

# Training Trainers for Health and Human Rights



**A manual for South African  
health professional educators**

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First Edition 2006



# Acknowledgements

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# 1. Why does this manual exist?

This first edition of the *Train the Trainer Manual for South African Health Professionals* has been produced for trainers, after the eighth annual Health and Human Rights Train-the-Trainer course held at UCT in 2006. The School of Public Health and Family Medicine at UCT has offered undergraduate and postgraduate training in human rights since 1995. The Train-the-Trainer course was developed as an offshoot of pilot initiatives at UCT to teach undergraduates, at a time when findings of the Truth and Reconciliation Commission (TRC) identified a need for human rights education for health professionals across the country. Through this manual, this course will continue to fulfil the goal of developing and sustaining a network of individuals who return to their home institutions and professional environments to integrate human rights dialogue and initiatives into their work.

Our vision through this manual is to support both our past trainees and other health professionals who wish to integrate human rights into their teaching of students in the health professions. We realised soon after commencing work with undergraduates that the task was too large to tackle on a piecemeal basis or by training limited numbers of students at a time. Rather, it was more appropriate to spread capacity by training trainers and by supporting them with implementation challenges in their own institutions. In this way, we hope that the impact of training will be multiplied as more and more trainees take away what they find valuable for putting human rights into curricula for their students. This means extending from the teaching of undergraduates to include postgraduates, and to the inclusion of human rights in continuing professional development activities.

In this way, we believe that human rights training for health professionals will be mainstreamed and meet the critical needs identified in developing this manual.

In summary, therefore, the aims of this manual are:

- To provide those interested in doing human rights teaching with a framework for training of trainers in health and human rights
- To provide resources which will be of use to the training of trainers and students
- To support alumni of our Train-the-Trainer courses, who now number nearly 200 people
- To share our eight years of experience in running this course with others so as to begin a dialogue around educational issues in teaching human rights
- To build additional teaching capacity in health and human rights

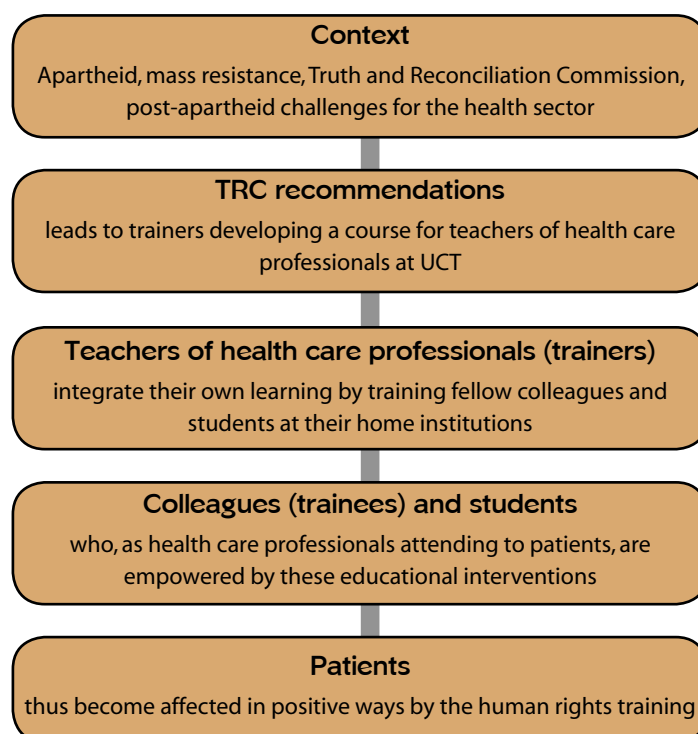
# 2. Introduction

This section provides you with background to the course and the manual as well as guidance on how best to use this resource. We also present an overview of the learning objectives and themes of the course, together with information on its content. The daily programme provides the framework for the manual. At the end of this section is a discussion of the steps we have found essential in our course preparations, which no doubt will be helpful to you in preparing to run the course yourself.

## 2.1 Background to the course manual

Given our country’s history of human rights violations and popular resistance to such violations, the Train-the-Trainers course locates itself in a South African context. Having grown out of human rights activism in the health sector, the course links this context of apartheid—the involvement of, and resistance by health professionals to apartheid, and the South African Truth and Reconciliation Commission’s investigation of the health sector—with post-apartheid efforts to build a human rights culture. Through influencing the curricular decisions made by teachers of health care professionals, who return to their own institutions after this course, we believe that colleagues and students will be better equipped and empowered to tackle the human rights challenges facing the health sector now, not least of which is the growing HIV pandemic in our country and its attendant ethical and human rights concerns. Ultimately, though, the objective of integrating human rights into health professional training must be to benefit the users of the health care system: patients, communities and any one accessing health care and health promotion services. Thus, the logic behind this training is that the course feeds in to a bigger picture, where the lessons of the past are used to reflect on what, how and why we teach, so that our services to patients and communities can respect, protect, promote and fulfil the human right to health. This inter-relationship between training and service provision is illustrated in Figure 1.

**Figure 1: How context-based training affects the provision of care**



## 2. Introduction

### 2.2 How to use this manual

*Target audiences—trainers and trainees?* The target audience for this Train-the-Trainer manual is mainly teaching staff in institutions who are responsible for the training of health professionals. This includes (but is not limited to): doctors, dentists, nurses, social workers, physiotherapists, occupational therapists, dieticians. It can also be used for staff development in such teaching institutions.

In the past, we have also used these materials with participants from government, NGO's and statutory councils who are involved in training or in setting standards for training. Anyone who is in the business of health care delivery and for whom human rights impact on the quality of care delivered by health professionals will have something to gain from this course.



**TIP:** We use the term *trainers* synonymously with *course convenors or teachers*, and *trainees* to refer to learners on any Train-the-Trainer course. *Students* are those who trainees will ultimately teach.

*All or some?* As mentioned above, this manual is designed around an existing course run by the Health and Human Rights Programme in the School of Public Health and Family Medicine at the University of Cape Town since 1998. Although we have adapted and changed the course over the years, based on participant feedback and our evaluations, the core framework of the course remains intact. We do not prescribe how to adapt this course to your context, so you are free to use the contents of this manual as you see fit. However, because we have given much thought to how the different parts of the course inter-relate, we do suggest that you consider carefully the kinds of expectations you may realise if you elect to alter either the contents or flow of the entire course package.

*Duration?* Our Train-the-Trainer course has run over a consecutive five-day period (Monday through Friday) since its inception. It is clear that the course could easily be extended over a longer period of time, if desirable. We do not anticipate any reduction in the educational value if the course were to be delivered over a longer period of time, or with greater time allocation to each individual session. It is certainly probable that more could be accomplished if more time were available. However, our experience is that given busy schedules and existing commitments by health professional academics, a five-day course is a reasonable time commitment which delivers a worthwhile learning experience. Trying to squeeze the course into a shorter period would, in our opinion, be detrimental to the learning outcomes of trainees. Extending the time period would, in all likelihood, produce new and different learning situations, with equal, if not better educational value.

*How is the manual organised?* This manual is organised in a way that mirrors the entire chronology of the Train-the-Trainers five-day course programme. The programme itself is organised around a set of four themes that respond to intended learning objectives of the course. These themes are: 1) health and human rights content; 2) curriculum development; 3) institutional transformation; and, 4) leadership and sustainability. These will be expanded below. Note that themes within the programme are not covered sequentially, but rather are re-visited at various junctures throughout the five days. This is not arbitrary but purposive from an educational standpoint. We think that the learning in the different components of the course is enhanced when, for example, materials from a discussion on core competencies in human rights are juxtaposed with considerations of institutional transformation, and vice versa. It is also important to layer new material, all the while building complexity upon a foundation. This is another reason why, as mentioned above, that while we encourage you as users of this resource to adapt it to your particular settings, we remind you that one of the strengths of our course is its approach to integrating human rights content, curriculum design issues, institutional transformation and leadership considerations. In embarking on your own training of trainers, we would encourage you to keep this integration prominent in any redesign.

*Educational approach?* As trainers, you must recognise that many of your trainees come to your course with prior learning that might not have resulted in a formal education qualification. Yet these

## 2. Introduction

experiences are powerful influences on how these health professionals practice in the sector. The training methodology for this course is based on the principle that everybody can learn from each other, whether formally or informally educated. This has been borne out by the fact that although we have been convening the Train-the-Trainers course for the past eight years, we continue to learn a great deal from participants each time we run the course. In order to facilitate this exchange of ideas, many of the sessions are therefore conducted in small group format. Trainers are expected to facilitate communal learning, based on a sharing of experience. The focus is on the trainees, their questions and struggles with how to integrate human rights work into the health sector and specifically into the places where they teach. Other kinds of teaching activities include didactic lectures, guest speakers, panel discussions, keeping journals, working with internet based resources in the computer lab, and monitoring the media for its treatment of relevant health and human rights issues (media watch). We have found that such a combination of teaching methods not only accommodates a variety of learning styles but enriches the course experiences for both trainers and trainees.

*Graphics in the manual?* As you progress through the sessions in this manual, you will see icons set in the left hand margin of the page. These icons provide visual guideposts, indicating what you will need to do in order to make your programme a success. They are as follows:



Goal of the session: what is going to be achieved



What you need to prepare in advance



Approximate session or activity length



Resources you will need for the session or activity



Activity



**TIP:** *Italicised text indicating useful "tips" for the session or activity*



Debriefing and troubleshooting difficult emotions and behaviours



Evaluation and impact assessment



Homework



## 2. Introduction

*Hyperlinks.* Throughout this manual, you will see that certain text is highlighted in orange as well as underlined. This text corresponds to a resource that will be helpful for a particular activity. When you click once on this orange text, you will automatically be re-directed to another document on this CD (Resources.pdf) or connected to the internet, depending.



**TIP:** After you have been directed to the relevant resource by a hyperlink, you will have to flip back to the manual. It will still be open in Acrobat. Go to Window – click on the “Train the trainers Manual” at the bottom of the menu and you will be redirected to the manual.

Should you wish to modify the resource, you will have to locate that file in the Resources folder of the CD. You can navigate from there using the “Table of contents.doc” to find what you need. They are organized by session. The only changeable files would be those in MS Word or presentations in power point. Please note that .pdf files are protected and cannot be altered.



**TIP:** There is a **list of resources** for these hyperlinks. If you like, you can print out each resource separately as you require it.

*Intellectual property considerations:* We publish this manual with the intent that fellow readers, teachers, students and academics in the health sector will assume the task of human rights teaching and learning. It is therefore open source, with no copyright and no attempt to protect proprietary information. However, we do request that users, when drawing on this manual and its related materials, acknowledge the manual itself as well as the Health and Human Rights Programme at UCT as the sources of their teaching materials.



**TIP:** Suggested text for acknowledgement might be: This course material was originally created by faculty in the Health and Human Rights Programme at UCT for the Train-the-Trainers course and has been adapted for current use. Good luck!

### 2.3 Learning objectives and themes

As mentioned above, the learning objectives of the Train-the-Trainers course are centred on four inter-related themes. We have classified these learning objectives within the particular theme to which it relates as a way of understanding the interplay between the intended learning outcomes.

#### 1. Health and Human Rights seeks to assist health professionals to:

- Understand the conceptual framework for human rights, and its relationship to health
- Understand the historical context as well as national and international human rights debates relating health to human rights
- Promote an understanding of professional and ethical codes to support human rights

#### 2. Institutional Transformation seeks to assist health professionals to:

- Understand the role of the health sector under apartheid
- Explore past, current, and future roles of the health sector in respect of human rights
- Recognise the importance of self-study and reflection

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**3. Curriculum Development for Human Rights** seeks to assist health professionals to:

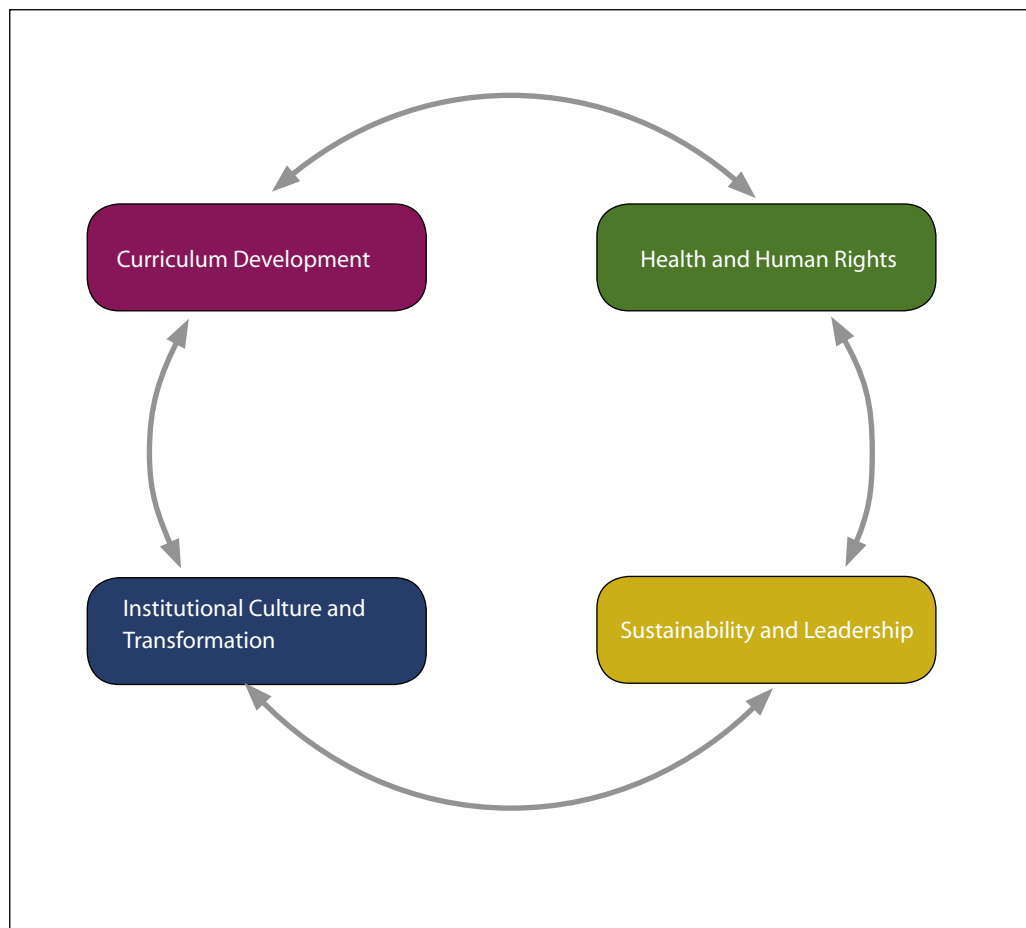
- Explore strategies for curriculum change, including multidisciplinary teaching and identifying clinical settings in which human rights abuses take place
- Explore the relationship between ethics and human rights
- Identify core and discipline-specific competencies
- Share available resources for teaching (electronic and other)
- Develop training materials

**4. Sustainability and Leadership** seeks to assist health professionals to:

- Foster a supportive network to continue to integrate education and training in health and human rights
- Engage with processes that set educational standards for the training of health professionals

The inter-relationship between these themes is visually depicted in Figure 2.

**Figure 2: Train-the-trainers thematic integration**



## 2. Introduction



**TIP:** For ease in tracking the themes, note that each theme has been assigned a specific colour coding from this point onward in the text.

### 2.4 Course content

There are 13 teaching sessions that address the learning objectives within the four themes above. They are listed in Table 1 to illustrate how the content is built by session, day and theme. They are listed again in the next section in chronological order, see '2.5 Daily programme overview' below. The rationale for staggering sessions is because one cannot "teach" one theme to finality and then simply move on to the next theme. Learning is most effectively achieved by linking across themes so that there is integration between them as well as the opportunity to re-visit complex topics with greater sophistication.

**Table 1: Meeting learning objectives through course content**

Session	Day	Theme	Content
One	1		Introduction
Two	1	Health & Human Rights Content 1	Human rights violations and the health worker
Three	1	Health & Human Rights Content 2	The origins and underpinnings of human rights
Four	2	Health & Human Rights Content 3	Claiming health rights: the South African situation
Five	2	Curriculum Development 1	Objectives-based health and human rights curricula
Six	3	Institutional Transformation 1	Councils and professional associations
Seven	3	Institutional Transformation 2	Training institutions
Eight	3	Curriculum Development 2	The relationship between bioethics and human rights: Implications for teachers
Nine	4	Curriculum Development 3	Resources for education and training in health and human rights
Ten	4	Curriculum Development 4	Core competencies revisited
Eleven	4	Curriculum Development 5	Implementation issues
Twelve	5	Curriculum Development 6	Developing teaching materials
Thirteen	5	Leadership and Sustainability 1	Leadership and advocacy



**TIP:** For those interested in more detail, you may find the [Course content by theme](#) document helpful.

### 2.5 Daily programme overview

This is the suggested ordering of the 13 sessions above into an integrated educational programme. Note that this manual is structured according to this template, with each session having its own detailed content and explanation.

## 2. Introduction

### Day ONE (8 hours 30 minutes)

#### Session One: Introduction (1 hour 30 minutes in total)

- 1.1 Introductions to each other and icebreaker (30 minutes)
- 1.2 Course overview
  - 1.2.1 Course learning objectives (10-15 minutes)
  - 1.2.2 Context for the course (10 minutes)
  - 1.2.3 Logistics and housekeeping (10 minutes)
  - 1.2.4 Course outline (10 minutes)
  - 1.2.5 Completion of pre-course questionnaire (20 minutes)

**TEA BREAK** Allow 30 minutes for people to have tea/coffee/snacks as well as socialise in order to get to know each other better.

#### Session Two: Health and human rights 1 – Human rights violations and the health worker (2 hours 30 minutes in total)

- 2.1 The Smilo Dyanti role play and discussion (1 hour)
- 2.2 Small group work on case studies (45 minutes)
- 2.3 Report back, naming the abuse (45 minutes)

**LUNCH** (1 hour)

#### Session Three: Health and human rights 2 – The origins and underpinnings of human rights (3 hours in total, including tea break)

- 3.1 What are human rights? What is international human rights law? (1 hour and 15 minutes)

**TEA BREAK** (15 minutes)

- 3.2 Human rights in the South African Constitution: applying the Bill of Rights
- 3.3 Closure and homework exercises (15 minutes)

**TOTAL TIME:** 8 hours 30 minutes

### Day TWO (7 hours 45 minutes)

#### Session Four: Health and human rights 3 – Claiming health rights - the South African situation (4 hours in total, including tea break)

- 4.1 The human right to health in South Africa (2 hours 15 minutes)
  - 4.1.1 Input on the right to health (45 minutes)
  - 4.1.2 Case study discussion in plenary (45 minutes)
  - 4.1.3 Input: litigating socio-economic rights (30 minutes)

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### TEA BREAK (15 minutes)

4.2 Input: Institutions which support democracy and monitor human rights implementation by government (eg: the South African Human Rights Commission) (45 minutes)

4.3 Patients' Rights Charter (1 hour)

4.3.1 Input: Patients' Rights Charter (15 minutes)

4.3.2 Plenary exercise (45 minutes)

### LUNCH (1 hour)

#### **Session Five: Curriculum development 1 – Objectives-based health and human rights curricula (2 hours 45 minutes in total, including tea break)**

5.1 Input on objectives-based curricula (15 minutes)

5.2 Group work: What are core competencies in health and human rights? (1 hour)

### TEA BREAK (15 minutes)

5.3 Report back (30 minutes)

5.4 Examples of objectives-based health and human rights curricula (30 minutes)

5.5 Closure and discussion of the homework (15 minutes)

**TOTAL TIME:** 7 hours 45 minutes

### Day THREE (6 hours 25 minutes)

#### **Session Six: Institutional transformation 1 – Councils and professional associations (2 hours in total, including tea)**

6.1 Feedback and responses to overnight reading of the TRC submissions (1 hour)

6.2 Input on the findings and recommendations of the Truth and Reconciliation Commission Special Hearings on the Health Sector (15 minutes)

6.3 Group work: What should your institutions be doing? (30 minutes)

6.4 Report back (45 minutes)

### TEA BREAK (15 minutes)

6.5 Input by a speaker from a professional council and/or professional association (40 minutes) and plenary discussion (35 minutes)

#### **Session Seven: Institutional transformation 2 – Training institutions (3 hours in total including lunch)**

7.1 Inputs on transformation and reconciliation initiatives (30 minutes)

7.2 Responses from the panel (30 minutes)

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**LUNCH** (1 hour)

### **Session Seven: Institutional transformation 2 (continues after lunch)**

7.3 Panel and plenary discussion (60 minutes)

**TEA BREAK** (15 minutes)

### **Session Eight: Curriculum development 2 – The relationship between bioethics and human rights: implications for teachers (1 hour 30 minutes in total)**

8.1 Input from panelists (40 minutes)

8.2 Plenary discussion (25 minutes)

8.3 Closure (10 minutes)

**TOTAL TIME:** 6 hours 25 minutes

## **Day FOUR (8 hours 15 minutes)**

### **Session Nine: Curriculum development 3 – Resources for education and training in health and human rights (3 hours in total)**

9.1 Input in the computer lab (15 minutes)

9.2 Electronic resources for health and human rights teaching; using Internet resources; Web-based exercises (2 hour 45 minutes)

**TEA BREAK** (15 minutes)

### **Session Ten: Curriculum development 4 – Core competencies revisited (1 hour 15 minutes in total)**

**LUNCH** (1 hour)

### **Session Eleven: Curriculum development 5 – Implementation issues (2 hours 45 minutes in total, including tea break)**

11.1 The hidden curriculum (15 minutes)

11.2 Small group work: how to implement? (1 hour)

**TEA BREAK** (15 minutes)

11.3 Feedback and discussion (60 minutes)

11.4 Reflection on cuttings and introduction of homework exercise (15 minutes)

**TOTAL TIME:** 8 hours 15 minutes

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### Day FIVE (half day)

#### Session Twelve: Curriculum development 6 – Developing teaching materials (2 hours in total)

12.1 Individual and group work on developing specific teaching materials (2 hours)

**TEA BREAK** (15 minutes)

#### Session Thirteen: Leadership and advocacy (3 hours in total including lunch)

13.1 Consolidation, sustainability and networking (1 hour 30 minutes)

13.2 Course closure (30 minutes)

13.3 Post-course questionnaire

**LUNCH** (1 hour)

**COURSE ENDS**

**TOTAL TIME:** 4 hours

### 2.6 Preparing to run the course yourself

As you begin to prepare to run this course, please note the following crucial steps, which we have included here in the form of a checklist:

- arrange logistics
- establish your trainees' expectations and learning objectives prior to the course
- plan and assemble a course resource pack, including a reader
- prepare for pre-course and post-course evaluation of learning
- anticipate the emotional load

#### 2.6.1 Logistical arrangements

There are some very practical activities you will need to complete in advance of your training in order to ensure that everything will run smoothly.

These include:

- a) Plan your programme. It is helpful to do this in partnership with others. We have found it useful to assemble a group of co-convenors in order to exchange ideas and facilitate the process of programme development. Be strategic about who to include during the planning phase so that whatever comes out of your training will have increased likelihood of being implemented.



**TIP:** We find that a separate annotated programme, one where you keep notes to yourself and your co-convenors, very helpful as you build your course. It reminds you to do, say or organise key things for your course, as well as enhances communication.

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- b) Recruit your target audience. How you do this may be very simple if your constituency is in-house (within your own department or faculty) but may be more complicated if you are in a large institution or are recruiting publicly. It is our experience that the course is greatly enriched by including participants from the range of health professions as well as at different stages of training. For example, over the past several years, we have invited medical students to attend the course. Their presence has greatly benefited the course deliberations, particularly as students are key stakeholders in any curriculum development.



**TIP:** Use electronic distribution lists, bulletin boards and e-mail circulars to publicise your course, with direct URL links to registration forms.



**TIP:** Request support for recruitment of trainees by getting buy-in from the administration that rewards participation in some way.

- c) Prepare your course materials in advance, including the reader, overheads, power point presentations and the handouts.



**TIP:** This takes much more time than you think, so begin early!

- d) Book your speakers if you are going to draw on outside resource persons, and make arrangements for their travel, per diem and accommodation, if necessary.
- e) Consider what field trip and/or social event you will include and arrange to organise these; be sure to consider attendant costs.
- f) Find and book an appropriate venue. Remember, the space needs to be large enough for your target group to sit comfortably in horseshoe configuration, but have capacity for small group work and reports back. The venue will also need to support audiovisual requirements – e.g. have available flipcharts, whiteboards, overhead and data projector facilities, video/DVD projection, etc.
- g) Locate a computer laboratory with sufficient terminals for each trainee. The lab should be booked in advance so that it is closed to other users; ideally, there should be the ability to sub-divide the room in order to accommodate different levels of computer literacy among trainees. Those with limited computer skills will require more individualised attention to complete the exercises.
- h) Make catering arrangements for teas and lunches, including providing for special dietary needs.
- i) Order necessary stationery items: flip charts, pens, overhead projector transparencies, tape or mounting gum, pins, paper, stapler, hole punch, scissors, etc.

### 2.6.2 Establish the needs and expectations of your trainees prior to the course

As trainers, you are now becoming convenors of the course yourselves, and must assess the assumptions your trainees will bring to your course. We provide you with an example of a [pre-course survey](#) that you can send to enrolled participants in order to assess their expectations as well as their current involvement in training health professionals. The responses of your prospective trainees will also tell you about their skill level with computers and any other information they feel is necessary for you to know. The completed survey should be returned before the course starts, in time for you as trainers to reflect on the level of those whom you are training, and to change aspects of sessions if needed.



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**TIP:** You might want to earmark a colleague or assistant to process these for you if you are very busy preparing other aspects of the course.

### 2.6.3 The course reader

Within the course resource pack that you give to each participant should be a reader on health and human rights topics. Because of copyright issues, UCT cannot disseminate the original articles, as the majority of these are not in the public domain. However, we include the **bibliography** of our reader for your reference. Your reader should suit your needs, so feel free to adapt this list as you see fit.



**TIP:** Check on the policy of your institution or organisation dealing with copyright issues related to the use of articles for teaching.



**TIP:** It is helpful to include a table of contents and page numbers for your reader, particularly when assigning homework overnight.



**TIP:** We have found that including the reader as part of all the other course materials in a lever-arch file is the most effective way to manage the volume of paper that trainees receive throughout the course. It also allows flexibility in adding and removing resources.

### 2.6.4 Media watch

Since the media are a powerful force in shaping our understanding of reality, it is useful to monitor the portrayal of health and human rights issues by journalists. We incorporate this exercise into the course as a media watch, asking participants to become more vigilant throughout the week by following media coverage of how human rights are either violated or enforced. We provide a space (either a very large wall or poster mounting boards) in the venue for trainees to post newspaper cuttings, summaries of radio and television broadcasts, journal articles and any other sources of information in the public arena. These remain up for the entire the duration of the course. Trainees can read these clippings and use “post-its” to provide their immediate reactions and comments. At the end of the course, we review the entire wall, summarizing and drawing connections between various themes. We also comment on what is absent or ‘missing’ from the wall of postings.



**TIP:** Reinforce participation in the media watch throughout the week by reminding trainees to post their clippings each morning and encouraging them to review the clippings at each tea break.

### 2.6.5 Evaluation of trainees’ learning

There are many different levels of engaging with human rights as they relate to health. There are, for instance, universal human rights standards governing the ways in which health professionals should practice. There are also local, South African, understandings about human rights and the health sector.

For these reasons, assessment is an important tool that helps trainers determine if by the end of the course their training has affected their trainees in ways they intended. The philosophy of this course is to foster an understanding of the conceptual framework for human rights and to make health professionals aware of professional and ethical codes which support human rights. The pre and post course questionnaires will help evaluate whether or not a shift in understanding has been achieved.

## 2. Introduction



**TIP:** Depending on whether or not your training is over a short or long period of time, you will have to adjust the questionnaire to suit your purposes.

There are two tools we include in this manual, which you can photocopy for your own use. They are the **pre-course questionnaire** and the **post-course questionnaire**. The pre-course questionnaire measures how much your trainees know about health and human rights at baseline, before they have taken the course. By reading and reflecting on the returned pre-course questionnaire, you will note what areas of human rights knowledge will require more in-depth coverage during training. The answers to the post-course questionnaire will indicate how much your trainees have learned from your course, and the extent of the shift they have made in their own understandings of health and human rights issues.



As trainers, remember to analyse the questionnaires and be aware of the levels of understanding of your trainees.



**TIP:** How to analyse the questionnaire? Compare the change in distribution of answers before and after the course. For yes/no answers, you would compare percentage of yes responses before and after. For scaled items (1 to 4), you would compare the percentage distribution of answers for each item. You could also compare by calculating a mean score before and after.

### 2.6.6 Evaluating the course itself

Be sure to provide a course evaluation tool for trainees to complete. We find such feedback from trainees indispensable in planning revisions to the course, particularly around the expectations, content, facilitation and invited speakers of the next training session. A sample of this **course evaluation tool** is provided.

### 2.6.7 Managing emotional issues



Lastly, while participating in the training, particularly in doing some of the role play exercises and processing the material afterwards, difficult feelings may emerge. As a trainer, you will need to watch for signs of people feeling uncomfortable, angry, guilty or distressed. These emotions may come to the fore because the content of the material you are dealing with raises experiences of previous trauma. As well, some of your trainees might have been involved in perpetrating abuse themselves.



**TIP:** How to deal with the range of complex emotions that arise? Trainees may not want to, or be ready to, discuss what feelings the material raises. The way to deal with this is to listen carefully to what people are saying, validate their feelings and respond in a non-judgmental manner. Other participants could help to create a supportive environment by also hearing what the person is saying about how they are feeling. Have resources – such as a list of organisations or services that can assist in counselling and support if needed – in a place that the group is aware of. You may want to have some time at the end of a difficult session where you allow people to say how it feels to have heard some of these difficult stories and cases. The main thing is to contain the emotions and make it manageable within the time constraints of the programme. If participants need more space for this, then you may choose to refer them to another source of assistance to deal with how they're feeling, or think about restructuring the programme to make more time available to deal with these feelings.

Note that this is the reason why we have built in time every day for the process of debriefing. We strongly suggest setting aside extra time if needed. Check in regularly with your trainees about their need for this.

You are now ready to start!

# Day 1

Health and  
human rights  
content

Curriculum  
development

Institutional  
transformation

Leadership and  
sustainability

Themes covered on this day

# Session 1: Introduction

(1 hour 30 minutes in total)

## GETTING READY FOR THE SESSION:



The introduction to the course includes a human rights related icebreaker, done in pairs, which familiarises participants with human rights language and each other. It is also where learning objectives, participants' expectations and the course outline are reviewed. You will also assess participants' baseline knowledge and attitudes through a pre-course questionnaire.



You will need to have secured an appropriate venue to hold the session, an overhead projector, flipchart and pens, nametags and/or name boards. You should also have compiled the course resource pack, including the reader. Other materials you will need are the:

- course programme
- course learning objectives
- synthesised responses from pre-course survey on expectations
- figure 1 diagram of the four themes
- pre-course questionnaires
- human rights word game (icebreaker exercise)



The introductory section will take 1 hour 30 minutes, or less, depending on the feedback and discussion, and how many people you have in your group.



The above **resource materials** are available as a separate pdf file called 'Resources.pdf'. If you wish to modify these materials to suit your needs, you will need to exit the manual to access these files in Word in a folder on the CD called 'resources'.



**TIP:** Be sure to compile a list of useful organisations that can help participants who may have difficulty dealing emotionally or personally with some of the content.

### 1.1 Introductions to each other and icebreaker



The goal is for people to get to know each other on a first name basis, understand each other's backgrounds and interest in doing the course and be exposed to health and human rights terminology. The *human rights word game* is an icebreaker that helps everybody introduce themselves, say what they do and express why they're on the course, including what their current involvement is in teaching. You may want to use some other form of introductory device if you wish.



Print out the *human rights word game*, noting the number of trainees on your course. Each page contains half of a relevant human rights phrase that should be matched with its corresponding part. If you have an odd number of trainees, then you as trainer also play the game to even it out.



**TIP:** Depending on the interest and focus of the trainees attending your session, you can create your own sets of matching health and human rights phrases. For example, we recently had participants from Kenya and Uganda on our Train-the-Trainers course and added both NEPAD the African Charter on Human and Peoples Rights to this icebreaker exercise for the first time.



Approximately 30 minutes



The **human rights word game** can be printed out on A4 size paper.



Arrange trainees in a horseshoe configuration for the course. Introduce yourself briefly and welcome everyone. Randomly give one page of the icebreaker phrase to each trainee. The trainees should get up from their seats and begin to seek out the other person with the matching part of their human rights phrase. They then go off and sit together. Each person spends some time getting to know the other member of the pair, so that when the trainees reconvene they can introduce their partner to the whole group.

After about 12 to 15 minutes, reconvene the group around the horseshoe. Go around the room so that each member of the pair introduces his or her partner, indicating where they work, why they are on the course, what they hope to get out of the course and any other details they want to share, including family or personal likes or dislikes if voiced. You should also spend a little time reflecting on the human rights phrase that brought them together. Ask the pair if they know the declaration or term referred to, and its relevance to human rights. If they don't know, ask the other trainees. If no one knows, explain the phrase briefly yourself.

Remember to record on newsprint what trainees express about what they want to get out of their training as they are being introduced. You will need this for the next activity.



**TIP:** Make sure the phrases are shuffled before you start; otherwise you may end up handing out matching pages to friends who are already seated next to each other.



**TIP:** Even if there is an even number of participants, we recommend that you participate in any case as it is helpful to include yourself in this introductory activity to set the tone of interactive teaching and learning.



You can gauge how the introduction is going by the level of interaction you observe amongst the participants, taking particular interest in whether or not the trainees are talking to each other and their level of comfort intermingling.

## 1.2 Course overview

Allow approximately 1 hour to go over course learning objectives, context for the course, daily course programme, logistics and housekeeping and completion of the pre-course questionnaire.

### 1.2.1 Course learning objectives

The aim is to review the learning objectives you have set for the course as well as trainees' expectations of the course. This will take into consideration that trainees are adult learners and come to the course with their own set of assumptions and specific expectations, as well as prior learning.



You will need to:

- make an overhead transparency containing the learning objectives you have formulated for the course, including the notion of thematic integration of the four course themes as portrayed in **Figure 2**
- make an overhead transparency summarising the expectations you received from having sent out the pre-course survey
- have available the flip chart with the stated expectations of the course from the icebreaker exercise



**TIP:** Many of the expectations will already have emerged as trainees introduce themselves, so this can be more of a review.



Approximately 10 to 15 minutes



You can adapt the **pre-course survey** on learning expectations and **course learning objectives** according to your particular circumstances.



Compare trainees' expectations of the course with the learning objectives as you have formulated them. Use the overheads you have made to explain this to the group. Allow time for questions and clarification. You will want be sure to develop consensus around the aims of the course.



**TIP:** If there seems to be a mismatch between what participants want and what your objectives are, you can budget a little flexibility in the programme so as to address some of the participants' expectations by incorporating relevant examples dealing with their particular concerns.



You can keep the list of trainee expectations and at the end of the course use it as part of your evaluation to see how the course met these expectations.



**TIP:** The pre-course survey you have already sent out should have covered the trainees' expectations. If you have the pre-course learning expectations surveys back on time, this exercise will supplement the survey or, if you have only received some of the surveys back in time, you can take additional input at this time.

### 1.2.2 Context for the course



The aim is to provide the historical context of South Africa to the trainees as background to the course.



You will need to:

- make an overhead transparency listing these contextual issues
- understand and be able to explain the rationale for the course



Approximately 10 minutes



You will find both **Figure 1** and the **context for the course** as Word files in another part of this CD, which can be adapted to suit your needs.



Provide the trainees with background as to why you are running the course. Some of these reasons include: the past history of human rights violations in our country and health professional behaviour with respect to human rights; the fact that even though we have a formal democracy in South Africa now, we still have many human rights challenges facing us (give some examples you think relevant, e.g. HIV-related); and, ultimately, explain how the course aims to improve the quality of patient care and services to communities.



**TIP:** If you are conducting this training in conjunction with an internal reconciliation project or to address particular institutional, professional or organisational concerns, then you might want to cite specific examples from your setting to give this session even greater relevance. For example, you may have issues related to institutional transformation, mergers, the relationship of your institution or profession to the TRC, etc.

### 1.2.3 Logistics and housekeeping



The aim is to plan for activities requiring trainees to make a commitment or give information. It will set the rules for attendance and conduct at the training as well as describe the rationale for the media watch and reflective journaling.



You will need to:

- decide what you need to draw attention to in this session and make a list of this information
- create sign-up sheets for the social activity, field trip or any other event you are planning
- make a daily sign-in sheet for those requiring CPD points
- be ready to circulate a list of participants with their contact details for corrections
- prepare a handout or refer to a page in the course resource pack with instructions for journaling



**TIP:** It is helpful to include all of the housekeeping information on the annotated programme so that you do not forget critical details that make for the organisational success of the course.



Approximately 10 minutes



**Instructions for journaling** are included in the manual.



Spend time reviewing with trainees all the issues to do with housekeeping, such as: transport, accommodation, food, location of toilets, cell phone etiquette and punctuality. If you have any excursions planned (e.g. a supper) and need confirmation, set that up now. Outline any CPD registers and how you will secure that with the relevant professional board. Discuss the course packs and the reader, drawing attention to the section from which homework will be assigned. Ensure that trainees' contact details are correct. Request that if trainees know that they need to be absent for a particular session they inform you in advance.

Explain the **media watch** as well as the practice of reflective journaling to trainees. Draw attention to the wall or poster mounting boards where you would like trainees to put up their newspaper cuttings, reports from the radio, TV, magazines or other media, of items that are relevant to health and human rights.



**TIP:** You might want to launch the media watch yourself with a posting from that morning's newspaper that deals with the themes of the course.



**TIP:** Be sure to have small 'post-its' where trainees can write their comments next to the particular cutting so that the process becomes more interactive.

With regards to the reflective journaling exercise, encourage your trainees to free write in a particular place every evening for the duration of the course. Not only will this help them to diarise homework assignments or formulate key questions, but it will also encourage reflection on their learning. The journal is a space to record trainees' thoughts and emotional reactions to the course as well as changes in their feelings about the issues raised. It will also help them to refine the application of what they will have learnt in the course when they get back to their home environments.



**TIP:** Reinforce journaling by checking in periodically with trainees to see how they are managing the process. We have found it useful at times to draw on the reflective journaling experience during periods of de-briefing. It also helps in the final evaluation of the course to re-assess trainees' learning.

### 1.2.4 Course outline



By reviewing the course outline with trainees, you are indicating how you aim to meet the learning objectives of the course. This exercise also prepares trainees for what to anticipate, thereby enhancing their learning experiences.



You will need to:

- make enough copies of the course outline to distribute to trainees



Approximately 10 minutes



An example of the **course outline** is included in the manual and can be modified to suit your purposes.



Together with participants, go through the course outline as you have structured it and take any questions. Point out that how you have organised the programme meets the flow outlined in terms of integrating the four different themes. You may want to refer back to **Figure 2** to make this connection.



### 1.2.5 Completion of the pre-course questionnaire

The aim of this activity is to provide a baseline against which you can evaluate what trainees have learnt on the course with regard to knowledge and attitudes.



You will need to:

- design your evaluation instrument
- make an adequate number of photocopies



Approximately 20 minutes



An example of the **pre-course questionnaire** is included in this manual and can be modified as needed.



Ask trainees if they are willing to participate in the evaluation. Explain the reasons for assessment as outlined in **2.6.5 Evaluating Trainees' Learning** in the introduction of this manual. Hand out the questionnaire, allowing trainees up to 20 minutes to complete it.



**Tip:** Keep the questionnaires safely for analysis. Please note that the same questionnaire is repeated at the end of the course.



**Tip:** Should you wish to conduct the evaluation as part of a research project, you will need to obtain ethics committee approval from your institution beforehand. This is to protect human beings as subjects of research. Be sure to think about how you will obtain informed consent and ensure anonymity.

**TEA BREAK** Allow 30 minutes for people to have tea/coffee and a social way to get to know each other better

# Session 2:

## Human rights violations and the health worker

(2 hours and 30 minutes in total)

### GETTING READY FOR THE SESSION:



This goal of this session is to immerse trainees in the substance of the course by drawing on their prior knowledge to reveal their assumptions about human rights. The session begins with a role play from the Truth and Reconciliation Commission (TRC) about health professional complicity in a gross human rights violation. It then continues with small group work on more contemporary cases involving health professionals who are often in situations of having to arbitrate competing rights. Issues such as medical neutrality, dual loyalty, professional independence, whistle blowing, third party obligations, and the socio-economic underpinnings of the right to health are raised for the first time.



In addition to the specific resources required for each exercise detailed below, you will need to:

- ensure that there are adequate rooms or other spaces for small groups to break away; the number will depend on your enrolment
- have a flip chart and markers
- have blank overhead transparencies and indelible pens for distribution to small groups



Approximately 2 hours and 30 minutes

### 2.1 The Smilo Dyanti role play



This exercise introduces a case of a person suffering human rights abuses that involved a health worker, so that trainees can begin to understand what a human rights violation is and how health professionals should respond.



You will need to:

- come to the session prepared to facilitate an emotional role play, conduct debriefing and field a plenary discussion
- make enough photocopies of the role play script for each trainee to have one
- make enough photocopies of the case questions for each trainee to have one
- set up four chairs in front of the room for the role play



Approximately 60 minutes



The **Smilo Dyanti role play** and **case questions** are included in the manual. You may adapt the case questions if needed.



**Tip:** For this teaching exercise, you can use another person's statement to the TRC or narrative involving human rights violations that you are aware of. You could also rework cases from the book *An ambulance of the wrong colour: health professionals, human rights and ethics in South Africa*, edited by Laurel Baldwin-Ragaven, et al. **Bibliography.**



Introduce the exercise and ask for four volunteers. Allocate them each a role: Smilo Dyanti, Dr Wendy Orr, Alex Boraine, Dr van Heerden. The volunteers sit in front of the class and read their parts from the script. Everyone else follows along with the text from their seat in the horseshoe.



**Tip:** Be aware that the text describing Smilo Dyanti's experience may be very emotionally draining. Think carefully about who you allocate to that role.

Once the script has been read in its entirety, spend time debriefing those who participated the role play, and then the whole group of trainees. You may want to begin with the person who played Mr Dyanti. Ask them how they felt about their role as they were reading their parts and hearing others. Listen to the emotional issues they raise and contain them. Make sure you leave enough time for all trainees to air their emotional responses to this case.



**Tip:** The discussion often naturally moves from the emotional issues to the content issues as participants leave the emotional issues aside.

Once you have debriefed and you feel the group is ready to engage on a more cognitive level with the material, the following questions can be used to help you to lead the discussion:

- What human rights violations took place in Mr Dyanti's case?
- What role did the doctor play in these violations?
- What role could the doctor have played to prevent these violations?
- Try to place yourself in Mr Dyanti's shoes. What should he have been able to expect from a health professional?
- If the events described by Mr Dyanti are accurate, why do you think the doctor behaved as he did?
- If you saw Mr Dyanti as a patient at a clinic or a hospital, and he disclosed this incident to you, what would you do?
- Who are vulnerable groups of people and what are our responsibilities as health workers to these groups?

Write down on a flip chart what participants say in answering these questions. You can refer back to this at a later stage when you are discussing the case studies. In particular, see if you can categorise the human rights violations that the group raises: Which are socioeconomic rights? Which are civil/political rights? What are core rights that underpin all human rights, e.g. dignity? As well, see if you can get the group to arrive at consensus about the doctor's responsibilities in this case.

**Tip:** At any point in the discussion you deem appropriate, you can also give the following background to Mr Dyanti's case:

*Mr Smilo Dyanti was a community activist in Worcester in the rural Western Cape who suffered terrible torture at the hands of the apartheid security forces. Despite this, he went on to become an even more committed community activist after his experience. In fact, he set up a human rights NGO in his town. When the TRC announced that it was going to hold a human rights violations hearing locally, he decided that he was going to testify and tell his story. After approaching the TRC and being debriefed by the counsellors working with survivors of human rights violations, he got his chance to tell his story to the world. This is his story. It is a very emotional and difficult story, but it has many important messages for us as health professionals. It is also a testimony to his spirit and his strength; so by teaching this material, you can honour Mr Dyanti's memory. He died of natural causes some years after the TRC had completed its work.*

Bring closure to the exercise and segue into the next activity.



Be attuned to feelings of discomfort and fatigue and see if you can contain these feelings. If necessary, think about adapting your programme to deal with these issues.

**2.2 Small-group work on case studies**



The goal of this exercise is to draw on trainees' knowledge and prior experiences about what constitutes a human rights violation, in order to enable trainees to 'name' the abuses, resolve situations that involve competing human rights claims and begin to understand the multiple ways that human rights relate to health.



You will need to:

- review the seven case studies, finding out more information about either legal or policy aspects with which you may not be familiar
- make enough photocopies of the seven case studies for each trainee



Approximately 45 minutes



The seven **case study texts** are included in the manual and may be modified to suit your own needs.

**TIP:** You may want to develop your own cases for this activity that relate to your own health profession or particular area of interest. Be sure to include cases that deal with current (post 1994) health and human rights challenges, where health professionals find themselves in conflict situations with regards to their responsibilities to themselves, their patients, society, human rights or ethical tenets.



Introduce the exercise. Number people off into small groups, with no more than 6 to 8 people per group. Each trainee has the full set of cases. Assign two of the cases (out of the seven) to each group. Depending on the number of small groups, there may be some overlap. This is fine, since it will be interesting to see how groups handle the same case.

Ask each group to appoint a scribe who will record the discussion. This person or another can report back to the plenary afterwards. Suggested process within the group is to read the case aloud, try to

clarify any questions about the case among themselves and then address the questions attached to the cases. Where the case has no questions, ask the group to discuss how they would:

- recognise the abuse
- name it
- identify any rights that conflict with each other

Walk around to each group to see if they understand the cases or need assistance in answering the questions. Give groups enough time to discuss and write down their answers in point form either on a flipchart or an overhead transparency. Let trainees know when it is time to stop about five minutes in advance of rejoining the plenary.

### 2.3 Report back, naming the abuse



Approximately 45 minutes



After 45 minutes of group discussion, begin the reports back on a case-by-case basis, rather than by group. For the benefit of groups that are seeing this case for the first time, make sure that the spokesperson starts by reading the case aloud. Then, the spokesperson speaks to how they answered the questions referring to either the flipchart or the transparency, concluding with input from the rest of their group.

As trainees report back, try to provide a framework for their inputs. For example, you may want to organise their feedback in the following way:

- tease out generally what human rights are, including the importance of *dignity* and *respect* as foundational human rights
- identify those who are holders of human rights and who are the duty bearers
- identify how the health professional in the case may or may not be a defender of human rights
- identify the relationship between human rights and health
- round off this activity by pointing out different types of rights – civil and political rights, socio-economic rights and environmental, flagging that these will be covered in a more didactic way in the following session
- draw out linkages between the different case studies as well as the Smilo Dyanti role play



Be attuned to feelings of discomfort and fatigue and see if you can contain these feelings. If necessary, think about adapting your programme to deal with these issues.



Keep the flipchart or overhead inputs and type them up later. These answers are useful indicators of what participants know and don't know about human rights violations at the outset of the course. You can compare these with later discussions on these topics, which will recur throughout the course.

### **LUNCH (1 hour)**

# Session 3: The origins and underpinnings of human rights

(3 hours in total, including tea break)

## GETTING READY FOR THE SESSION



The goal of this session is to provide participants with a common understanding about the origins and underpinnings of human rights, addressing the confusion that might have arisen about what are and are not considered human rights. This session will clarify for trainees the human rights legal framework from international, regional and national perspectives. It will also highlight contemporary debates in human rights, such as whether socio-economic rights are truly justiciable (enforceable in a court of law), cultural relativism and individual v communal rights. Trainees will leave this session also having a better idea of South Africa's obligations with regards to international human rights reporting and enforcement mechanisms.



You will need to:

- secure an 'expert' in the field of human rights law for this session or do the background preparation to do it yourself
- make sure that supporting materials for this session are in the course reader and that you can easily refer to their location
- have a flipchart and markers available to make notes



Approximately 3 hours



For ideas about useful resources for this session, see the **bibliography** of our reader for your reference. You may also wish to consult the United Nations <http://www.un.org/rights/> or **25 Questions and Answers on Health and Human Rights** (Geneva:WHO;2002) to help you prepare.

### 3.1 What are human rights? What is international human rights law?



The goal of this activity is to provide trainees with information.



As mentioned above, you will either have to research the input for this activity yourself or invite a health and human rights specialist to come and give the input.

**Tip:** If you are not sure whom to ask, then you could approach the South African Human Rights Commission [www.sahrc.org.za](http://www.sahrc.org.za) to send a speaker to your course. Or you could contact the nearby law faculty to help you identify someone appropriate to invite.

You will need to:

- brief your invited lecturer about what you would like them to cover. Here is a list of suggested questions. You should add your own specific concerns to this list.
  - What are human rights?
  - What are human beings entitled to and why?
  - Are human rights universal? How? Always?
  - What is the International Covenant on Civil and Political Rights?
  - What is in the International Covenant on Economic, Social and Cultural Rights?
  - How are health and human rights interrelated?
  - How do international health policy documents (such as the WHO preamble, the Alma-Ata declaration, the Ottawa Charter on Health Promotion, the People’s Health Movement Charter, etc.) view the right to health?
  - What does the right of access to health care mean?
  - How are human rights protected?
  - How do we balance competing human rights?
- prepare and photocopy any handouts for this session



Approximately 1 hour and 15 minutes



In addition to the resources previously mentioned, we include **summary lecture notes** on human rights in the manual either for your own use and/or for distribution to trainees.



You or your guest speaker will speak for about 35-45 minutes, with about 15 minutes for questions.

**Tip:** Even though this is a more formal activity, it is helpful to keep the tone of the session interactive, with time for questions and answers around the didactic input.



Keep notes about the major points made by the speaker, if you are using one. It may be useful to use them later on as measuring tools to see whether or not participants could understand the input.

**TEA BREAK (15 minutes)**

### 3.2 Human rights in the South African Constitution: applying the Bill of Rights



The goal of this activity is to identify what national obligations South Africa has with regard to respecting, protecting, promoting and fulfilling the right to health. The exercise will also get participants to engage with the Bill of Rights in the South African Constitution through applying their experiences as health professionals.



You will need to:

- decide whether you will teach this session yourself or continue with your invited speaker
- prepare accordingly
- have a flipchart and markers available
- make enough photocopies of the South African Bill of Rights and/or certain excerpts (see below) for each trainee



Approximately 1 hour and 30 minutes



Although you may use the entire Bill of Rights for this exercise, we have included **Excerpts from the South African Bill of Rights** that deal specifically with the question of the human right to health.



Introduce this activity, explaining that it is a buzz group. Give a copy of the entire text of the Bill of Rights or excerpts, according to what you have decided, to every trainee. Ask each trainee to turn to the person next to them. In pairs, request that they:

- read and discuss the right(s) in the handout
- give examples from their own experience which relate to each right
- discuss how this right relates to health
- reflect upon the extent to which the South African government has, or has not made progress on realising this right

After 30 minutes, invite the pairs to report back. Conduct the reports back according to a particular human right. Be sure to start with a different buzz group each time you begin to discuss a new human right in order to give each pair an opportunity to begin the conversation about that right.



**Tip:** As you are discussing these rights, you can also relate this content to the previous discussion of the seven case studies as well as compare South Africa's documents to international conventions.

After about 30 to 45 minutes of exchange, either you or your guest speaker will bring this activity to a close by wrapping up. You should synthesise what has been reported in the session, which can also prepare for deepening the discussion the next day on challenges in implementing human rights in South Africa. This should take about 10 to 15 minutes.



### 3.3 Closure and homework exercises



This activity will bring the first day to a close, including debriefing, assigning homework and reminding trainees about the media watch and journaling.



You will need to:

- prepare and make enough photocopies of the overnight exercise for each trainee
- review [2.6.7 Managing emotional issues](#) to prepare for the debriefing



Approximately 15 minutes



You will find a copy of the first [overnight exercise](#) in this manual, which can be modified to suit your needs.



Bring closure to both the session and the entire day by:

- debriefing trainees in the ways suggested earlier



Assign homework:

- introduce the overnight exercise, explaining its connection to the work on curriculum development
- remind the trainees to start their reflective journals and media watch. Do this by asking them to gather newspaper cuttings or stories from books, the radio and websites on health and human rights issues.
- assign overnight reading: suggest that trainees read the information on the South African Human Rights Commission and the Liebenberg/Pillay articles in the reader. We include the [bibliography](#) of our reader for your reference.



Debrief the session by asking how trainees felt about the activities and learning for the day. Provide space for trainees to articulate issues they have not yet spoken about in the course of the day.

**TOTAL TIME: 8 hours 30 minutes**

# Day 2

Health and  
human rights  
content

Curriculum  
development

Institutional  
transformation

Leadership and  
sustainability

Themes covered on this day

# Session 4:

## Claiming health rights: the South African situation

(4 hours)

### GETTING READY FOR THIS SESSION



The goal of this session is to explore health as a socio-economic right in South Africa and to understand how advocacy, policy and the law are interconnected when claiming the right to health. It also highlights competing rights in the context of limited resources. Trainees will become familiar with contemporary court challenges around the human right to health as well as understand the role of Chapter 9 institutions that support democracy, such as the South African Human Rights Commission and the Gender Commission. They will learn about other efforts to promote health rights by engaging with the Patients' Rights Charter.



You will need to:

- identify several speakers for this session, preferably people with thorough knowledge about the health and human rights aspects of South African law, and health policy
- invite and brief the speaker(s) with the detail you want them to cover



The total time for this session is 4 hours including tea



For this session, you could use the same speaker as Day One for at least part of it. Or you could contact human rights NGO's such as the [Legal Resources Centre](#), or the [AIDS Law Project](#) for assistance in identifying other individuals. If you are not sure whom to ask, then you can request that the [South African Human Rights Commission](#) send a speaker to your course to cover these areas of study. You can also check the UCT School of Public Health and Family Medicine Health and Human Rights Programme website <http://www.hhr.uct.ac.za>; the links pages provide lots of contacts and materials. Alternatively, you can email Professor Leslie London at [ll@cormack.uct.ac.za](mailto:ll@cormack.uct.ac.za) for additional suggestions. Lastly, you might consider asking a health professional who has done advocacy work in a particular field or around a specific case to facilitate at least part of this session.

#### 4.1 Health as a socio-economic right



The goal of this activity is to highlight competing rights in the context of limited resources, drawing attention to contemporary examples.



The total time for this activity is 2 hours and 15 minutes including tea

**TIP:** This activity is subdivided into 3 parts: the first of which is a formal input, the second which involves case studies and the last part which is a synthesis of the previous two activities. You should read the following section in its entirety and then decide how you will cover the material.

#### 4.1.1 Input on the right to health



The first part of this activity will ensure that everyone has a common understanding of how the right to health is framed in the South African Constitution as well as through the country's international commitments. It will build upon the previous day's activity in buzz groups.



You will need to:

- review the previous activity **3.2 Human rights in the South African Constitution: applying the Bill of Rights** to see what has already been covered
- decide on the content for this activity, referring to the recommendations below
- invite and brief your speaker accordingly
- develop and photocopy enough handouts or other resource materials for trainees



Approximately 45 minutes



The speaker gives input on the approach to achieving the right to health in South Africa. The presentation should include the following:

- The constitutional limitations of socioeconomic rights in general, and health rights in particular
- The Bill of Rights, Section 27b – no refusal of emergency medical treatment
- The Bill of Rights, Section 28-1c – access to health care for all children
- The Bill of Rights, Section 35 – health care for arrested and detained people
- How South Africa is also bound by treaties it has ratified, e.g. The Convention on the Elimination of all forms of Discrimination against Women (CEDAW) and The Convention on the Rights of the Child (CRC)
- How a treaty goes through the United Nations process: signing and ratification
- What does progressive realisation mean?
- What is the test of reasonableness in terms of limited resources?
- What are Chapter 9 institutions and how can one access them?

**TIP:** Feel free to add your own specific concerns to this list.

**TIP:** The content areas of any particular activity may be fluid so that topics get covered in more than one place. Should this happen, it is helpful to draw connections between where a topic is first raised and where it comes up again. In your observation of this repetition, you can note how the topic was covered initially and then note how it is being dealt with now. Be sure to share your observation with the trainees. This reinforces learning and should not be seen as repetitive. The issues are complicated and deserve reinforcement.

**4.1.2 Plenary case study and discussion**



The second part of this activity enables trainees to engage directly with the issues of providing optimal patient care within the context of limited resources, drawing on their own experiences in the field.



You will need to:

- find relevant issues within the South African health services that could be developed into case studies or use the ones we have included for this activity
- finalise the case studies
- make enough photocopies for the entire group of trainees



Approximately 45 minutes



The two **case studies** which illustrate competing demands in resource allocation are included in this manual. One case study deals with who is entitled to renal dialysis; the other covers breast cancer detection and treatment. You may adapt these cases to suit your needs.



Once the speaker has introduced and contextualised the case studies for about 5 to 10 minutes, they are handed out to trainees. Trainees read the cases quietly for a few minutes and discussion takes place in plenary. Make sure there is enough time for questions as well as debate.

**Tip:** Use the case studies to create an interactive learning environment and cover the content in an iterative way.



Remember to keep notes on the group's responses. It will help you to measure how trainees are coping with the input. Their application of the input to the case studies will show you the level of their learning and understanding.

**4.1.3 Litigating socio-economic rights**



The goal for the third part of this activity is to explore how the courts interpret the right to health in South Africa and how the legal system is shaping health policy.



You will need to:

- decide how you will cover Constitutional Court decisions on resource allocation in health
- invite and brief the speaker for this activity (if necessary)
- prepare and make enough photocopies of any handouts or related materials for this activity



The total time for this activity is 30 minutes



Here are web links for the three court decisions suggested for this activity:

- The Soobramoney case, [Soobramoney v Minister of Health](#), KwaZulu-Natal 1998
- The [Treatment Action Campaign case](#), on prevention of mother-to-child transmission of HIV
- The [Grootboom case](#)



The speaker discusses the three cases (Soobramoney, Grootboom and TAC), drawing out relevant connections between each one and linking them with the attainment of socioeconomic rights more broadly. Remember to highlight how the courts' involvement in advancing the right to health is still very much contested ground.

**TIP:** At some stage, you will no doubt find it helpful to discuss the courts' role in determining health policy through judicial as opposed to parliamentary or legislative frameworks. Be sure to draw out the advantages and disadvantages of this system of government, including implications for health professionals being able to act in accordance with human rights principles.



Be attuned to feelings of discomfort and fatigue and see if you can contain these feelings. If necessary, think about adapting your programme to deal with these issues.

### TEA BREAK (15 minutes)

#### 4.2 Institutions to respect, protect, promote and fulfil human rights



The goal of this activity is to understand the role of the South African Human Rights Commission (SAHRC) in realising the right to health as an example of an institution to support democracy (so-called 'Chapter 9 institutions').



You will need to:

- identify an appropriate speaker or adapt the power point presentation contained in this manual
- ask the SAHRC for materials to distribute to your trainees
- prepare and make enough photocopies of any handouts or related materials for this activity

**TIP:** You can try asking someone from the Gender Commission to give this input. Or if no one is available from either commission, you might invite an academic who studies institutions to support democracy to speak instead, or an NGO representative who has attempted to access the SAHRC with regards the human right to health.



The total time for this activity is 45 minutes



The power point version of the **presentation from the SAHRC** is included in this manual, along with **supplemental lecture notes**.



A speaker provides input on the SAHRC and takes questions for 30 minutes. The areas covered should include:

- the mandate of the SAHRC
- how to lay a complaint with the HRC
- the structures and work of the HRC, including its proactive role in conducting research and awareness-raising, and producing materials

**Tip:** Draw attention to how to lodge a complaint with the SAHRC. This may prove to be a very useful skill for trainees. Discuss when it might be appropriate to do so.

### 4.3 Patients Rights Charter



The goal of this activity is to illustrate an example of how the Department of Health is putting the right to health into practice, and how patients' rights and responsibilities can be balanced. In doing so, we also focus on both the rights and duties of health workers.



The total time for this activity is 1 hour, divided into two parts.

#### 4.3.1 Input: Patients' Rights Charter



The goal of the first part of this activity is to introduce the Patients Rights' Charter to trainees and review any misconceptions through a short input.



You will need to:

- decide who is giving this input and the content
- have enough copies of the Patients' Rights Charter to give to each trainee
- make photocopies of the questions included for this activity



15 minutes at most




The **Patients' Rights Charter** is available electronically. The **Patients' Rights Charter power point presentation** as well as the **questions for discussion** below are included in this manual.



A speaker provides a short input on the Patients' Rights Charter, explaining what it contains, how it was developed and what it aims to do (balance rights and responsibilities, inform improved quality of care). Mention its inclusion in the National Health Act as well as how other countries have dealt with the issue of patients' rights internationally.

At this point, the speaker can open a plenary discussion by addressing the following questions with trainees, or incorporate them into the next part of this activity:

- Do you agree with the rights in the charter? Too few? Too many? The wrong rights?
- Do you think it is an effective way to guarantee the rights of the users of the health services?
- Does it adequately balance the rights of patients with the responsibilities of patients?
- How would you know that the charter is achieving its objectives?
- How effective would the charter be as a teaching tool for your students? Share any experiences you have.

 **TIP:** Many trainees would likely have had first hand experience with the Patients' Rights Charter, either positively or otherwise. Anticipate strong reactions to these questions. It might therefore be preferable to incorporate them into the case study plenary exercise below.

#### 4.3.2 Plenary exercise




The second part of this activity allows trainees to engage experientially with the Patients' Rights Charter through case studies and vignettes.



You will need to:

- plan the case studies so that they illustrate balancing of rights and responsibilities
- make enough photocopies of the cases to distribute to the group

 **Tip:** Be prepared for heated discussions about resource constraints, overcrowding, and the violations of the rights of health workers. We give you examples of cases you can use, but you are free to devise your own.



Allow 45 minutes for discussion in the plenary.




The manual includes different case studies you could use and/or adapt for this exercise. The first deals with **cultural norms** in the provision of health care at a public facility. The second case includes **vignettes**, each of which starts out in the same way, but gets resolved very differently according to the how the nurse analyses the situation. In the first vignette, the nurse personalises the complaint, whereas in the second she recognises it as a systems problem and is working in a supportive environment where she can access additional resources. You will need to decide which case or set of vignettes to use.



Distribute the case studies, allow trainees to read them and discuss in plenary. Take notes on this session. Be sure to draw connections between all of the case studies thus far. Attempt to resolve conflicts between notions of patients' rights and providers' rights by pointing to structural considerations that exacerbate these tensions.



 **TIP:** *Instead of sitting down to discuss these cases, it might be helpful to employ a different technique to cover the material. If there is time, you can break into smaller groups and reconvene. Alternatively, you could try a technique called 'start-stop theatre' which is a combination of role play and improvisation. Two trainees would begin the role play with the information that is contained in the stem of the vignette (start). The group would then interrupt the role play at any point to take over and do something differently that would result in a different outcome (stop). This might be a useful technique with the two vignettes to illustrate the possibilities of different solutions to the same problem.*

**LUNCH (1 hour)**

# Session 5: Objectives-based health and human rights curricula (2 hours 45 minutes)

## GETTING READY FOR THE SESSION



The goal of this session is to shift trainees from focusing exclusively on the content aspects of health and human rights to thinking about how they will apply this information to teaching students. At this point in the course, trainees, many of whom will be grappling with health and human rights concepts for the first time or feel unsure about their level of knowledge, must now apply their new learning to the design of educational objectives and outcomes for students. They will also hear from an academic who has gone through this process report about their teaching and learning experience.



You will need to:

- read over all of the materials for the curriculum theme to understand how the 6 different activities inter-relate
- decide whether to do these inputs yourself; ask someone to assist you
- should you choose to invite a speaker, you will need to brief this person accordingly



***TIP:** There are many people in higher education with rich experience in defining learning objectives and outcomes. You can draw on this more general expertise in educational development, while maintaining a focus on human rights education and training for health professionals.*



The total time for this session is 2 hours 45 minutes, including tea break



The legislation governing higher education in South Africa are the **Higher Education Act** [No. 101 of 1997] and the **Higher Education Amendment Act** [No. 54 of 2000]. For a narrative commentary issued by the Minister of Education in 2001, see the **National Plan for Higher Education in South Africa**. For more recent developments, the standards generating bodies (SGB) for your particular profession can be consulted as you prepare for the curriculum theme.

### 5.1 Input on objectives-based curricula (15 minutes)



The goal of this activity is to provide a framework for trainees as they approach the task of defining core competencies in human rights for their students.



You will need to:

- ✓ prepare a 15 minute input covering areas relevant to curriculum design, which should include: the rationale for including human rights content in the curriculum of health professionals, principles of adult learning, experiential learning, recognition of prior learning, the South African context of higher education (including the HEA, OBE, SGBs, SAQA, mergers, rationalisation, etc.), assessment, practical approaches to curriculum design, including tips on writing learning outcomes
- ✓ prepare audiovisual materials for the input



The total time for the input should be about 15 minutes

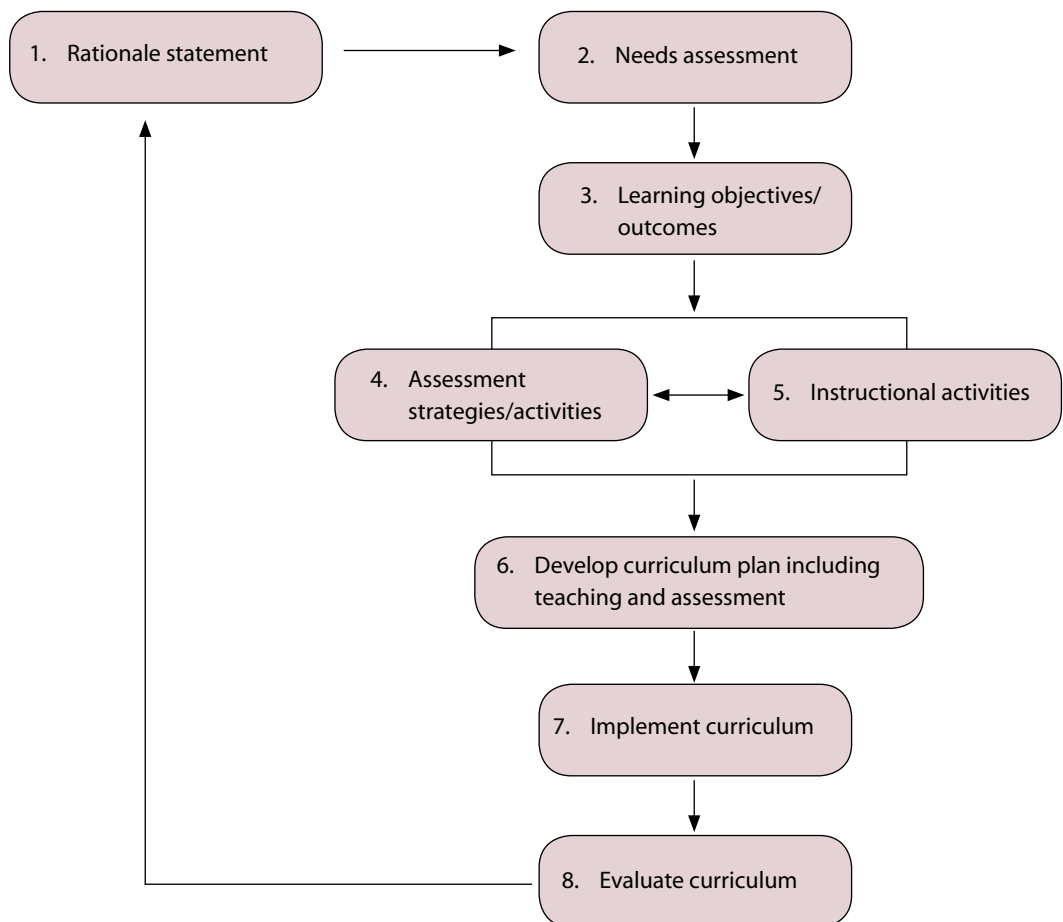


The **curriculum design** transparencies used on past Train-the-Trainers courses are included in this manual and may be modified to suit your needs.



Either you or your speaker gives the input you have prepared, setting the groundwork for trainees to break into small groups to develop their own core competencies. Be sure to review the Outcomes Based Model (below) for curriculum design, which goes through the different stages of curriculum development, explaining each step, drawing special attention to how assessment drives learning and taking questions.

The 8 steps to doing this are:



## 5.2 What are core competencies in health and human rights?



The goal of this activity is for trainees to experience the process of working in a small group to define learning outcomes. By debating what constitutes 'core competencies' in human rights with their colleagues, trainees will simulate the process of what they will encounter when they return to their home institutions.



You will need to:

- make enough handouts containing the notes of the previous input, as well as tips on helpful language in defining the core knowledge, skills and attitudes in which students will be expected to demonstrate proficiency
- have blank overhead transparencies and pens to distribute to every small group
- have a flip chart and markers available to take notes during group reports back



The total time for this activity is 1 hour and 30 minutes, divided into one hour for group work and 20 to 30 minutes for reports back



The [handouts on curriculum design](#) and the small group instructions for this exercise [Defining core competencies](#) are included in this manual and may be modified to suit your needs.



Divide the trainees into small groups, with no more than 6 to 8 people per group. Once trainees are in their groups, hand out copies of the exercise entitled 'Defining core competencies.' Make sure that each group appoints a scribe and a rapporteur. Have the group go through the questions. Draw attention to how they will be using the homework they did on thinking about a case where human rights were violated in order to draw out the core competencies needed. Use the full hour for small group work.

**TIP:** We have found that keeping trainees in the same working group for the entire curriculum theme useful in creating a sense of what a design team is like. It helps to build continuity and reinforces the learning within the group. Beware, however, that at times this doesn't work and that you may have to manage particular group dynamics that make some people unhappy.

### TEA BREAK (15 minutes)

After one hour, begin the reports back. Facilitate the findings and record the issues raised by the groups. Try to tease out what groups think is truly 'core' in terms of the knowledge, skills and attitudes that all South African health workers need. Ask if trainees want to mention something about the small group process. Ensure that people stick to the time limit of 20 to 30 minutes for reporting back.

**Tip:** When you record the issues raised by the groups, you can flag things to revisit later. Times to do this might be in the next activity as well as in the continuation of this exercise in [Session 10, Curriculum 4](#).

### 5.3 Examples of objectives-based Health and Human Rights curricula (30 minutes)



The goal of this session is for someone who has actually gone through the process of developing an objectives-based curriculum to share with trainees their example of teaching human rights to health professionals.



You will need to:

- identify a potential speaker before the course
- brief them about their input
- make enough photocopies of any materials they wish to distribute



**Tip:** To identify a speaker, try contacting former participants on the UCT Train-the-Trainer course in Health and Human Rights to see if someone can share their experience in developing curricula. There are now nearly 200 people who have gone through the UCT Train-the-Trainers programme. You can use the Education and Training in Health and Human Rights [ETiHHR-net](#) listserv to circulate your request.



The total time for this session is about 30 minutes; 20 minutes for the input and enough time for questions and discussion.



The power point presentation of [Pat Mayers](#), who introduced a module in human rights at the UCT Nursing Faculty, is included in this manual as an example of such an input.



For 20 minutes, the speaker talks about the human rights educational initiative they piloted. The presentation should explore how they went about it, the educational objectives covered and their own personal reflections on the experience.

For the last 10 minutes, trainees should be encouraged to interact with the speaker, raising any concerns about how they will develop outcomes based curricula in their home institutions.

As the facilitator, draw this session to an end by thanking the speaker and asking trainees to focus on putting closure to the day.

### 5.4 Closure and discussion of homework exercise (15 minutes)



The goal of this session is to put closure to the day by summarising and debriefing. You will also assign homework in preparation for the next session on institutional transformation.



You will need to:

- think about and plan for how you will debrief this day
- have TRC submissions available for trainees to read overnight, either included in the course reader or as separate handouts



Spend about 15 minutes wrapping up the day and providing guidance on the overnight exercise.



Twelve **TRC Submissions** from the Special Hearings on the Health Sector (1997) have been scanned and included in this manual. Refer as well to the reader **bibliography** for the articles mentioned below.



During this session, you will:

- Debrief around the entire day's activities
- Introduce the overnight readings. Tell trainees that the next session will start with a discussion of the readings so they should be prepared to talk to what they read.
- There are twelve TRC submissions. Allocate trainees to read at least ONE of the submissions so as to make sure at least every submission is read overnight by at least one trainee.



**Tip:** Divide up the submissions so that trainees with a particular interest can get to read the submission of their choice. Often trainees are interested in reading the submission from their professional association or educational institution.

- There are other articles in the course reader that you will recommend.
- Remind trainees to continue their reflective journaling and media watch.



There are two sets of overnight readings: 1) The 12 TRC Health Sector submissions from the SAMDC, PSYSSA, DENOSA, an extract from the MASA submission, Universities of Cape Town, Pretoria, Witwatersrand and (Kwazulu) Natal, Betty Ncanywa (nurse working in the Eastern Cape), SA Academy of Family Practice, Department of Health and SANC; 2) Other readings include: Health and Human Rights in South Africa; Goodman and Price; London and Perez; Waldron; Sevenhuizen.



Debrief the session by asking how trainees felt about the activities and learning for the day. Provide space for trainees to articulate issues they haven't spoken about during the course of the day.

**TOTAL TIME: 7 hours 45 minutes**

# Day 3

Health and  
human rights  
content

Curriculum  
development

Institutional  
transformation

Leadership and  
sustainability

Themes covered on this day

# Session 6:

## Councils and professional associations

(2 hours)

### GETTING READY FOR THE SESSION



The goal of this session is to understand why institutional transformation plays a key role in the teaching of human rights. Trainee participation in discussions, small group work and formal inputs will shed light on how systems and structures can either limit or enhance progress in this area. As well, the session will help to define the kinds of support needed for human rights from within and outside of institutions which teach health professionals.



You will need to:

- read over all of the materials for the institutional transformation theme to understand how the different activities inter-relate
- familiarise yourself with current transformation initiatives in your field and within your institution
- identify speakers from professional associations, statutory councils and educational institutions who might give input for this session
- brief your speakers accordingly
- make enough photocopies of handouts and other materials for your trainees



The total time for this session is 2 hours, including tea.

### 6.1 Feedback and responses to TRC submissions



The goal of this activity is to allow trainees to give feedback on the submissions they have read. It will also situate transformation in an historical context of the Health Sector Hearings and permit trainees to reflect on how things are the same or different at the moment.



You will need to:

- be prepared to facilitate this discussion
- have a flipchart and markers to make notes





The total time for this session is 1 hour



Invite trainees to discuss their responses to the overnight readings. Go around the group to include all trainees' feedback. You should probably do this submission by submission. Have trainees comment on both the content and tone of the submission they read. Guide the discussion to thematic issues related to the TRC recommendations on human rights training. Keep notes on experiences or ideas raised that can be useful for the next set of exercises on institutional transformation. Write down common themes on the flip chart and see if you can categorise them and/or draw parallels between submissions and/or professions.

**Tip:** Be flexible about the time for this session – trainees may have quite a lot to say and you may need to use up to or over an hour. Ensure everybody gets a turn to give feedback on the submission they read.

### 6.2 Input on overall TRC health sector findings and recommendations



The goal of this activity is to identify how the findings of the TRC support human rights teaching.



You will need to:

- prepare a brief input for this activity
- prepare an overhead or handout for your input



The total time for this session is 15 minutes



An overhead on the **TRC findings** and a list of the **TRC recommendations** are included in the manual and can be modified to suit your needs.



Give input on the overall health sector findings, as well as the TRC recommendations on health professional training. During this input, you should reflect back on some of the observations that your trainees made about the submissions.



The process of engaging with the TRC submissions can elicit feelings of anger, frustration, guilt and despair. Be prepared to debrief this activity and manage uncomfortable emotions.

### 6.3 What should your institutions be doing? Group work and plenary discussion



The goal of this activity is to relate the previous inputs on the TRC as well as the overnight readings to the trainees' own institutional contexts. The trainees will be able to identify the relevance of these in relation to their experiences with transformation.



You will need to:

- decide on how to run this activity
- make enough photocopies of any exercise



The **questions** on what your institution should be doing are included in the manual and may be modified to suit your particular needs.



The total time for this exercise is one hour and 15 minutes; 30 minutes for the small group work and 45 minutes for the reports back.



Number off trainees into small groups, with no more than 6 to 8 people in a group. Ask each group to discuss what they think are the challenges currently facing professional associations and statutory councils, linking these back to their home institutions.



**TIP:** This exercise builds on the material covered relating to the TRC and helps trainees connect with what might seem to be a remote process to their lived experiences. It will also point to differences in where people come from (academic institution, provincial government, hospital, NGO sector).

After 30 minutes, reconvene the groups and begin the reports back. Allow the groups to summarise their discussions and write up the responses. Complete this process within 45 minutes.



**Tip:** Keep the responses you record on the flipchart to hand. You will find them useful to reference during future discussions.

### TEA BREAK (15 minutes)

#### 6.4 Input by a speaker from a professional council and professional association and plenary discussion



The goal of this activity is to hear directly from a representative of a statutory council and a professional association about how they are managing transformation.



You will need to:

- contact a professional health council as well as an association to arrange these inputs
- brief your invited speaker(s)
- make enough photocopies of handouts or other materials for this activity
- organise the necessary audiovisual equipment (e.g. data projector, lap top computer, etc.) for your speaker(s)



The total time for this session is 1 hour and 15 minutes; approximately 40 minutes for the inputs and 35 minutes for the discussion



A **list** of health professional councils and some professional associations is included in the manual. Chapter 6 in *An Ambulance of the Wrong Colour: health professionals, human rights and ethics* deals with transformation issues. We also have included power point presentations from past speakers representing councils and professional organisations: **Input from SANC; Input from SAMA**; etc.



Each speaker will talk about:

- how their organisation views human rights
- how their organisation related to human rights in the past
- what their organisation has done about human rights in the recent period
- how they see transformation in relation to human rights
- how transformation efforts link to the education and training of health professionals

In your role as trainer, you can decide if you want to entertain questions and discussion after each speaker or together after the two speakers have presented.



**Tip:** If you are struggling to find an association or council, you can use the **Google** search function on the internet. As an alternative, you could check if there is anybody who has taken a health and human rights health issue to a statutory council – with some success – and ask that person to come and speak on their experience. If you are unable to get a speaker, then you may want to try getting trainees in groups to role-play a ‘problem to solution’ scenario in which they write letters or organise a visit to a professional council. A modification of this exercise will still take trainees through the process of thinking about how councils, statutory bodies and voluntary associations need to engage differently with the process of education and training in human rights.

# Session 7: Training institutions

(2 hours 45 minutes including lunch)

## GETTING READY FOR THE SESSION



The goal of this session is to make trainees aware of past and current transformation initiatives in tertiary educational institutions that train health professionals. Examples include the Wits Internal Reconciliation Initiative (IRC) and UCT's research project that lead to the development of a new faculty oath.



You will need to:

- contact someone from these institutions to give an input *or*
- decide how to use the power point presentations included in the manual for this session



**TIP:** You may prefer asking someone locally to give the input for this session. Whoever acts as the resource person should link institutional transformation to health and to issues of redressing past discrimination of all kinds.



Power point presentations previously given at UCT Train-the-Trainers courses are included for your reference. These include: **an input from Wits** on the IRC process; **an input from UCT** Health Science faculty.



The total time for this session is 2 hours 45 minutes including lunch

### 7.1 Transformation and reconciliation initiatives: inputs



The goal of this activity is to understand how institutional self-reflection can contribute to enhancing capacity to teach human rights.



As this session shifts from focusing on councils and associations to the institutions that train health professionals, you will need to:

- identify educational institutions that have experiences which illustrate the role of transformation in human rights teaching and are willing to participate
- invite speakers accordingly



The total time for this session is 45 minutes



The inputs from the educational institutions should explain the where, why and how it has engaged with transformation; how it sees transformation and reconciliation; and how this process contributes to capacity to human rights teaching. As the trainer, make sure that you take notes on these presentations that can be used to facilitate later discussions.

### 7.2 Transformation and reconciliation initiatives: panel and plenary discussion



The goal of this activity is to engage critically with the transformation issues relevant to human rights teaching as well as to allow trainees to apply their understanding of human rights to institutional transformation



You will need to:

- find people to participate on your panel as respondents to the inputs above
- facilitate the responses from the panel and ensure that every person gets a chance to speak and their viewpoints heard



*Tip: It is a good idea that the respondents include stakeholders such as students or black staff, who may have more critical views of the institution.*



The total time for this activity is about 2 hours, including 30 minutes for the panel; one hour for lunch; and, 30 minutes for the plenary



The panel responds to the presentations made by the training institutions. You facilitate an exchange or dialogue between the speakers and the respondents that will lead into a plenary discussion after lunch. Close this part of the session after about 30 minutes and break for lunch.

### LUNCH (1 hour)

### 7.3 Transformation and reconciliation initiatives: panel and plenary discussion (continued)



*TIP: This activity is a continuation of the one before lunch time.*

When you reconvene after lunch, begin to facilitate a plenary discussion on the presentations and panel responses. Draw links to questions of teaching. This plenary discussion should be about 30 minutes.



*TIP: Make sure that as facilitator, you check frequently to see that there are no one-way conversations or issues which are going off the topic being discussed. Ensure that everybody gets a turn to speak and their viewpoints heard.*



The process of debating how institutional transformation links with the education and training of future generations of health professionals can elicit feelings of anger, frustration, guilt and despair. Be prepared to debrief this activity and manage uncomfortable emotions.



**IMPORTANT TIP:** Depending on the length and nature of the inputs, Session Seven may end up being shorter than planned. Therefore, this is a good place in the programme to break. Should you decide to end this day earlier, either before or after lunch, we have found that trainees benefit greatly from an experiential learning activity, such as an outing or field trip to a relevant site. Depending on where you run your course, this could be an excursion to the Apartheid Museum, Department of Justice, Robben Island, the District Six Museum or Parliament—or special exhibit in our area. You can then move Session Eight to the next time you reconvene.

### TEA BREAK (15 minutes)

# Session 8:

## The relationship between bioethics and human rights: implications for teachers (1 hour 30 minutes)

### GETTING READY FOR THE SESSION



The goal of this session is to explore the relationship between bioethics and human rights, with a view to understanding how to implement human rights teaching.



You will need to:

- identify speakers
- brief them accordingly
- organise the necessary audiovisual equipment (e.g. data projector, lap top computer, etc.) for your speaker(s)
- prepare and photocopy any handouts



**TIP:** Approach the bioethics unit in your own institution or committees in your professional association that deal with ethics to find a speaker who is willing to engage in this conversation.



The total time for this session is 1 hour and 30 minutes

### 8.1 Panel Discussion



The goal of this activity is for trainees to be presented with different views about the relationship between human rights and bioethics, so that they can understand how best to implement human rights teaching in their institutions.



You will need to:

- find a bioethicist who is willing to engage with human rights and knows enough about human rights to make a meaningful input
- find a respondent who, similarly, needs to know enough about bioethics and human rights to engage meaningfully
- be prepared to moderate the panel inputs and discussion between the two parties

**TIP:** Bioethics is primarily a philosophical discipline, whereas human rights often involves advocacy and/or activism of some kind. So, for many bioethicists, while an appeal to human rights is an important consideration, it does not always 'trump' or supersede other philosophical considerations. For further explanation of these differences from a bioethics point of view, see David Benatar (2006) ['Bioethics and human rights: a critical view.'](#)



The inputs, questions of clarification from trainees and dialogue between the two speakers should be about 40 to 45 minutes.



Two speakers should present (differing) views on the relationship between human rights teaching and bioethics. The first speaker should probably be a bioethicist and the second a respondent. The panellists need to tap into debates about the links between human rights and bioethics, so as to inform a discussion about how to place human rights in a curriculum in relation to bioethics teaching.

**8.2 Plenary discussion (30 minutes)**



The goal of this activity is to involve trainees in the debate so that they can begin to clarify issues in their own minds.



You will need to:

- do background reading in order to facilitate this discussion
- ensure that the discussion involves as many trainees as possible



Approximately 30 minutes



Field the discussion and questions, while trying to avoid the two panellists debating without involving trainees. After about 30 minutes, close this activity, making sure to bring the discussion back to curriculum implementation and teaching human rights.

**8.3 Closure (10 minutes)**



This goal of this activity is to wrap up the day and introduce the next day's activities.



You will need to:

- decide if you are having a social event this evening (mid-way)
- decide if you want to assign homework



Approximately 10 minutes



Be sure to wrap up the day, debrief, remind trainees to continue their reflective journaling and media watch and review any housekeeping.





Debrief the session by asking how trainees felt about the activities and learning for the day. Provide space for trainees to articulate issues they haven't spoken about in the course of the day.

**TOTAL TIME: 6 hours 25 minutes**

# Day 4

Health and  
human rights  
content

Curriculum  
development

Institutional  
transformation

Leadership and  
sustainability

Themes covered on this day

# Session 9: Resources for education and training in health and human rights (3 hours 30 minutes in total, including lunch)

## GETTING READY FOR THE SESSION



The goal of this session is to make trainees aware of the internet as a useful resource for curriculum design in health and human rights. The aim is also to give trainees practice, where possible.



The total time for this session is 3 hours and 30 minutes



You will need to:

- arrange a facility equipped with computers and projection capacity that also has free access to the internet



***TIP:** Such computer laboratories are often situated in public libraries. Most educational institutions also have them available for learning purposes. You will need to book enough space for the number of trainees on the course to each have their own computer terminal.*

## 9.1 Input on educational resources for human rights



The goal of this activity is to highlight the range of resources that are available to enhance teaching in health and human rights.



If you have not already done so earlier, you will need to:

- compile a variety of teaching resources
- ensure that trainees can access these resources
- set up a table that displays them
- set up a system where trainees can borrow these resources for a set time period



***Tip:** If you have already organised hard copy resources into a lending library, this is the right time to showcase materials in that library or ask participants who have borrowed from the library to speak to what they have found valuable.*



This session will take about 15 minutes



We have included an **inventory** of health and human rights books, videos, journals, etc. that you might find helpful in creating a lending library.



*TIP: By creating your own database of teaching resources, you can continually add new materials to the inventory as you obtain them as well as keep track of a lending library.*



Give input regarding all the different types of resources that are available to health professionals when designing curricula in this area: books, journals, videos, libraries, resource centres. Draw on the experiences of others. Ask trainees to share what materials they have found useful in teaching human rights.

### 9.2 Internet resources for health and human rights teaching



The goal of this exercise is to highlight the availability of internet resources and give participants with differing levels of internet skills the opportunity to use the internet to access resources for human rights teaching.



You will need to:

- prepare exercises for this activity, one for beginners and one for those with more advanced computer skills
- recruit additional staff to assist trainees who require more assistance with navigating the computer and internet



*TIP: You will need at least one, but preferably a few, assistants comfortable with using the World Wide Web to help with this exercise. You will also need to check the links in the exercises before you give them to the class as the websites may have changed or closed. You can also adapt the exercises to do tasks more relevant to your context.*




Approximately 2 hour 45 minutes



Two **sample exercises** and the **treasure hunt** are included in this manual and may be modified to suit your particular needs. A complete list of **internet resources** for ethics, public health and human rights is included for your reference.



First, identify those participants who are novices on the internet, and those who can work independently. For the former group, work through the “starter” exercise with them. For those who feel comfortable to work independently, let them work through the “advanced” exercise and the treasure hunt alone. Bring all the trainees together for the last 30 minutes so that trainees can describe to each other how they solved their exercises.



*Tip: Some participants will be somewhere between “novice” and “advanced” so let them decide if they want to work with the “novices” or with the “advanced” group. Also, you will probably find that the trainees who are more comfortable with internet will help those less comfortable. Encourage this. Of course, if you are not comfortable with your level of skill and experience with electronic resources, try and find someone who is able to do this session with you!*

**TEA BREAK (15 minutes)**

# Session 10:

## Core competencies revisited

(1 hour 15 minutes)

### BEFORE YOU BEGIN



The goal of this session is to deepen trainees' analysis of the knowledge, attitudes and skills that are core to the training of health professionals in South Africa. Trainees will have the opportunity to use new information (about institutional transformation, bioethics and human rights teaching and resources available) to revisit their previous efforts at working on this exercise.



You will need to:

- prepare a handout to guide trainees' deliberations
- make enough photocopies to distribute



The total time for this session is 1 hour and 15 minutes.



An example of this **exercise to revise core competencies** is included in this manual and may be modified to suit your needs.



Ask the trainees to return to the same groups as they were in during **Session 5.2 What are core competencies in Health and Human Rights?** The groups should work further on their analysis of core competencies using any new information they have gained. Hand out the exercise to revise core competencies.



**TIP:** Suggest that groups spend 30 minutes on changing the curriculum and 15 minutes on the presentation as outlined in the last point of the exercise.

After about 45 minutes, ask each group to present their revisions taking note of their thinking processes and whether this new information has altered their perspective on curriculum design. Wrap up the reports back in 30 minutes.

### LUNCH (1 hour)

# Session 11:

## Implementation issues

(2 hours 30 minutes)

### GETTING READY FOR THE SESSION



The goal of this session is to understand various obstacles to the implementation of human rights teaching.



You will need to:

- decide on the content for this session



The total time for this session is 2 hours, 30 minutes including tea break.



In preparation for this session, it will be helpful to read and reflect upon articles like, [Beyond curriculum reform](#) and [The hidden curriculum in undergraduate medical education](#).

### 11.1 The hidden curriculum (15 minutes)



The goal of this input is to explore the existence of the informal or hidden curriculum and its importance as a potential problem when teaching human rights.



You will need to:

- prepare an input on the 'hidden curriculum' yourself or invite someone with more experience in educational development to speak



Approximately 15 minutes



[Materials on the hidden curriculum](#) previously used for this input are included in the manual and may be modified to suit your needs.



**TIP:** Throughout the training, trainees will raise issues that illustrate examples of the hidden curriculum in their home institutions. Be astute in listening for these. You can then collect these examples to present back to the trainees in this activity. Since they will be specific to their experience, this is an extraordinarily powerful teaching and learning tool.



Either you or an invited speaker gives input around the hidden curriculum, defining it and asking trainees to comment. Establish a common understanding by speaking these issues, using examples the trainees raise rather than going through the overheads by reading them out.

### 11.2 Challenges around curriculum implementation



The goal of this activity is to come to grips with trainees' own environment and experience and to find ways in which to overcome barriers and obstacles.



You will need to:

- prepare and make enough photocopies of a guided exercise
- distribute materials to the groups for them to report back



The total time for this activity is 1 hour and 45 minutes.



An example of the exercise **Key Institutional Challenges** is included in this manual and may be modified to suit your needs.



Ask trainees to return to the same small curriculum working groups and hand out the exercise. Request that each group write up their findings either on a flipchart or transparency. Break for tea after one hour.

#### TEA BREAK (15 minutes)

After reconvening from tea, begin the group reports back and discussion. Let each group do a three to five minute feedback and then facilitate a discussion based on their inputs and understanding of the issues they raised. You can then close the discussion after 45 minutes.

### 11.3 Closure, debriefing, introduction of homework exercise (15 minutes)



The goal of this input is to put closure to the day, debrief and introduce a new exercise that will enable trainees to begin to prepare their own teaching materials.



You will need to:

- make enough photocopies of the **overnight homework exercise**



Approximately 15 minutes



Debrief the session by asking how trainees felt about the activities and learning for the day. Provide space for trainees to articulate issues they haven't spoken about in the course of the day.



- Introduce the overnight exercise on developing teaching materials
- Remind the trainees to continue their reflective journal and media watch

#### TOTAL TIME: 8 hours and 30 minutes



# Day 5

Health and  
human rights  
content

Curriculum  
development

Institutional  
transformation

Leadership and  
sustainability

Themes covered on this day

# Session 12:

## Developing teaching materials

(2 hours)

### GETTING READY FOR THE SESSION



The goal of this session is for trainees to develop an idea that could be used eventually as a tool for teaching and learning. It will illustrate how a human rights concern from the trainee's own area of professional practice has rich educational potential as an input, activity, exercise or assessment mechanism. As well, it will draw out the importance of linking any educational material back to the fulfilment of a particular core competency and/or learning objective.



You will need to:

- decide whether you want to run this session as a plenary or return the trainees back to their small curriculum working groups
- be prepared to facilitate brainstorming of ideas and the exchange that will follow
- record trainees ideas for future use and support



The total time for this session is 2 hours, including the tea break.




Should you decide to return to small group work for the first part of this session, there is an **overhead transparency grid** that will help the groups to organise their responses. There are also **instructions** for the group work.



Each trainee's idea will either be presented either as part of the group reports back or by the trainee themselves. As facilitator, draw out similarities and contrasts between different trainees' approaches and ideas. You will also need to give feedback on ideas for teaching materials. With everyone else identify common areas and encourage networking to develop further. Be sure to emphasise the links between teaching materials and the achievement of learning objectives at all times.



**Tip:** You must keep strictly to time otherwise you will run out of time for all trainees to present and receive adequate feedback

 **TIP:** At the end of this session, you might want to attempt to categorise the various ideas for educational materials that trainees have raised. For example, you can highlight the different kinds of human rights that the materials cover: e.g. individual rights (either civil and political or socioeconomic); competing rights between patient’s rights and those of the health care worker; competing rights between the individual and the group or collective.

**TEA BREAK (15 minutes)**

# Session 13: Leadership and Advocacy (3 hours 30 minutes)

## GETTING READY FOR THE SESSION



The goal for this final session of training is to consolidate trainee's learning so that trainees can act as leaders and advocates in the field of human rights education for health professionals.



You will need to:

- decide how best to round off your course so that there is continuity that can be built into your training



Approximately 3 hours and 30 minutes including lunch

## 13.1 Consolidation, sustainability and networking (1 hour 30 minutes)



The goal of this discussion is to identify opportunities for support amongst trainees, both past and current.



You will need to:


- liaise with previous trainees to give input on their experience returning to their institution following their training
- think both creatively and strategically about ways of building sustainability into your efforts
- be prepared to review the media watch as well as the reflective journaling process



**Tip:** To identify a speaker, try contacting former participants on the UCT Train-the-Trainer course in Health and Human Rights to see if someone can share their experience about attempting to implement human rights education and training. There are now nearly 200 people who have gone through the UCT Train-the-Trainers programme. You can use the Education and Training in Health and Human Rights [ETiHHR-net](#) listserv to circulate your request.




One or more previous participants from the Train-the-Trainer course should present about how they have used the training in their work. Guide the discussion to explore how future support would be useful to the trainees. Identify possible resources. Examine how they will develop their teaching materials further as well as what concrete steps trainees will do as soon as they return home. Use the time as well to offer trainees the opportunity to reflect on the usefulness of the media watch and their reflective journaling exercise as teaching tools.

 **TIP:** This is a ideal time to point out that trainees can join electronic listservs that will assist in linking them to a network of people who are doing this work. Provide information about the **HHRNET** and the **ETiHHR-net**.



This is the final opportunity to debrief the formal educational sessions of your training by asking how trainees felt about the activities and learning on the course.

 **TIP:** Debriefing at this point is a good way to transition to the evaluation of the course.

**13. 2 Evaluation and CLOSURE**



The goal of this activity is to evaluate the course. Trainees will complete the post course questionnaire before they leave. This activity will provide a sense of closure to your training for both you and your trainees.



You will need to:

- decide how you will evaluate the success of your course
- assess the trainees’ level of learning
- mark the completion of the training with the awarding of certificates and/or celebratory lunch!



Approximately 30 to 45 minutes




Evaluation tools included in the manual include:

- the **course evaluation**
- the **post-course questionnaire** including case vignettes



Conduct a verbal as well as written evaluation of the course. Encourage trainees to fill out all of the evaluation materials. Thank participants for their engagement and close the course.

 **TIP:** We have found that the completion of evaluation forms can be tedious at this point. As a way to alleviate this pressure and ensure that the paperwork is returned, we have given the course evaluation to trainees the night before.

**LUNCH (1 hour)**

**Course ends**

**TOTAL TIME: 3 hours**

**We hope you’ve enjoyed using this manual. We encourage you to share feedback and suggestions about how to improve it for the next edition. Our contact details are:**  
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