect is that there is continued internal

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<sup>174</sup>AI shifted to women's issues (SVAW campaign) took place in the mid-1990s (Thompson, 2002, p. 104, 106). This shift originally began with a focus on women's violations perpetrated by or condoned by the state, but eventually expanded to non-state actors as potential perpetrators (Joachim, 2007, p. 128). During this same decade, AI addressed other non-state actors, such as corporations, at least with the AI USA section. In 1998, this section initiated a Corporate Action Network, which featured urgent action alerts, advocacy in support of the UN Norms for Transnational Business and Human Rights, and a corporate shareholder lobbying initiative (Nelson and Dorsey, 2008, p. 141).

discussion in regards to these changes. This raises an important question, which pertains to the supportive role of HRE within the organization, as well as other human rights NGOs: how can the historic methods of human rights advocacy, developed to advance civil and political rights, be effective in economic and social rights?<sup>175</sup>

AI's traditional practices of mobilization and campaigning alone cannot be seen adequate strategies in relation to the recent mission shifts to address human rights violations such as violence against women (SVAW) and economic inequality (Demand Dignity campaign), This point was raised in the recent evaluation of Amnesty's Stop Violence Against Women campaign, which is quoted at length:

Whilst some participatory methods have been used (for example in parts of Africa), Amnesty International relies mainly on a limited range of campaign methods – such as writing letters or postcards – that may not be the most effective way of bringing about change in VAW. It is not clear how Amnesty International expects to effect change in state and non-state actors around VAW through long-distance written campaign communications. Far more thought is needed to analyze the likely links between campaign actions and expected changes. Working on ESCR will require rethinking some core Amnesty International campaign strategies and widening the methodologies and approaches used (Wallace and Smith, 2010, p.15).

The results of this study point to the potential for HRE to play a supportive role related to this expanded strategy including: the empowerment of rights holders just discussed, especially those coming from vulnerable groups and at the community level; and human rights change in the areas of economic, social and cultural rights. The study, though modest in scale, identified several features of HRE that would support this broadened mandate within AI and other human rights NGOs, with perhaps special relevance for communities in the Global South<sup>176</sup>: the role of community action supported through popular education methodologies, and the collaboration between AI and CBO/development organization partners.

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<sup>175</sup> Other strategic questions identified by Dorsey (2011) for AI in this junction of their evolution are how to measure government effectiveness in relation to ESC standards and whether or not the effectiveness of AI is undermined by having a wider range of issues that may confuse constituencies and reduce the unique identity of the organization (p. 201). The results of the thesis cannot address these questions.

<sup>176</sup> Increasing membership in the Global South is an interest of the Amnesty, which Hopgood believes is aspiring to be a global activist organization “whose credibility and legitimacy comes not from its research, but from the size and diversity of its membership” (2011, p. 99).

A community development/community action approach, supported through popular education methodologies, might be used to address the full range of rights at the grassroots level. This approach can be linked up with human rights campaigns at the national and international level, as the example from AI South Africa demonstrates. However human rights actions need not be restricted to this, as this HRE study demonstrates.

This study also points to the potential for mutually beneficial collaboration and cross-fertilization between AI and CBO partners. Some of the cases demonstrated AI's relationships with community-based organizations, illustrating on the one hand how AI can help to promote a human rights-based approach to their programming and, on the other hand, how certain CBOs with traditions in popular education can influence AI's HRE approach and grant the organization indirect access to vulnerable populations.

The expansion of AI's rights mandate and related questions about organizational strategies appear to have been partially addressed in the new International Strategic Plan, the Demand Dignity campaign and "Dimensions of Change" framework, and there are likely other policy changes underway that this study could not take into account. How AI navigates these shifts effectively will be of utmost importance to its future and instructive to other human rights NGOs undergoing similar shifts, such as Human Rights Watch. Human rights education will inevitably be a part of these considerations and should continue to be studied in relation to the work of human rights NGOs. Suggestions for future research are highlighted at the end of this chapter.

#### **8.4 Revision of HRE Models and Use of the Analytical Frameworks**

The thesis attempted to answer the core research questions by applying an analytical framework based on the typologies for HRE the researcher developed in the late 1990s and which have, since then, been commonly used for identifying and analyzing HRE approaches. These models are named Values and Awareness; Accountability; and Transformation. For the purpose of this thesis, as presented in Chapter 2, the researcher adapted these models in two ways: (a) through the elaboration of characteristics associated with the models that could be



used as criteria or “markers” for identifying associated HRE programming; and (b) through the interpretation of the models in relation to their application to the specific context of HRE programming carried out by a human rights NGO.

An unexpected finding in the analysis of the Values and Awareness-related data in Chapter 5 was that many youth have prolonged contact with HRE through non-formal learning opportunities organized through school clubs. Moreover, there was evidence that this contact had many influences on youth, extending beyond campaigning actions to incorporate personal development and changes in the lives of the learner. This finding resulted in an adjustment to the Transformation Model in Chapter 7 so that it now includes prolonged, non-formal education with youth as a recognized target group for this approach.

The analysis of the AI cases also showed that capacity-building of duty bearers needs to be retained within the “Accountability Model” applied to human rights NGOs, as some engagement with these target groups is taking place. However, the application of the model – as a tool for design as well as research – would be enhanced if the duty-bearer constituents incorporated within this model are distinguished in relation to the anticipated influence of HRE on their behaviors. The potential categories suggested in Chapter 6 are:

- (5) Professional groups, such as law enforcement officials, members of the armed service, civil servants and health and social workers, business/private sector management, who need to understand and comply with human rights norms and related standards of professional conduct. Some key human rights principles that would apply would include non violation of human rights and non-discrimination.
- (6) Lawyers, who need to know how to bring claims based on human rights norms, and judges, who need to be able to recognize such claims. The underlying strategy is advocacy for human rights using national legal norms.
- (7) Secular and religious community leaders and journalist, who can be trained to identify and report human rights violations and promote public knowledge about such violations.
- (8) Educators, who can integrate human rights themes and pedagogy within their existing teaching and in thus way promote HRE among learners.

The concluding sections of Chapter 5-7 rendered in some detail observations regarding the sensitivity of specific program characteristics, such as goals, content, target groups and contact hours, for identifying HRE approaches. For the most part, the analytical framework

successfully distinguished HRE practices within AI on the basis of their goals/purposes and elements of their program infrastructure. The associated analysis revealed meaningful differences between the approaches that help to illustrate how they are linked with the functions of human rights NGOs.

Although all of the *indicators* elaborated in the analytical framework in conjunction with the HRE Models remain conceptually valid, in practice, some of the indicators were more sensitive measures when applied analytically to data. For example, the study suggests there will be strong associations between pedagogy and the Transformation approach and mobilization outcomes associated with the Value and Awareness approach. However, the application of this analytical framework to the AI case studies suggests that the complexity of programming features and outcomes can best be understood by considering an array of indicators holistically.

This study aimed to identify and describe the rationale, form and outcomes of HRE across the ten REAP countries. The application of the analytical framework and the methodology has successfully enabled some comparison of cross-national data. Future research might involve the application of the analytical framework to specific programming within the Sections, such as series of TOTs, in order to investigate links between specific HRE features and outcomes. Qualitative research will remain an appropriate methodology and investigations carried out at the program level might incorporate observations.

## **8.5 Future Research and Concluding Comments**

This study was situated within two bodies of literature: (a) transnational social movement organizations and their functioning and (b) pedagogy and education for social change. This chapter has already addressed the implications of the findings for this literature. Future research should continue to draw from concepts coming from both the political sciences and the educational sciences.

Two lines of research may be fruitful to pursue. The first line is continued research on HRE carried out by human rights NGOs in order to reflect upon and improve such practices. The study suggests that, based on the outcomes, more serious consideration of the role of awareness raising, capacity-building trainings and non-formal learning within human rights

NGOs is warranted. We might investigate further the specific content and pedagogy of HRE carried out, in order to understand the interaction between program design and learners in specific contexts. Here, the educational sciences will be instrumental in helping to identify learning processes and the resulting cultivation of agency within individuals and, over time, the formation of activists. Because of the focus on collective action within human rights work, the literature has not yet incorporated relevant learning from the education sector within its framework, and this may be a contribution that can be explicitly explored in future studies.

In terms of program-level research, the specific areas of potential investigation suggested by such study include: human rights topics chosen (and by whom); the integration of critical analysis and reflection in pedagogy; the influence of the recruitment/self-selection of learners, infrastructures and cultures of learning environments (e.g., school clubs, literacy trainings carried out by CBOs) and infrastructures for taking action (AI campaigns, service learning). Ideally such studies would not merely be descriptive but would be linked with an investigation of associated outcomes at the learner, community and organizational levels (the sponsoring human rights NGO and partners). The HRE literature in general would benefit from such research, as would human rights NGOs carrying out human rights education.

This study took place at a time when Amnesty International had expanded its rights mandate and was transitioning to new strategies to promote human rights change. This transition is still in process, not only for AI but other organizations as well. The expansion of rights mandates for human rights NGOs and the integration of the human rights-based approach within development work have the potential to provide deeply affect the mission and “ways of doing work” for both groups. Further research concerning the emerging links in practice between these kinds of organizations – links fostered in part through HRE activities – will be of keen interest.

This thesis suggests the potential for HRE to reflect a broader set of rationales, forms and outcomes than currently recognized in the literature and policies of Amnesty International. A recognition of HRE as supporting the functions of human rights NGOs, coupled with additional evidence-based research such as that presented in this thesis, will help to ensure that HRE will continue to be strategically applied to the efforts of these organizations and to the improved realization of human rights.

*I think a person has to be very assertive and courageous to exercise human rights. Right now I am developing these skills and I am getting better and better.*  
(AI Poland)

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## **Amnesty International Interviews**

Interviews carried out for this study were anonymized, with respect to use of names. References to specific interviewees, according to role and Section, are included in chapter footnotes.

# ANNEX 1

## HRE COORDINATOR QUESTIONNAIRE

1. Please tell us about yourself:

Name:

AI s/S:

Position:

Length of time in position:

2. Beginning at the time of your first REAP grant and counting through July 2008, for how many years/months did you receive REAP funding support? Please include all grant periods, skipping any periods where REAP funding does not apply.

\_\_\_\_ years and \_\_\_\_ months

*Please answer the remaining questions in relation to the most recent/current REAP programming period. For example, if you are in Year 2 of a three-year REAP grant, please answer for this period to date.*

3. For what period of time are you answering the remaining questions? (e.g., January 2007 to present):

\_\_\_\_\_

*The following questions relate to your HRE programming and its potential effects on other Amnesty-related programming.*

4. AI membership at beginning of REAP grant:

5. AI membership level currently:

6. To what degree can any increases in membership be attributed to HRE-related activities that you are carrying out?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

7. Number of AI local groups at beginning of REAP grant:

8. Current number of AI local groups:

9. To what degree can any increases in number of local groups be attributed to HRE-related activities that you are carrying out:

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

10. What campaigns/actions has your s/S carried out during this period?

11. Have participation levels in these campaigns/actions increased over the course of the most recent REAP grant?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

12. To what degree can any increases in participation levels in these campaigns/actions be attributed to HRE-related activities that you are carrying out?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

13. Are there any other impacts on AI non-HRE programming associated with the REAP HRE programming?

yes       no

If so, please describe.

*The following questions relate to expert or key trainers that you have used in order to carry out TOTs as well as training resources you may have developed with REAP support.*

14. How many key/expert trainers did you have for carrying out TOTs with multipliers at the **beginning** of the REAP grant? \_\_\_\_\_ trainers

15. How many key/expert trainers do you **presently have** for carrying out TOTs with multipliers? \_\_\_\_\_ trainers

16. How many training resources had Amnesty developed prior to the REAP grant?  
\_\_\_\_\_ resources

17. How many training resources are you currently using that you have either written or adapted for use? \_\_\_\_\_ resources

*The following questions relate to those you have trained and supported as “multipliers” in your programming. Please answer for the most recent/current REAP grant period.*

18. Using the matrix below, indicate:

- \* the constituency groups you are working with as multipliers
- \* how many multipliers have been trained directly by AI for each constituency group
- \* the intended number of contact training hours for each group. (For example, participation in one TOT for 18 hours (three days), or participation in a series of TOTs for 72 hours (nine days)).

<u>Constituency groups</u>	<u>No. of multipliers trained</u>	<u>Intended contact hours</u>
Youth		
Women		
Children		
Parents and families		
Community-Based Organisations (CBO)		
Non-Governmental Organisations (NGO)		
International Non-Governmental Organisations (INGO)		
Lawyers		
Bar Association		
Journalists		
Bloggers		
Human Rights Defenders (HRDs)		
AI Volunteer Educators		
AI Members		
Schools - Primary		
Schools - Secondary		
Teachers		
Teaching institutions		
Universities		
Ministries of Education		
Members of the Judiciary		
Parliamentarians		
Government workers/civil servants		
Religious groups leaders		
Trade unions		
Business sector organisations/companies		
Artists		
Creative Arts Organisations i.e.: Theatre Company		
Prisoners of Conscience (PoCs) and Ex- PoCs		
High Profile Individuals i.e.: celebrities etc.		
Lesbian, Gay, Bisexual and Transgender people (LGBT)		
People with disabilities		
Homeless people		
People in unsecure housing i.e.: people living in slums		
Refugees		
Migrants		
Marginalised groups/communities		

19. What are the primary themes of these trainings? Once again, break out according to target group if necessary.



20. What other kinds of mechanisms do you use in order to maintain contact with and support the work of multipliers? *(Please check all that apply)*

- Individual telephone or e-mail contact
- Electronic listserv
- E-Newsletter or hard copy newsletter
- HRE-related website
- Informal meetings and/or gatherings
- Collaboration by AI on training activities carried out by multipliers
- Collaboration by multipliers on AI activities carried out
- Network exchange visit
- Other: \_\_\_\_\_

*The following questions inquire about your intended results of TOT programming on multipliers as well as your assessment of your success in meeting these. Please answer on the basis of your three primary constituency groups. Feel free to add outcomes not mentioned in this list.*

21. How **relevant** are the following outcomes for multipliers within your HRE work?

**Constituency group 1:** \_\_\_\_\_

Understanding of HR principles and standards	<b>Not at all</b> 1	2	<b>Somewhat</b> 3	4	<b>A great deal</b> 5
Pedagogical skills for carrying out training & outreach activities	<b>Not at all</b> 1	2	<b>Somewhat</b> 3	4	<b>A great deal</b> 5
Skills for developing or adapting existing learning tools	<b>Not at all</b> 1	2	<b>Somewhat</b> 3	4	<b>A great deal</b> 5
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	<b>Not at all</b> 1	2	<b>Somewhat</b> 3	4	<b>A great deal</b> 5
Commitment to taking action to promote HR	<b>Not at all</b> 1	2	<b>Somewhat</b> 3	4	<b>A great deal</b> 5
Other: _____	<b>Not at all</b> 1	2	<b>Somewhat</b> 3	4	<b>A great deal</b> 5

Comment:

**Constituency group 2:** \_\_\_\_\_

Understanding of HR principles and standards	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Pedagogical skills for carrying out training & outreach activities	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Skills for developing or adapting existing learning tools	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Infusing HR within pre-existing activities of multipliers (e.g., teaching)	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Commitment to taking action to promote HR	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Other: _____	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Comment:

**Constituency group 3:** \_\_\_\_\_

Understanding of HR principles and standards	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Pedagogical skills for carrying out training & outreach activities	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Skills for developing or adapting existing learning tools	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Infusing HR within pre-existing activities of multipliers (e.g., teaching)	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Commitment to taking action to promote HR	<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
	1	2	3	4	5

Other: \_\_\_\_\_

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Comment:

22. How **successful** would you say you have been in reaching your intended outcomes for multipliers?

**Constituency group 1:** \_\_\_\_\_

Understanding of HR principles and standards

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Pedagogical skills for carrying out training & outreach activities

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Skills for developing or adapting existing learning tools

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Infusing HR within pre-existing activities of multipliers (e.g., teaching)

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Commitment to taking action to promote HR

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Other: \_\_\_\_\_

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Comment:

**Constituency group 2:** \_\_\_\_\_

Understanding of HR principles and standards

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Pedagogical skills for carrying out training & outreach activities

Not at all                  Somewhat                  A great deal  
1                  2                  3                  4                  5

Skills for developing or adapting existing learning tools

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Infusing HR within pre-existing activities of multipliers (e.g., teaching)

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Commitment to taking action to promote HR

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Other: \_\_\_\_\_

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Comment:

**Constituency group 3:** \_\_\_\_\_

Understanding of HR principles and standards

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Pedagogical skills for carrying out training & outreach activities

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Skills for developing or adapting existing learning tools

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Infusing HR within pre-existing activities of multipliers (e.g., teaching)

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Commitment to taking action to promote HR

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Other: \_\_\_\_\_

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

Comment:

23. What **evidence** do you have for specific outcomes you have mentioned above? For example, what kinds of follow-up activities have been carried out by each of your target groups? In what ways are multipliers continuing to relate to AI work? Please be as specific as possible and feel free to attach relevant documents. Please take your time on this question as it is an important part of this evaluation.

Target group 1: \_\_\_\_\_

Evidence:

Target group 2: \_\_\_\_\_

Evidence:

Target group 3: \_\_\_\_\_

Evidence:

*The following questions relate to beneficiaries whom your multipliers have worked with.*

24. What do you see as they key outcomes of the trainings or other HRE activities carried out by multipliers for beneficiaries?

25. What evidence do you have of these outcomes? Please be as specific as possible and feel free to attach relevant documents.

*The following set of questions relate to Amnesty International and collaborations you have had with a range of organizations in relation to your human rights education programming.*

26. How many organizations did AI have active collaborations with prior to the REAP programming and what is the present number?

Type of Organization	No. of Collaborations Prior to REAP	Current No. of Collaborations
Non-governmental organisation		
Community-based organisation		
Government agency		
School		
University		
Other: _____		

27. Have these relationships influenced Amnesty International's overall programming?  
 \_\_\_ yes      \_\_\_no

If so, please describe.

28. Have these relationships influenced the programming of these other organizations?

\_\_\_ yes      \_\_\_no

If so, please describe.

*The following questions address Amnesty's HRE-related lobbying activities and its public image.*

29. Has AI been involved in lobbying activities with authorities related to human rights education?

29a. \_\_\_ yes    \_\_\_no

29b. If so, what was the target organization and the purpose of the lobbying effort?

29c. Have there been any positive results that can be directly associated with AI efforts?

30. Has there been positive media coverage of AI related to HRE-related activities since the beginning of the most recent REAP grant?

30a. \_\_\_ yes    \_\_\_no

30b. If so, please use number to indicate the amount of positive coverage - 1 news item, 3 news items – for each of the media categories below.

Type of Media	National Level	Local Level
Print (e.g., newspaper)		
TV		
Radio		
Blog		
University		
Other: _____		

*The following questions relate to any societal impacts that may have taken place as a result of REAP programming. It may not be the case that any have happened, but if so, we would like to be sure to document these. Again, these impacts should be directly traceable to REAP programming in some way.*

31. Is there any evidence of a changed (e.g., more positive) public opinion related to AI or HR as a result of the REAP programming?

yes       no

If so, please describe.

32. Has there been any increased allocation of government resources for promoting and realizing human rights?

yes       no

If so, please describe.

33. Is there any direct evidence of a greater realization of human rights, especially for vulnerable populations?

yes       no

If so, please describe.

34. If members of AI, brought in through REAP programming have been involved in letter-writing campaigns, has there been any associated release of political prisoners in other countries?

yes       no

If so, please describe.

35. Other comments:

*Thank you for completing this survey!*  
*Please e-mail back to [ftibbitts@hrea.org](mailto:ftibbitts@hrea.org) by 1 September 2008.*

## ANNEX 2 MULTIPLIER QUESTIONNAIRE

1. *Please tell us about yourself:*

Year of birth: \_\_\_\_\_

Gender: \_\_\_female \_\_\_male

Occupation: \_\_\_\_\_

Organization: \_\_\_\_\_

City: \_\_\_\_\_

Country: \_\_\_\_\_

2. Over what period of time did you participate in human rights-related trainings organized by Amnesty International? (e.g., January 2007 to August 2008):

\_\_\_\_\_mth/\_\_\_\_\_year to \_\_\_\_\_mth/\_\_\_\_\_year.

3. Approximately how many hours did you participate in training activities over this period?  
\_\_\_\_\_ hours

4. Aside from these trainings, how often are you typically in contact with someone at Amnesty International, receive information from AI, or make use of an Amnesty-related resource? [*please check one*]

\_\_\_ once a week or more    \_\_\_once a month    \_\_\_ once every few months    \_\_\_once a year  
\_\_\_never

*Please rate **the impact** of each of the following Amnesty International supports in terms of their effect on you and your work in human rights education and training:*

5. Impacts of the following supports on you and our activities:

	None		Some		A great deal	
	1	2	3	4	5	
5a. Training of trainers program	1	2	3	4	5	N/A
5b. Access to Amnesty resources/materials	1	2	3	4	5	N/A
5c. Amnesty campaigns and actions	1	2	3	4	5	N/A
5d. Ongoing communication with AI staff	1	2	3	4	5	N/A
5e. Network of AI human rights multipliers/trainees	1	2	3	4	5	N/A
5f. Other: _____	1	2	3	4	5	N/A



The following questions ask about the outcomes of AI's TOT programming on you and your activities. Please answer honestly and to the best of your ability. Feel free to add outcomes not mentioned in this list.

6. How well would you say that you understand human rights principles and standards?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

7. Do you feel that you have the necessary facilitation skills to carry out trainings and other outreach activities?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

8. Do you feel that you have the necessary skills for developing or adapting existing human rights learning materials/tools for use in your own activities?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

9. How important do you think it is to stand up for your own human rights?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

10. How important do you think it is to stand up for the rights of others?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

11. How much concern would you say that you have for others, especially vulnerable groups?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

12. Would you say that the program has positively influenced your empathy for the human rights of others different from yourself?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

13. How committed are you to taking action to promoting human rights?

Before the TOT programming

After the TOT programming

Not at all      Somewhat      A great deal  
1      2      3      4      5

Not at all      Somewhat      A great deal  
1      2      3      4      5

14. Has your participation in the AI TOT or other AI HRE programming influenced your attitudes in any other ways?

yes       no

If so, please describe.

*Think about the activities that you have carried out that have been influenced by the Amnesty HRE programming.*

15. Have you carried out **new activities** as a result of your participation in Amnesty International's HRE program?

yes       no

If so, please describe.

16. Will you remain involved in these activities?     yes     no

17. Have you changed the way you carry out **pre-existing activities** as a result of involvement in Amnesty International's HRE programming?

yes       no

If so, please describe.

18. Will you remain engaged in these pre-existing activities?    \_\_\_ yes    \_\_\_no

19. What do you see as they key outcomes of your trainings/other HRE activities on beneficiaries?

20. What evidence do you have of these outcomes? Please be as specific as possible and feel free to attach relevant documents.

21. Other comments:

*Thank you for completing this survey!*

## ANNEX 3 LEARNER QUESTIONNAIRE

1. *Please tell us about yourself:*

Year of birth: \_\_\_\_\_

Gender: \_\_\_female \_\_\_male

Occupation: \_\_\_\_\_

City: \_\_\_\_\_

Country: \_\_\_\_\_

2. Over what period of time did you participate in human rights-related workshops or activities organized by the person/organization who gave you this survey? (e.g., January 2007 to August 2008): \_\_\_\_\_mth/\_\_\_\_\_year to \_\_\_\_\_mth/\_\_\_\_\_year.

3. Approximately how many hours did you participate in workshops or other activities over this period?  
\_\_\_\_\_ hours

*The following questions inquire about the outcomes of this programming on you and your activities. Please answer honestly and to the best of your ability. Feel free to add outcomes not mentioned in this list.*

4. How well would you say that you understand human rights principles and standards?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

5. How important do you think it is to stand up for your own human rights?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

6. How important do you think it is to stand up for the rights of others?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

7. Would you say that your involvement has positively influenced your concern for the human rights of others different from yourself?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

8. As you think about your everyday life, what are three problems that you now see as human rights concerns?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

9. How committed would you say you are to taking action to promote human rights?

<b>Not at all</b>		<b>Somewhat</b>		<b>A great deal</b>
1	2	3	4	5

10. Have you carried out any **new** activities in your community as a result of your involvement in the multiplier's/trainees' work?

\_\_\_ yes      \_\_\_no

If so, please describe.

11. Have you changed any of your **pre-existing activities** as a result of your involvement?

\_\_\_ yes      \_\_\_no

If so, please describe.

12. Are you using human rights in your personal life?

\_\_\_ yes      \_\_\_no

If so, please describe.

13. Has your participation in the multiplier's/trainee's work influenced you in any other ways?

yes       no

If so, please describe.

14. Other comments:

*Thank you for completing this survey!*

# ANNEX 4

## CHARTED LEARNER OUTCOMES

Table 34. Learner Stand Up for Own Rights – By Country

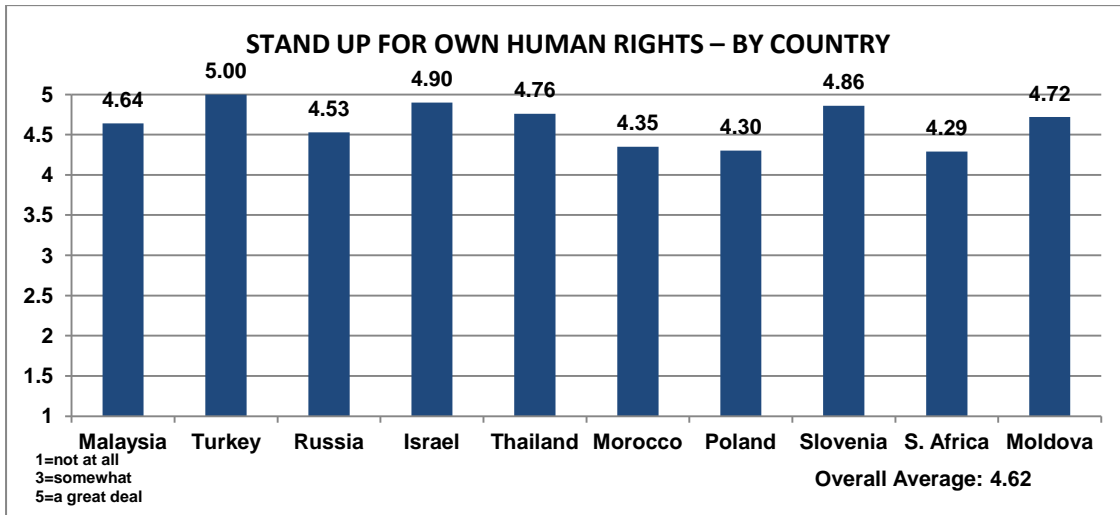
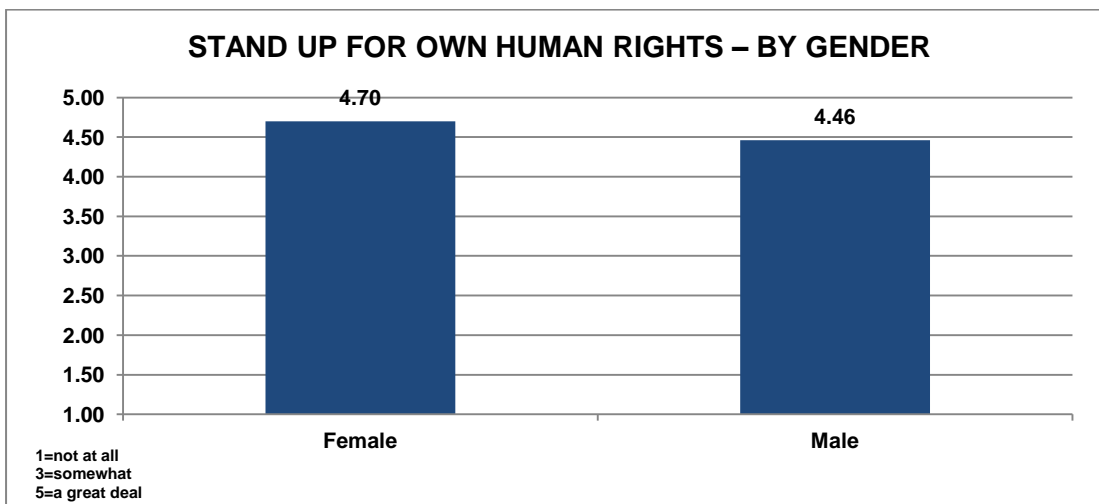
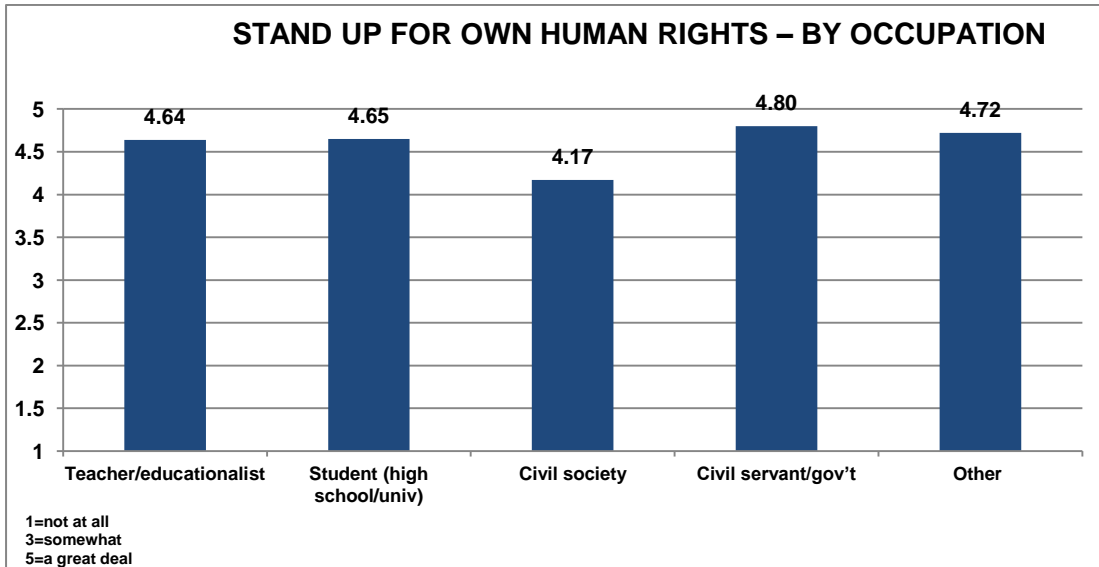


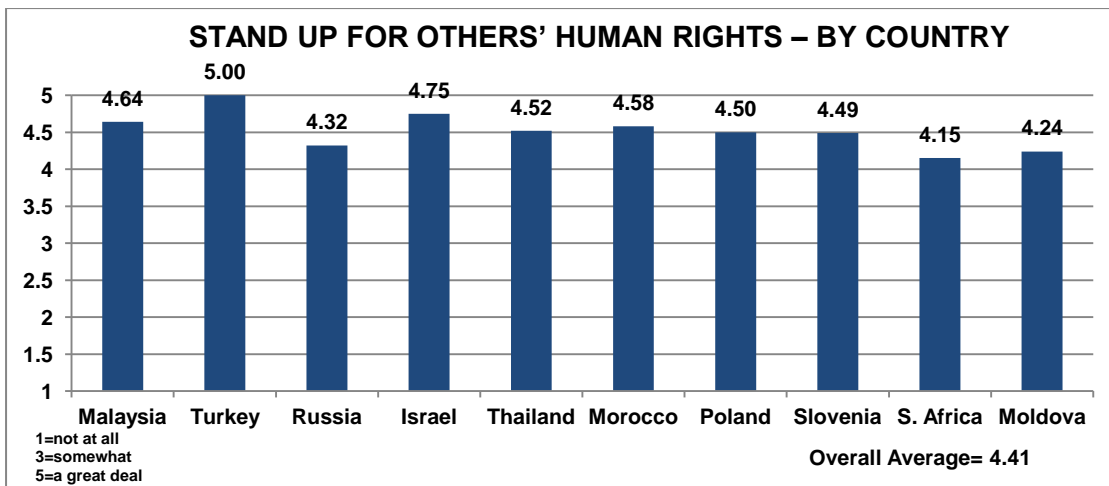
Table 35. Learner Stand Up for Own Rights – By Gender



**Table 36. Learner Stand Up for Own Rights – By Occupation**

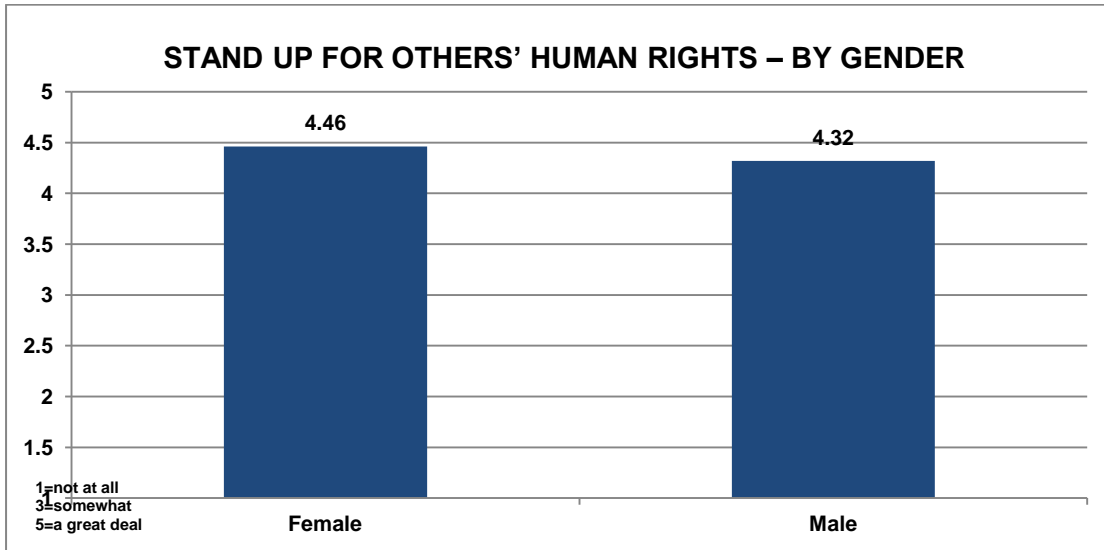


**Table 37. Learner Stand Up for Other's Rights – By Country**

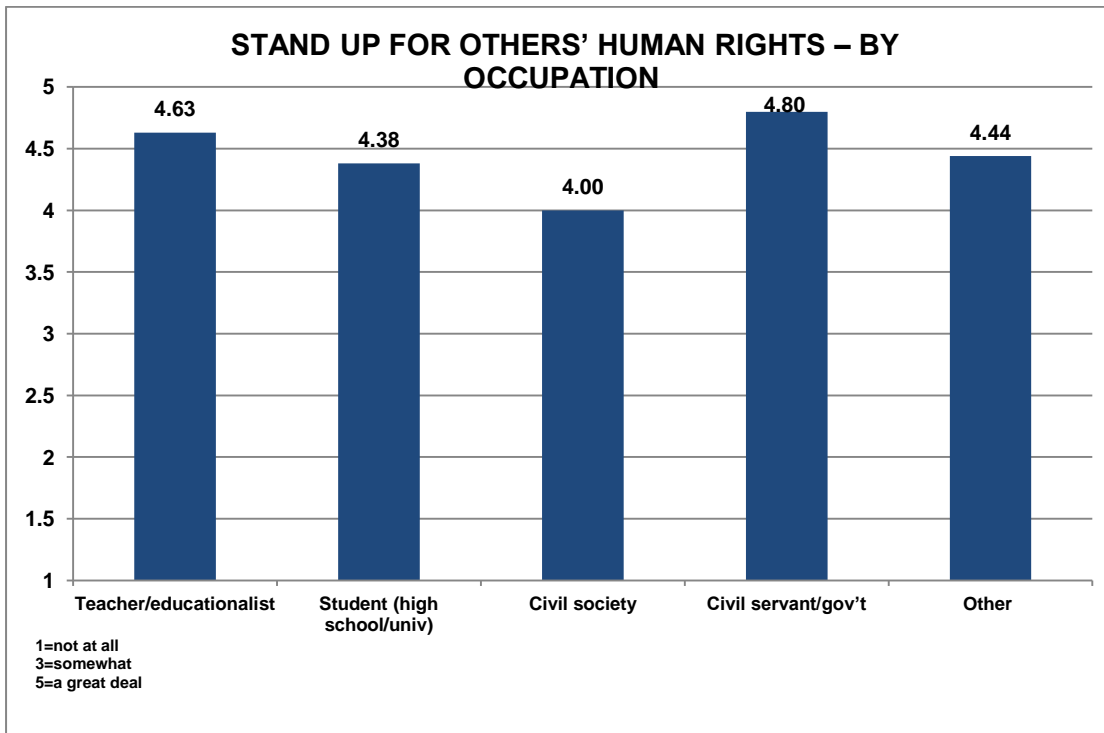




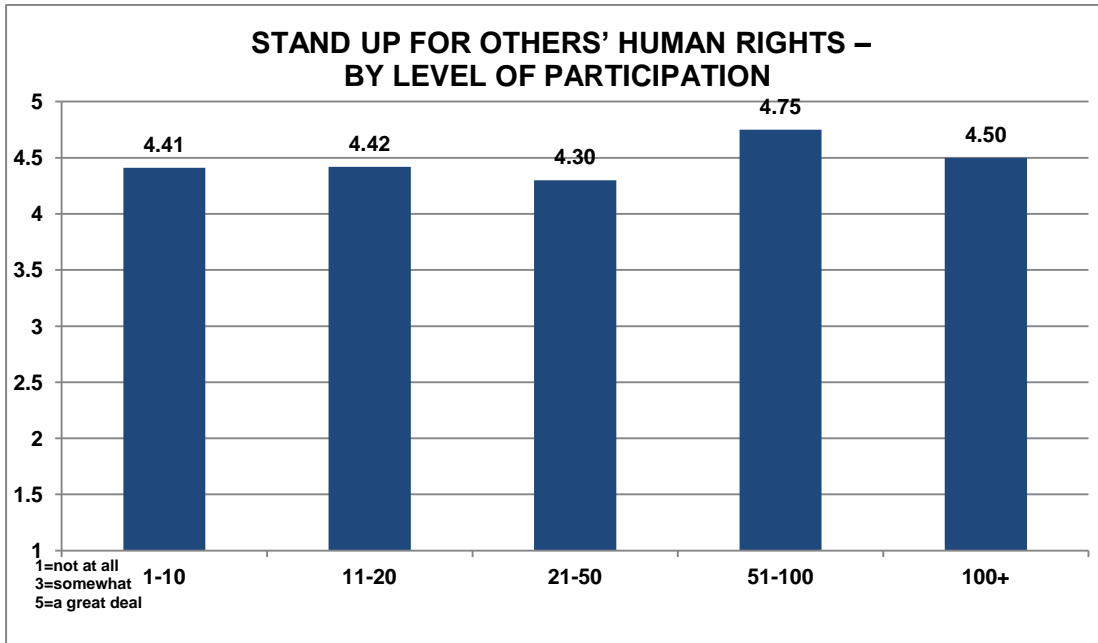
**Table 38. Learner Stand Up for Other's Rights – By Gender**



**Table 39. Learner Stand Up for Other's Rights – By Occupation**



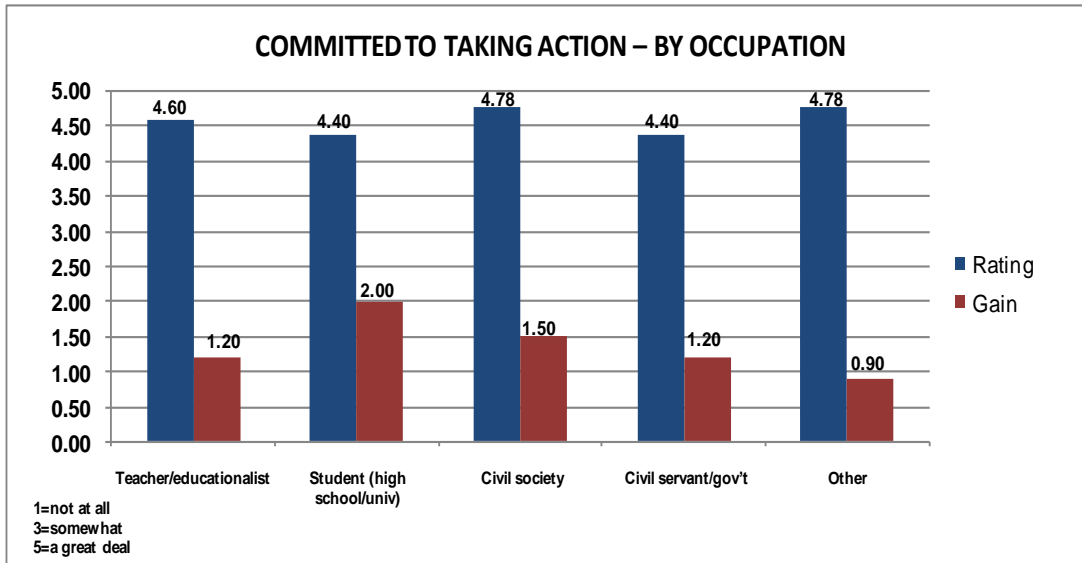
**Table 40. Learner Stand Up for Other’s Rights – By Level of Participation**



## ANNEX 5

### CHARTED MULTIPLIER OUTCOMES

**Table 41. Multiplier Committed to Taking Action – By Occupation**



**Table 42. Multiplier Committed to Taking Action – By Level of Participation**

