

**Action Professionals' Association for the
People (APAP)**

Interlinking human rights and development

A training manual for NGO development workers

Part I

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1.1. PURPOSE AND ORGANIZATION OF THE MANUAL

1. The present manual is designed as a resource material for the training course on interlinking Human Rights and Development.
2. The manual is divided into two parts. Part 1 deals with the general nature of the training. It explains the background rationale, objectives, and methodology of the training. It also describes in general the organization and content of the training. Part II contains the exercises and related materials for the training.

1.2. BACKGROUND

1. The Manual is jointly produced by Action Professionals' Association for the People (APAP), an Ethiopian indigenous NGO, and the Ethiopian field office of Oxfam-UK/1 for use in training development workers. APAP, established in January 1993, is a legal aid and human rights education organization which has the objective of using the law and human rights to empower poor and marginalised communities, and individuals in their endeavors to improve the quality of their lives. This improvement can only be attained sustainable in a process of development which is centered around the human person. The effective participation and the realisation of the rights of all human persons has now been accepted as the corner stone and the goal of development. APAP is thus convinced of the crucial importance of awareness about and ability to use human rights as values and as resources in the process of development at both the micro-project and the overall macro policy level.
2. OXFAM/UK and Ireland, an international non-governmental organisation, has been active in relief, development and advocacy activities for the past fifty years with commitment to improve the life of the World's poor and marginalised. Through its experiences in various parts of the world working of the diverse problems of communities and people, OXFAM has, as do other multilateral, governmental and non-governmental agencies, realized the central importance of human rights to the process of development a process in which the empowerment of men and women, their ability to influence the course of their own lives is key element.
3. The Ethiopian field office of OXFAM/UK and Ireland has been operational in Ethiopia since 1974. In line with the overall policy and commitment of OXFAM/UK and Ireland, the Ethiopian office (referred hereafter as OXFAM) has been active in meeting the relief and development needs of the most poor and marginalised section of the Ethiopian society through various programs, Since the fall of the last repressive regime and the cessation of the overwhelming civil war, OXFAM believes that new opportunities are availed to meeting these needs. Among the prominent opportunities available, one is the official commitment to

broad range of human rights by the Transitional and now the Federal (and Regional) Governments of Ethiopia.

4. As such commitment and the opportunities offered by it are recent ones, however, NGOs need to be well informed of the nature of human rights and how they impact on and enhance their operations. It is with this belief that the decision to organize a training program (primarily though not exclusively) for NGO personnel on the interlinkage between human rights and development was made.

1.3. OBJECTIVES OF THE TRAINING ON ENTERLINKING DEVELOPMENT AND HUMAN RIGHTS

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1. Overall Aim and Organisation

The training on interlinking development and human rights is viewed as a means of familiarizing NGO development workers with human rights and equipping them with skills of utilizing human rights to enhance their capability to work on development and related issues. The realisation of these aims obviously demands a prolonged process of changing attitudes and acquiring skills. The first and major step in this process is that of gaining an understanding of the nature and relation to development of human rights. Once trainees attain this, the subsequent step will be making use of this new understanding in development activities. This latter step can be subdivided into two on the basis of the kinds of skills that are required. The first are those skills which may be made use of in development activities irrespective of the specific nature of the activities. The second set of skills are those which are related to the specifics of the operations and environment of development activities. This latter group demands an application of human rights and the ability to generally relate them to the development context apart from a consideration of the specifics of a development activity. The present manual and the course for which it is designed are organized to address these demands. They are thus seen as the first part on training process whose second part will have to be tailored to fit specific situations.

2. Addressees

The training is intended primarily for personnel of NGOs engaged in development, social service provision and related activities. However, it is also relevant to the staff of government agencies engaged in these types of activities and in coordinating the operations of NGOs. Two types of personnel are envisioned to be addressed in the training. The first are those staff who are engaged in the formulation of overall programs and policies in their agencies while the second are staff who are engaged in the execution of specific development and social service provision projects. While more or less the same informational input is made available in the training to both groups at the initial stage of the training which is covered by the present Manual, it is anticipated that issues of discussion and requirements for specific training needs may differ in subsequent stages of the training as participants gain more familiarity with the subjects of the training and begin to relate them to their professional experiences.

3. Why a Human Rights Training to Development Workers

There are several reasons which call for the training in human rights for development workers. The major ones of these reasons are the following:

A. Development workers are human and therefore are entitled to human rights education

Every human person is entitled to human rights. This is confirmed by the FDRE Constitution and several international treaties which Ethiopia has accepted. As human beings, development workers are obviously entitled to these rights, too. The right to education and the right to information are among the fundamental rights recognized by the Constitution of the FDRE and international treaties on human rights. Evidently, education about and getting information on human rights are entitlements flowing from the

recognition of these rights to education and information. Significantly, the world community at both the international and regional levels, has affirmed that education about and getting information on human rights is not only a crucial condition for the realization of human rights, but also that it is itself a human right. Thus, education about human rights is a right of human persons which is also to be enjoyed by development workers.

B. Development is a Human Right

Development, of course, is the fundamental professional concern of development workers. Development however, is neither an abstraction isolated from human relations nor a privilege of the selected or the fortunate. Development is an inalienable fundamental human right to which every human person is entitled. This is explicitly affirmed by several international bodies and instruments beginning with the United Nations and its 1986 Declaration on the Right to Development, and confirmed by the Vienna, Copenhagen, Rio, Beijing and Cairo summits. Development is also a human right that Ethiopians are entitled to as enshrined in the FDRE constitution.

C. Development calls for the realization of Human Rights

Apart from it being a fundamental human right, development is itself a process in which all human rights are realized. This fact is released not only by human rights agencies, but also by traditional, bilateral and multilateral development agencies. Several bilateral aid agencies now see respect for human rights as an integral part of the development process. The World Bank group despite their preoccupation with economic growth are increasingly conceding the same point. UN agencies have been more vocal in asserting this. As far back as 1990, the UNDP in its Human Development Report characterized human development as “a process of enlarging people’s choices (which also encompass political, economic and

social freedom and enjoying personal self respect and guaranteed human rights”. Indeed, it may be said that the overwhelming consensus regarding the nature of development currently is that it is a process of realizing respect to all human rights political, civil, economic, social and cultural.

D. Development Issues are Human Rights Issues

Besides the broader conception of the nature of development, several of the issues that are central to development are also issues of human rights. Such issues range from the broad macro-economic policy and regulatory framework to the micro project implementation. The rule of law, which depends among others on impartial and independent courts, seen by proponents of economic growth as a precondition for investment and a free market economy, is also a central human rights concern. Gender relations which are the subjects of development endeavors are also the subjects of women’s and therefore human rights. Participation, another key concept in development conceptions and practice, is not only a human right in itself, but is also determined by people’s ability to make, express, decide on and enforce their choices. Many of the human needs to which NGOs devote their energy and resources such as those to health, food, employment and education are also the inalienable rights of human beings. At least, some of these, as for instance education, are also on the priority list of proponents of economic growth as the primary means and ultimately the primary goal of development. Development measures and activities whether these are measures of land reform or structural adjustment, fiscal regulation or labour relations, the construction of irrigation and hydro electric dams, the use of fertilizers or hybrid seeds, or the provision of micro-credit-impact not only on the economic, social and cultural, but also on the civil and political rights positively by widening people’s abilities to realise these rights or negatively by curtailing such abilities or leading to the suppression of the rights.

E. Development projects of NGOs need to ensure respect for Human Rights

Naturally the development projects of NGOs will have an impact on the rights of the people they will be affecting. The ultimate congruity of these projects with overall development of the people concerned will thus depend on whether this impact is a positive one. But apart from this broad and long term concern, human rights are also an important consideration in the immediate relation of NGOs and their beneficiaries. For most NGOs the goal of development projects is the empowerment of communities. The project cycle of NGOs is also seen as one in which communities and their members are no longer being patronized, but seen and treated as partners. The necessity of removing biased power relations in communities (such as those between men and women) is also recognised. All these mean that NGOs and their staff be mindful of and respect the right of communities and their members.

F. Human rights can be used as tools to enhance development activities

Several of the above stated reasons indicate to the necessity of integrating respect for human rights in the development process both at the macro and the micro level. Human rights principles, concepts and rules and familiarity with them are clearly necessary to ensure this integration. Besides this, however, human rights principles, concepts and rules can also serve as resources in the development process in general and in development activities in particular in a number of ways. They can serve to develop standards to formulate a policy framework to work on specific development issues. As human rights are universally accepted and legally stipulated standards, those standards derived from them can help construct formative frameworks of operation. These standards and frameworks in turn can be useful for NGO development endeavors. They can serve as

principles for a common forum to work together not only among NGOs, but also with other development agencies such as government bodies and funding institutions. They can serve as standards for the evaluation of development activities whether at the micro-project level (such as in evaluating the relation between NGOs and their beneficiaries) or at the macro-level (such as to evaluate the performance of governments and the impact of their policies). Human rights can also be used as pedagogical tools to conscientise, mobilize and, therefore, empower communities and their members.

4. Objectives and Expected Outcomes of the Training

The previous section has in some detail explained the reasons for training development workers on the interlinkage between human rights and development. In line with these reasons, the training has the following overall objectives.

1. Promote a wider and effective understanding of human rights among development workers and NGOs.
2. Provide NGOs with resources and enhance their capacity to integrate human rights in their policies, programs and operations.
3. Promote an operational conception of development and related issues particularly gender as interlinked with human rights.
4. Contribute to the effectiveness of development endeavors and the realization of human rights.
5. Assist NGOs in formulating broad platforms and policy frameworks to cooperate among themselves and with others including governmental agencies.
6. Produce a core group of development workers who can promote human rights and their linkage to development among development workers and NGO beneficiaries.

7. Contribute to the strengthening of civil society and the role of NGOs in the development process and the promotion of human rights.

The attainment of these overall objectives is related to the specific goals of the training.

These are:

8. To examine and understand the nature of development and related issues such as gender and participation in light of human rights.
9. To be familiar with the moral foundations and normative framework of human rights.
10. To develop skills in using human rights in working on issues of development and gender inequality.

Thus participants in the training are expected to:

11. appreciate the necessity of understanding development as a process in which human rights are released.
12. understand the relevance of human rights to gender relation, participation and NGO operations and programs.
13. understand the value framework of human rights and its relation to development and gender relations.
14. be familiar with basic national and international human rights instruments including the FDRE Constitution.
15. be able to identify the impact on human rights of development activities by using human rights instruments.
16. use human rights principles and values to develop standards to evaluate the relations of NGOs with beneficiaries and other actors.
17. develop skills to use human rights as pedagogical tools of empowerment

5. Methodology

The training is organized on the basis of principles of adult non-formal education. It is thus a process in which the participants are expected to have not only an active but also a significant role. A primary reason for this is the fact that participants do have a wide range of expertise and experience which can be shared among themselves. Obviously, it is necessary to have an input of perhaps new information and knowledge. Such an input, however, has to be relevant to the experiences of the participants and capable of being used by them.

To ensure this, participants have to see for themselves the relevance and utility of the information and knowledge by applying it to their experiences. The training process is thus conceived as starting from the knowledge and experience of participants and ending with participants acquiring new information, and knowledge with skills to apply them to evaluate or modify their experience. To achieve this, the training starts by participants detailing their relevant experiences and knowledge. New information on the themes of the training will be provided to be applied by participants. Once participants see this as relevant and use it to revalidate their experience, it will serve as the basis for other input of new information and knowledge. The input itself will be made by participants actively participating indifferent exercises rather than by their passive listening.

A key component of the training is evaluation. In addition to the final evaluation of the whole program, participants are to evaluate each day's program with regard to both its content, and its process. This will help not only to improve on how the training is conducted, but also to reinforce what the participants are learning. The Manual is designed for a week-long training program which is expected to be quite intensive with several exercises and readings. Where the training is

residential or arrangements can be made, special evening programs, apart from the regular programs during the day, may be organized optionally on the themes of the training or other themes identified by participants to allow the sharing of experience among the participants themselves.

1.4. FRAMEWORK OF THE TRAINING COURSE

[Module 1. Establishing a Common Ground](#)

[Module 2. Analyzing Poverty and Gender Inequality](#)

[Module 3. The Moral and Normative Framework of Human Rights.](#)

[Module 4. Applying Human rights \(I\) - The Policy Framework](#)

[Module 5. Applying Human Rights \(II\) - The Development Project](#)

The training course is organised as successive modules which build on each other and introduce additional information and skills to participants at each stage. In addition, there are evaluation exercises at the end of the training and within each module for each day of the training. There are five modules in the course. Many modules are expected to last one day but may extend to allow more intensive and in-depth interaction.

Module 1. Establishing a Common Ground

This module is intended to introduce participants to each other and to the training program. Participants are expected to learn about each other, their respective organisations, the programs they are engaged in, and their expectations from the training. The aims of the training and the methodology to be followed will also be explained. The available expertise among the participants is also to be identified so as to be used in allocating roles and to organize special optional programs. Another important objective of the module is to identify the common problem that participants are addressing in their development activities. This will help not only to establish the commonality of the experience and operations of the participants and their organisations, but also to introduce the next module.

Module 2. Analyzing Poverty and Gender Inequality

The pedagogical foundation of the training is to be mainly laid out in this module. Development workers generally have to grapple with poverty. Though poverty is certainly a matter of human deprivation, it is no less importantly a matter of human relations too. The causes of poverty are, in fact, to a large extent to be found in disordered and inequitable human relations whether at the home, local, national, or international

level. Eliminating poverty definitely demands the reorientation of these skewed relationships in a fair just and equitable manner.

Though, it is quite easy for many people to identify the material deprivation elements of poverty, it is not so easy to see the human relationships that probably lead to the deprivation and that have to necessarily be reorganised to eliminate poverty and to set the process of genuine development in motion. It is even more difficult to identify the moral foundations and values that underlie these relationships. The major objectives of this module is therefore to enable participants to see poverty and development in terms of human relationships in controlling power resources allocation, production and distribution, attitudes, and generally in relating to each other. It is to establish that poverty is not merely a matter of human deprivation but that it is also a matter of human relations. To attain this the module starts by looking at the ostensible features and characteristics of poverty.

It then examines the relation in gender inequality (whose human relationship characters are easier to identify) and extend them to analyse poverty in terms of human relationships. The module will also help identify what the moral foundations of these skewed relationship are, and the institutional instruments that give effect to the values underlying these relationships. The indignity and inequality of the human person are among the basic values that characterise these relationships.

Once these are established, a critique of some approaches to development so far is to made. The major thrust of this critiques is the necessity of reversing existing inequitable human relationships to bring about development. Development is itself to be reviewed not merely as a matter of material plenty, but as essentially demanding and based on equitable and dignified human relationships. It is thus to be seen as based on fundamental values about the nature, share, and treatment of the human person in society. The impact of structural adjustment on the poor may be discussed in an optional program.

Module 3. The Moral and Normative Framework of Human Rights

Once the nature and fundamental values underlying the development process are established, the third module starts by showing the similarity or identity of the values of development to those of human rights. That human rights stem from moral values which correspond to the needs of an equitable and dignified human existence and condition is to be demonstrated. As such human rights are to be seen not only as having a similar moral foundation as development or simply as relevant to the latter, but also as demanding to be realised for the development process to set in motion. Stated differently, this means that development cannot be realised in the context of skewed and inequitable human relationship based on values of inequality and indignity to the human person.

These relationships and the values underlying them need to be changed. In as long as they are not changed, human rights are not realised and vice-versa. Human rights (or their realization) thus comes to be an indicator of the success of the process of development. How these changes in human relationships are to be organized is also a question that can be related to human rights. Human rights represent the conceptual, universally accepted normative and authoritative yardsticks for reshaping the way human, their institutions and their attitude should relate to other humans. Once the nature of human relationships and the values underlying human rights are established and their linkage to development demonstrated, the module will introduce basic human rights instruments including the relevant sections of the FDRE Constitution.

The emphasis here is in acquainting participants with some of the universal and general as well as the domestic constitution instruments of human rights and their salient feature. It will illustrate the major principles of these instruments, and familiarize participants with the human rights enshrined in them. Some problems associated with human rights, such as cultural relativity and the implementation of rights in general and of economic, social and cultural rights in particular, are suggested to be discussed in-depth in an optional programs.

Module 4. Applying Human rights (I) - The Policy Framework

Participants are expected to have attained a basic awareness about the moral foundations and normative framework of human rights through the preceding modules. The next two modules aim at equipping participants to make use of principles and rules of human rights in their development activities. Skills in using human rights in development work are approached from two perspectives in the training. The first is those of skills in using human rights in the overall (macro-level) development context. The second is those of skills in using human rights in the development activities at the micro (project) level. Module four aims at equipping participants to use human rights in the overall development context. There are three areas in which the module is intended to upgrade the skills of participants to use human rights. The first is in establishing a policy framework and standards for the diverse activities of development work particularly as practiced by NGOs.

Though development activities (of NGOs) usually address similar problems, it is not usually the case that specific NGO see their work as interrelated. For NGOs to be working in unison it is necessary that they manage to develop a common policy framework and standards of achievement with regard to their target problems. Human rights can be used to construct such framework and standards. The module thus aims to equip participants with skills in using human rights to develop policy frameworks and standards with regard to the social problems they work on. Related to this is the necessity of evaluating laws and government policies affecting the development process. Such an evaluation is useful not only to comprehend the development context but also to identify potential areas of advocacy work for NGOs and to establish areas of co-operation and dialogue with government agencies.

The module thus enables participants to use human rights to assess the sufficiency of government policies and laws in addressing development issues, and to identify areas of advocacy and dialogue to influence the policy and legislative framework. Reporting under international human rights instruments is one way in which human rights can be made use of. Some international human rights instruments are of particular significance to development workers in this regard. Thus preparing reports under

international human rights instruments is suggested as a theme for an optional program to equip participants with skills in using international human rights instruments.

Module 5. Applying Human Rights (II) - The Development Project

The previous module focuses on the overall context and policy framework of development. Such focus is necessary since the effectiveness of any development activity is dependent on whether or not the overall policy framework allows the realization of the goals of development. Nonetheless, for many NGOs, development work is carried out in specific projects working with specific communities and addressing specific local problems. The ultimate measure of the success of a specific development project is the empowerment of communities and their members. Human rights principles and instruments can contribute to the process of empowering communities and their members in two major way. The first is by ensuring that the relationship between NGOs and communities is based on respect and participation.

The second way in which human rights can contribute to the empowerment of communities and their members is in their being used as pedagogical tools. In line with this, the module aims at equipping participants with skills in using human rights to evaluate the relationships between NGOs and the communities they work with. It also aims at enabling participants gain skills in employing human rights education as a consentising and empowering process. An in-depth examination on the nature and techniques of popular education may be considered as a related theme for discussion in an optional program.