



Human rights facilitator's guide

Part of the HelpAge International
human rights training toolkit

HelpAge

International

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Introduction

Human rights are rights we all have simply because we are human. We are all born free and equal in dignity and human rights. This means that human rights are not given to us and cannot be taken away. Human rights are universal and apply equally to us all, regardless of our age, disability, nationality, sex, national or ethnic origin, colour, religion, language, or any other status.

In practice, however, people don't always see us or treat us equally when we grow older. Sometimes we are not respected as we were before, our needs are ignored, our contributions are not valued, and the fact that we have rights like anyone else is not recognised. Ageist bias negatively impacts our human rights in older age.

Our commitment to human rights

At HelpAge International, we believe everyone should be able to determine how they live in older age. Our 2030 Strategy commits us to promoting the wellbeing, rights and inclusion of older people so we can all enjoy a future free from poverty, inequality and discrimination. We want to live in a world where older people's rights are fully recognised and protected in international, regional and national human rights law.

If we are going to change the systems and challenge the ageist attitudes that prevent older people from having a voice and claiming their rights and participating equally, we must consistently adopt and promote a rights-based approach to ageing. Older people's human rights should be at the core of how we plan, develop, implement and evaluate all our work. It is about recognising that older people are rights holders, and that duty bearers have legal obligations to respect, protect and fulfil these rights. Duty bearers refers to States, but also HelpAge International itself and its network members.

About this facilitator's guide

This facilitator's guide is designed for HelpAge staff, network members and partners to promote a human rights-based approach to ageing in their work. It is part of a human rights training toolkit that also includes a learning pack and handouts.

The aim of the training is for participants to be able to:

- reflect on the impact ageism has on older people's human rights and equality in older age;
- develop an understanding of why a rights-based approach is important in all development and humanitarian interventions;
- learn the core elements of a human rights-based approach to ageing;
- learn how to adopt a human-rights based approach in their work; and
- strengthen skills to advocate for the human rights of older people and promote a rights-based approach to ageing.

This facilitator's guide includes a section on preparation and planning and three modules.

Module 1 provides a general introduction to human rights. Module 2 looks at the human rights of older people. Module 3 unpacks the key principles of a human rights-based approach to ageing. Each module can be completed separately or together with the others. At the end of every module, a group exercise and/or a quiz is provided to support learning and discussion.

How to run the training

The training can take place in person or online. For online training, it is recommended to cover a maximum of one module per training session. In-person training can cover several modules in sessions spread out over two days.

The training can be delivered to groups of varying sizes, but we recommended a minimum of four participants to facilitate interaction and discussions. For the group exercises, it is recommended to split into smaller groups of approximately 4-5 participants.

Planning and preparation

Location, timing and preparation of venue

Consider using an external venue so that participants are not distracted by their work or tempted to go back to their desk during breaks. See if you can afford a residential training.

If not, choose a location and arrange starting and finishing times that are convenient for participants (taking into account journey times and rush hours, for example).

When sending invitations for the training, find out if any participants have any specific requirements, for example, regarding accessibility, diet or communication (also see below on access for people with disabilities).

Plan for enough breaks throughout the day. Agree with participants on starting and finishing times. Only allow sessions to overrun if you have participants' consent.

Access for people with disabilities

Keep in mind that participants may include older people and people with disabilities. Before organising the training, facilitators must ask participants about potential accessibility needs and measures.

With regards to the venue, this includes:

- wheelchair access (including bathrooms, break rooms, parking, ramps, elevators, etc.);
- microphones, podiums/tables and chairs with adjustable heights;
- rooms not far from the entrance of the building;
- large projection screens and adequate speakers (if possible, dedicated staff to support those who may need it);
- enough space for assistants to be in the room as well.

With regards to online training platform, this includes:

- providing support ahead of the session to connect to the platform;
- live captioning;
- sign language interpreters (in person or AI).

With regards to the sessions and materials, this includes:

- shortening the sessions;
- materials in Word format use large print and contrasting colours;
- sign-language interpretation;
- agenda, plans and materials in accessible formats, including braille.

For more information on how to organise accessible and inclusive training, please visit: [Accessible meetings and events: a toolkit | CBM Global \(cbm-global.org\)](https://www.cbm-global.org/).

Planning and preparation of sessions

Ahead of the training, familiarise yourself with this facilitator's guide, the learning pack, handouts and glossary. This will help you facilitate discussions, respond to questions and feel more confident in your role as facilitator.

You are encouraged to pick and choose modules and sessions based on the needs of your audience and the length of the training. You may decide to spend more or less time on certain sessions.

Ideally, you will have a co-facilitator to lead some of the sessions and to support groups during small group work. They can also keep an eye on timing and energy levels of participants. Together with the co-facilitator:

- plan who will lead which sessions;
- prepare energisers that can quickly be used when participants' attention starts to wane (further resources can be found in the Annex in the learning pack);
- make sure you are both clear what you expect from group work so that you can support the groups cohesively;
- prepare handouts or other visual aids in alternative formats for participants with visual impairments, and plan how to support any participants with disabilities to take part in practical exercises or group work;
- if the training takes place online all handouts should be shared via email in advance so the participants can have them at hand during the training; and
- prepare a "parked" flipchart to collect any questions or comments you do not have time to deal with during the sessions. You can offer to discuss these with the group or on a one-to-one basis after the sessions. Alternatively, you can direct participants to additional resources. It is good practice at the end of the training to go through the parked queries with participants to check if they now have the answers they need or whether they need further information or support.

Session schedule overview

The modules and sessions are shown below with an estimate of the time needed for each session.

Module 1. Introduction to human rights

Session	Time needed
Introductions & ice breaker	20 minutes
What are human rights?	45 minutes
Human rights instruments	20 minutes
Human rights monitoring	30 minutes
Group exercise or quiz	20 minutes
Total time	2hrs 15min

Module 2. Human rights of older people

Session	Time needed
Older people in the human rights framework	10 minutes
Income security	25 minutes
Healthy ageing	25 minutes
Inclusion and participation	25 minutes
Human rights in conflict and disaster	15 minutes

Human rights in the context of climate change	15 minutes
Gaps in the human rights framework	20 minutes
Group exercise or quiz	20 minutes
Total time	2hrs 35min






Module 3. A human rights-based approach to ageing (HRBA)

Session	Time needed
Definition and value of HRBA	10 minutes
Applying HRBA in practice	45 minutes
Advocating for HRBA	25 minutes
Group exercise or quiz	20 minutes
Total time	1hr 40min






Module 1. Introduction to human rights

This module provides a general introduction to human rights. It aims to help participants understand their history, their characteristics, their value and their potential impact on the ground.

Session 1. Introductions






	Time	20 minutes
	Objectives	To break the ice, get to know participants, clarify the structure and objectives of the training and discuss participants' expectations.
	Materials	In-person: Flipchart/whiteboard and marker, laptop and projector Online: virtual board
	Preparation	Write the housekeeping rules on a flipchart or add a slide to the Ppt
	Procedure	Start on an informal note with a short icebreaker . Ask participants to say their name, role and one interesting fact that others might not know about them (e.g. about their hobbies, family, special skills, etc.). Alternatively, ask the participants what super-powers they would like to have and why. Then outline the structure of the module(s) and provide some housekeeping rules. Finally, explain the objectives of the training (see the objectives for each session in the tables below) and discuss participants' expectations in group. Ask them what they hope to gain from this training? Do they have any prior knowledge of human rights?

Session 2. What are human rights?






	Time	45 minutes
	Objectives	To increase understanding of what constitute the main principles of human rights and which obligations they bring about.
	Materials	In-person: Flipchart/whiteboard and marker, laptop and projector, Handouts 1, 2 and 6 Online: virtual board, Handouts 1, 2 and 6 (sent in advance), video link (Universal Declaration of Human Rights)
	Preparation	Read through Module 1, Section 1 of the learning pack.
	Procedure	Start by asking 2-3 participants what they understand as human rights and make some notes on the flipchart/whiteboard or in the group chat or on the virtual

		<p>board if the training is taking place online (group discussion).</p> <p>Present Module 1, Section 1 of the learning pack.</p> <p>Describe the history of the UDHR and the different types of human rights, their core principles and the obligations of duty bearers.</p> <p>Use the Right to Health as a group exercise to expand upon the different obligations. Depending on the number of participants, and if the training is taking place online, break-out groups can be created to discuss States' obligations to respect, protect and fulfil the right to health. Responses are presented in plenary and feedback given.</p>
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Session 3. Human rights instruments

	Time	20 minutes
	Objectives	To increase understanding of what the sources are of human rights law.
	Materials	Handout 3
	Preparation	Read through Module 1, Section 2 of the learning pack.
	Procedure	<p>Present Module 1, Section 2 of the learning pack.</p> <p>Explain how the core international human rights instruments are used to build on the rights provided in the UDHR.</p>

Session 4. Human rights monitoring






	Time	30 minutes
	Objectives	To increase understanding of human rights monitoring and the various mechanisms in place to ensure that treaties are being upheld. To outline which human rights systems exist at regional level.
	Materials	Video Link (Treaty Bodies in action: an introduction), Handouts 4 and 5
	Preparation	Read through Module 1, Section 3 of the learning pack.
	Procedure	<p>Present Module 1, Section 3 of the learning pack.</p> <p>Explain the role of treaty bodies in monitoring the implementation of the various human rights treaties.</p> <p>Describe the other actors involved in human rights monitoring including civil society organisations.</p>

Group quiz

	Time	20 minutes
	Objectives	To increase engagement and participation, get the audience involved in the session. By answering questions and participating in the quiz, the participants will be more likely to stay focused and retain the information.
	Materials	In person: Pens and paper (Handout 7). Online: Polling platform e.g. Slido.com
	Preparation	Prepare online quiz with answers.
	Procedure	<p>In person: Present questions to the participants, allow 10 minutes for them to write their answers.</p> <p>Allow a further 10 minutes to go over the answers with emphasis on any questions which were answered incorrectly.</p> <p>Online: Provide feedback to the answers and discuss question by question as participants provide responses.</p>






Module 2. Human rights of older people

Session 1. Older people in the human rights framework






	Time	10 minutes
	Objectives	To increase awareness about the rights of older people, considering both general human rights principles and regional treaties specifically addressing the rights of older people.
	Materials	
	Preparation	Read through Module 2 Section 1 of the learning pack. Think of practical examples of older people's right to social security, work, and an adequate standard of living.
	Procedure	Kick off by asking the participants about their expectations from the session. Present Module 2, Section 1 of the learning pack. Outline international and regional human rights instruments that relate to ageing and older people.

Note with regard to the following sessions: in case of limited time and depending on the participants, you can choose to focus on one or more of the topics covered in sessions 2-5.






Session 2. Income security

	Time	25 minutes
	Objectives	To increase understanding of older people's rights relating to income, food, housing and employment.
	Materials	Handout 1
	Preparation	Read through Module 2, Section 2 of the learning pack.
	Procedure	Present Module 2, Section 2 of the learning pack. Elaborate on key rights pertaining to income security. Describe how policy gaps lead to discrimination, ageism and the violation of rights for older people. Facilitate group discussion at the end of the session by exploring which human rights challenges do older people face that affect their income security. Ask participants to line up on one side of the room. Read out a number of statements and ask them to take a step forward if the statement is true (or keep their hand raised for online training sessions).

Session 3. Healthy ageing






	Time	25 minutes
	Objectives	To increase understanding of the human right to health and how this relates to ageing.
	Materials	Handout 2
	Preparation	Read through Module 2, Section 3 of the learning pack.
	Procedure	<p>Present Module 2, Section 3 of the learning pack.</p> <p>Describe the core elements of the right to health and the implications for older people.</p> <p>Explain the right to independent living and how this protects the rights of older people in long-term care scenarios.</p> <p>Explain how the right to health for older people is compromised by inadequate provision of services.</p> <p>Facilitate group discussion at the end of the session by exploring which human rights challenges do older people face that affect their health. Ask participants to line up on one side of the room. Read out a number of statements and ask them to take a step forward if the statement is true (or keep their hand raised for online training sessions).</p>

Session 4. Inclusion and participation






	Time	25 minutes
	Objectives	To increase understanding of inclusion in the context of older people's rights.
	Materials	Handout 3
	Preparation	Read through Module 2, Section 4 of the learning pack.
	Procedure	<p>Present Module 2, Section 4 of the learning pack.</p> <p>Explain the right to participate in public and political life, and social and cultural life, show how this is linked with the right to education.</p> <p>Describe the rights to independent living and accessibility and how this differs from the right to reasonable accommodation.</p> <p>Describe how older people are often excluded from decision making processes and policy development.</p> <p>Facilitate group discussion at the end of the session by exploring which human rights challenges do older people face that affect their participation and inclusion. Ask participants to line up on one side of the room. Read out a number of statements and ask them to take a step</p>

		forward if the statement is true (or keep their hand raised for online training sessions).
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Session 5. Situations of conflict and disaster






	Time	15 minutes
	Objectives	To increase understanding of the relationship between human rights law and international humanitarian law (IHL) and older people's rights in humanitarian emergencies.
	Materials	Handout 4
	Preparation	Read through Module 2, Section 5 of the learning pack.
	Procedure	<p>Present Module 2, Section 5 of the learning pack.</p> <p>Explain the complementary nature of IHL and Human Rights Law and the differences in how they can both be used in times of conflict and disaster.</p> <p>Highlight that there are only a few international and regional human rights provisions that focus specifically on human rights in humanitarian emergencies and conflict situations.</p> <p>Describe how older people's rights are guaranteed in conflict and disaster situations through international and regional human rights provisions.</p> <p>Facilitate group discussion at the end of the session by exploring which human rights challenges do older people face in situations of conflict and disaster. Ask participants to line up on one side of the room. Read out a number of statements and ask them to take a step forward if the statement is true (or keep their hand raised for online training sessions).</p>

Session 6. Climate change




	Time	15 minutes
	Objectives	To increase understanding of the linkages between climate change and human rights of older people.
	Materials	Handout 5
	Preparation	Read through Module 2, Section 6 of the learning pack.
	Procedure	<p>Present Module 2, Section 6 of the learning pack.</p> <p>Explain how older people, and older women in particular, are disproportionately affected by climate change and how that impact their human rights.</p> <p>Group exercise: Present a personality (can be an older woman from a region affected by draughts or floods or</p>



		extreme weather events). How is climate change affecting her rights? What are the consequences for the broader community (conflict etc)?
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Session 7. Gaps in the human rights framework

	Time	20 minutes
	Objectives	To highlight the gaps in the human rights framework which fail older people and how this is exacerbated by deeply rooted ageism.
	Materials	Handout 6 (group exercise)
	Preparation	Read through Module 2, Section 7 of the learning pack.
	Procedure	<p>Present Module 2, Section 7 of the learning pack.</p> <p>Present the concept of ageism as a human rights violation and how deeply rooted it is in our societies.</p> <p>Explain how this necessitates a new UN convention on the rights of older persons and the work HelpAge International is doing to advocate for this.</p> <p>Conduct a group exercise asking what should be included in the UN convention on the rights of older persons?</p> <p>Split participants into groups (if the number of participant allow) and allow 10 min to complete the following sentences:</p> <p>Older persons should be defined as: ...</p> <p>The general principles of the convention should include: ...</p> <p>To tackle ageism, the Government should have to: ...</p> <p>There should be a specific right on: ...</p> <p>Groups or individual report back to the plenary.</p>






Quiz

	Time	20 minutes
	Objectives	To increase engagement and participation, get the audience involved in the session. By answering questions and participating in the quiz, the audience will be more likely to stay focused and retain the information.
	Materials	In person: Pens and paper (Handout 7). Online: Polling platform e.g. Slido.com






	Preparation	Prepare online quiz with answers.
	Procedure	<p>In person: Present questions to audience, allow 10 minutes for audience to write down answers.</p> <p>Allow further 10 minutes to go over the answers with emphasis on any questions which were answered incorrectly.</p> <p>Online: Provide feedback to the answers and discuss question by question as participants provide responses.</p>

Module 3. A human rights-based approach to ageing






Session 1. Definition and value of a human rights-based approach (HRBA)

	Time	10 minutes
	Objectives	To clarify the differences between a 'needs-based' and a 'rights-based' approach to HelpAge's work on ageing and older people.
	Materials	Handout 1
	Preparation	Read through Module 3 Section 1 of the learning pack.
	Procedure	<p>Present Module 3, Section 1 of the learning pack.</p> <p>Explain how the needs-based approach can lead to perceptions of older people as burdens and can ultimately contribute to ageism.</p> <p>Show that the rights-based approach puts the rights of older people at the centre of the discourse on ageing.</p>






Session 2. Applying a human rights-based approach (HRBA) to ageing in practice

	Time	45 minutes
	Objectives	To increase understanding of the HRBA and how it can be applied in practice.
	Materials	Handouts 2 and 6
	Preparation	<p>Read through Module 3, Section 2 of the learning pack.</p> <p>Familiarise yourself with the language to avoid/use tables, ensure that your own language reflects these principles.</p>
	Procedure	<p>Present Module 3, Section 2 of the learning pack.</p> <p>Describe the PANEL Principles as a means of breaking down what the rights-based approach means in practice.</p> <p>Explain the relationship between rights and Voice. Go over language and the importance of using 'right-based' as opposed to 'needs based' language.</p> <p>Finish the session with a group exercise. Split participants into groups and assign each group a PANEL principle. Each group then responds to the questions listed under that principle and reports back to the plenary. Allow 15 min for working on answers and further 15 min to reporting and discussion.</p>

Session 3. Advocating for human rights and a HRBA

	Time	25 minutes
	Objectives	To increase understanding of how the HelpAge International 2030 strategy ensures the promotion of older people's wellbeing, rights and inclusion.
	Materials	Handouts 3 and 4
	Preparation	Read through Module 3, Section 3 of the learning pack.
	Procedure	<p>Present Module 3, Section 3 of the learning pack.</p> <p>Explain the HelpAge approach to promoting wellbeing, rights and inclusion of older people and how this forms part of the 2030 strategy.</p> <p>Outline ways to support the advocacy of a HRBA in HelpAge messaging and engagement with governments and human rights monitoring mechanisms. Present the barriers and drivers to a UN convention on the rights of older persons and the general human rights advocacy.</p> <p>Depending on the needs of the audience, this session can be concluded with an optional exercise or group discussion on developing human rights messaging or responding to human rights critiques.</p>

Quiz

	Time	20 minutes
	Objectives	To increase engagement and participation, get the audience involved in the session. By answering questions and participating in the quiz, the audience will be more likely to stay focused and retain the information.
	Materials	In person: Pens and paper (Handout 5). Online: Polling platform e.g. Slido.com
	Preparation	Prepare online quiz with answers.
	Procedure	<p>In person: Present questions to the participants, allow 10 minutes for audience to write down answers.</p> <p>Allow further 10 minutes to go over the answers with emphasis on any questions which were answered incorrectly.</p> <p>Online: Provide feedback to the answers and discuss question by question as participants provide responses.</p>

HelpAge International is a global network of organisations promoting the right of all older people to lead dignified, healthy and secure lives.

We would like to thank the following people for their contributions and support in developing the human rights facilitator's guide: Luke Tumelty

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