

The ASEAN Human Rights Advocacy Toolkit

The Asian Forum for Human Rights and Development

The ASEAN Human Rights Advocacy Textbook

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Acknowledgement

First of all, I would like to acknowledge and give my warmest thanks to the Asian Forum for Human Rights and Development (FORUM-ASIA) for making this opportunity possible. The ASEAN human rights mechanism is still developing—and through its inception, the One ASEAN Community can uphold the human rights of the ASEAN people through constant and intensive civil society engagement. By having the invaluable opportunity to refine the Rights Now! Training Manual on ASEAN Human Rights Mechanisms, published ten years ago, I can engage and mobilise the younger generation of human rights defenders in the region and beyond to continue shaping the regional human rights mechanisms and overcoming their limitations.

The manual update and the toolkit development were done against the backdrop of the COVID-19 pandemic, thus making it pertinent to develop a version of the training manual that will allow remote interaction. In September 2021, FORUM-ASIA organised the ASEAN Human Rights Advocacy Academy to implement the training in a remote learning setting, blending virtual classroom interaction with flexi-time learning materials. The one-month workshop consisting of four-hour virtual classroom sessions per week brought together 23 unique human rights defenders from FORUM-ASIA and the region. The workshop emerged successful in providing a forum for them to learn, connect, and reflect on human rights in ASEAN. It proves that the toolkit is versatile; it showcases learning methods that can be adapted in both physical classroom interaction and remote learning settings.

I would like to give special thanks to my ASEAN Human Rights Advocacy Academy co-organisers Rachel Arinii Judhistari, Cornelius Damar Hanung, Gianna Francesca Catolico, and Cindy Kartika for their support and dedication in updating the toolkit, translating the manual methodologies into a virtual learning environment, and ensuring the successful execution of the Academy. I truly enjoyed working with a dynamic team in planning and executing this training.

I sincerely hope that the toolkit will enhance the civil society activists' knowledge and capacity on engagement with ASEAN and its human rights mechanisms. This toolkit should be treated as a living document to be adapted and updated to suit the participants' needs and the most current global and regional developments.

Aviva Nababan
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Preface

The *Rights Now! The ASEAN Human Rights Advocacy Toolkit* is a refined and updated version of *Rights Now! A Training Manual on ASEAN Human Rights Mechanisms* was published in 2010 and authored by Human Rights Commission of Malaysia (SUHAKAM) Commissioner Jerald Joseph. Given the recent developments on human rights and democracy in the region, FORUM-ASIA found it imperative to rejuvenate the Rights Now! to encompass current trends and innovative activities. Aviva Nababan led the process of providing the previous manual a much-needed 'makeover' by refining its contents to include activities that CSOs can conduct online, while the COVID-19 pandemic is still overwhelming Southeast Asia and the rest of the world.

The publication of this toolkit anchors FORUM-ASIA's vigorous efforts in engaging with ASEAN Human Rights Advocacy for over 15 years. Together with a network of civil society organisations in the region, FORUM-ASIA was actively involved in establishing the ASEAN Human Rights Mechanisms (AHRM) — ASEAN Intergovernmental Commission on Human Rights in 2009 and ASEAN Commission on the Promotion and Protection of the Rights of Women and Children in 2010.

In 2020, FORUM-ASIA surveyed partner organisations in Southeast Asia to gain insights on what tactics and strategies FORUM-ASIA can use for building an effective and robust ASEAN human rights advocacy. Most FORUM-ASIA partners conveyed the need to have a capacity-building module for civil society, academia, and the public, to understand more about ASEAN and its mechanisms. In response, FORUM-ASIA conceptualised and organised the ASEAN Human Rights Advocacy Academy held last September 2 to 30, 2021. FORUM-ASIA utilised several modules in this toolkit during the five-week workshop.

With this toolkit, FORUM-ASIA hopes to cultivate the knowledge and expertise of young people from Southeast Asian CSOs representing vulnerable and marginalised communities on the role of ASEAN and its human rights mechanisms. Given the success of the Academy, we hope that this toolkit can entice other CSOs to conduct capacity-building workshops like the Academy and pass on the torch to a new generation of human rights champions who will engage with ASEAN and its mechanisms in the upcoming years to come.

MODULE



E-Learning Guidelines

PART 1

About The E-Learning Guidelines

These E-Learning guidelines are formulated to complement the FORUM-ASIA Forum Asia's "RIGHTS NOW", a Training Manual on ASEAN Human Rights Mechanisms rev. 2021.

While the primary module was designed to be delivered in a classroom environment, the COVID-19 pandemic has made it pertinent to also make available ways to deliver the module in "e- environment." To put it simply, e learning, or virtual learning, is a learning process delivered on the internet.

E-learning is a good choice when the learners...

- are geographically dispersed, with limited time and/or resources to travel;
- busy with work or family commitments, which do not allow them to attend courses on specific dates with a fixed schedule;
- contingent workers, such as consultants, professionals working part-time, independent contractors;
- located in conflict and post-conflict areas and/or restricted in their mobility due to security reasons;
- limited from participating in classroom sessions due to cultural or religious beliefs;
- facing difficulties with real-time communication (e.g. foreign language learners).

(UN FAO E-learning methodologies and good practices)

Generally, e-learning can be organised in a number of approaches such as (a) self-paced or independent and (b) facilitator or instructor-led. This module will utilise the third approach, namely (c) blended learning. While blended learning usually refers to a mix of off-line class and internet-based self-study, in this module blended learning refers to a training program

that combines the core materials to be delivered through virtual classroom activities, and led by facilitators and instructors, as well as self-paced independent studies with tasks and supporting materials made available online.

Therefore the blended learning employed in this module will utilise both synchronous and asynchronous e-learning. As Morisson identified, synchronous events take place in real time, which includes activities such as chat conversations and audio/video conferencing. Asynchronous events are time-independent. Materials are already available and the learners can study or engage at any time of their choosing. E-mail or discussion forums are examples of asynchronous communication tools.¹

It is important to maintain the quality of e-learning throughout the learning process. This e-learning module is designed by taking into account elements that make a quality e-learning experience, namely:

- a. **Learner-centred content:** E-learning curriculum must be relevant and specific to the needs, roles and responsibilities of students in professional life. Skills, knowledge and information must be provided for this purpose.
- b. **Granularity:** E-learning content should be segmented to facilitate sharing of new knowledge and to allow flexible scheduling of time for learning.
- c. **Interesting content:** Teaching methods and techniques should be used creatively to develop an engaging and motivating learning experience.
- d. **Interactivity:** The interaction of participants with facilitators/resources and participants with fellow participants is often needed to maintain attention and develop the learning process.
- e. **Personalisation:** For self-paced courses it should be tailored to reflect the interests and needs of the learner; for facilitated/guided courses, tutors and facilitators must be able to follow the progress and performance of individual learners.

(Source: [UN FAO E-learning methodologies and good practices](#))

It is important to bear in mind these characteristics also in delivering the materials at hand.

1 [\(UN FAO E-learning methodologies and good practices\)](#)

PART 2

About The Rights Now! E-Learning Process

2.1. Learning Structure and Approach

As previously mentioned, in an independent e-learning course (*self-paced study*), students can study the subject matter whenever they want. This requires students to have access to a package of interactive and self-contained materials. Meanwhile, the portion of the e-learning that is facilitated or led by an instructor occurs weekly. The facilitated portions are aimed at integrating the results of independent study with collaborative activities, such as discussion or group work, as well as tying in together the self-learning results with the relevant theories and practices through resource person presentation.

In order to ensure high-level interaction, it may be necessary to also make available alternative tools throughout the training to address any questions not addressed during the classroom sessions. The tools can be synchronous, such as chat and audio conferencing, or asynchronous, such as e-mail or discussion groups.

2.2. Material Structure

Module	Material	Method
Module 1	Introduction to the training Understanding ASEAN	<ul style="list-style-type: none"> - Independent reading - Resource person presentation - Group work
Module 2	Human rights and ASEAN	<ul style="list-style-type: none"> - Video watching - WhatsApp discussion - Resource person presentation - Group work
Module 3	ASEAN Intergovernmental Commission on Human Rights (AICHR)	<ul style="list-style-type: none"> - Video watching/Podcast - WhatsApp discussion - Resource person presentation - Group work
Module 4	The ASEAN Commission For The Protection Of Human Rights Of Women And Children (ACWC)	<ul style="list-style-type: none"> - Video watching and whatsapp discussion - Resource person presentation - Group work
Module 5	ASEAN COMMISSION ON MIGRANT WORKERS (AMW)	<ul style="list-style-type: none"> - Electronic quiz - Resource person presentation - Group work
Module 6	Tactics and strategies in engaging ASEAN: A Human Rights Advocacy	<ul style="list-style-type: none"> - Timeline - Resource person presentation - Group work

2.3. Online Course Objectives

The Rights Now! training manual is prepared as part of FORUM-ASIA's efforts to facilitate civil society engagement with ASEAN on human rights issues, especially its human rights mechanisms, namely the ASEAN Intergovernmental Commission on Human Rights (AICHR) and the ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC). It is designed to familiarise participants with the history and dynamics of the region and the Association, as well as the characteristics, strengths and weaknesses of the intergovernmental commissions and ways in which civil society can engage them to pursue human rights agenda. The Rights Now! Manual is designed to be a guide for an offline course. These E-Learning Guidelines complement the manual in order to be able to deliver the modules and assist the participants to achieve the following:

1. The participants understand the history of ASEAN and ASEAN Governance.
2. The participants attain the knowledge about human rights in ASEAN, including the links between international human rights standards and institutions and the regional ones.
3. The participants understand the history of AICHR's establishment, its mandates and procedures and its strengths and weaknesses in ensuring the respecting, protection, promotion, and fulfilment of human rights in the region.
4. The participants understand the history of ACWC's establishment, its mandates and procedures and its strengths and weaknesses in ensuring the respecting, protection, promotion, and fulfilment of human rights in the region, especially those of women, children, and gender minorities.
5. The participants understand about the primary issues on migrant workers and their families and the ways in which ACWC can ensure the implementation of ASEAN Consensus on the Protection and Promotion of the Rights of Migrant Workers.
6. The participants gain the knowledge and skills to design human rights advocacy in ASEAN by engaging various ASEAN mandates and interlinking the local dynamics with the region and vice versa.

2.4. Target group

This course is intended for human rights defenders from the 11 Southeast Asia states, which includes civil society organisations members and partners, public interest lawyers, members of the academia and think tanks, college and university students.

Requirements for participants include:

1. Working in a CSO and/or for a human rights cause in Southeast Asia.
2. Have been working for social issues, human rights, law, and justice for at least two years, including being involved in activities in the social, human rights, and community fields at least one year.
3. Proficient in basic software operation and has access to computer and the internet to support individual assignments.
4. Have applications for virtual classes and other online communication media as required.
5. Have internet connection to support participation in virtual classes.
6. Committed to participate in all online class activities for six to eight weeks.

It is recommended to keep participant numbers low to allow for better participation, with the suggested number of between 10 and 20. However, the lecture portions of the training may be opened to the public.

2.5. Instructor/Facilitator/Resource

The Teaching Team should consist of at least two facilitators who will ensure the connectivity of the learning process, including its effectiveness, as well as relevant resource persons and online training administrators.

2.6. Course Format/Teaching/Training

This course will be conducted in an intensive course 6-week format consisting of:

1. Survey early (pre-course questionnaire).
2. Independent study: Participants are expected to read the assigned reading material, both mandatory reading and supporting reading. Participants are also expected to complete independent study assignments and seminars.
3. Virtual Class 90 – 120 minutes per meeting held two times a week. Virtual Class consists of: Public Lecture, Panel Lecture, and Interactive Class.
4. Online Evaluation: Initial Survey and Post-test.

It is recommended also to open a virtual space (such as WhatsApp group) where participants can ask questions and discuss during the duration of the training. Synchronous “events” might also take place in this virtual space, such as assigning a specific day and time in a week where participants can ask questions and a facilitator or resource person provide live answers.

2.7. Assessment

1. Virtual class attendance (minimum 75 percent).
2. Independent and Group Assignments.
3. Post-course pre-course questionnaire.

2.8. Learning Approaches and Principles

1. This manual applies a model of participatory **education** where the centre of learning is on the learner. The approach and method or facilitation technique used is as much participatory as possible and prioritises interaction and interpersonal communication. The learning method is expected to be able to move the learning participants to **critically analyse** events related to historical experiences in Indonesia, as well as other post-conflict countries. Participants are invited to explore problems and find solutions and answers together. In addition, participants are also expected to **reflect** on these experiences so that they do not happen in the future.
2. This training is shared learning between participants, participants and facilitators and resource persons. One of the principles put forward in this lecture is ongoing **collective learning** emerging from the process of group discussion, class discussions, providing feedback, and practices working together. Weaknesses and strengths of participants are

combined and become shared resources. This training is structured to accommodate dialogue rather than one-way communication to the maximum extent possible.

3. Participants also make classes and learning meetings a forum for **equal and mutual cooperation/collaboration**.
4. **Learning from Experience:** This training is based on the experience of the participants. By using experience, the learning process does not rely on resource persons but departs from the experiences and reflections of participants.
5. **Act.** This training is directed at strengthening the ability to act. This training is practical, according to the needs of participants to be involved in the advocacy process in their respective organisations.

2.9 Time Calculation

A. Virtual Class (6 X meetings)

Class Webinars and Class Discussion

B. Assignments (5 X assignments)

Independent/Group assignments

C. Reading References (10 topics)

Assignments Reading materials/watching videos

D. Pre/Post Survey Evaluation (2 X surveys)

Pre-test 1 X 60 minutes 60 minutes 1 hour Post-test/Evaluation 1 X 60 minutes 60 minutes 1 hour

Total

Equivalent to xx days of conventional class

Part 3

Training Curriculum

MODULE 1 : Introduction to the Training & Understanding ASEAN

<p>Brief Description</p>	<p>This module is aimed at introducing the participants to the training (including to find out the participants' baseline knowledge on ASEAN) and Southeast Asia as a region and ASEAN regionalism.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To map participants' baseline knowledge on ASEAN. 2. To familiarise the participants on the shared identities of Southeast Asia and the historical evolution of ASEAN and its human rights mechanisms; 3. To familiarise the participants with ASEAN Structures. 4. To introduce ASEAN Community Vision 2025: Forging Ahead Together. 5. To understand various inter-governmental regional human rights formation and cooperation and lay down opportunities for people's participation. <p>Knowledge Acquired</p> <ol style="list-style-type: none"> 1. Knowledge of the diversity of understanding about ASEAN among the participants. 2. Knowledge on the interconnection between Southeast Asian peoples, including the dynamics that shape decisions in ASEAN. 3. Knowledge about the structure and mandate of ASEAN mechanisms. 4. Knowledge about One ASEAN Community as expressed in the three pillars' blueprints in the ASEAN Vision 2025. 5. Familiarity with the essential elements of regionalism.
<p>Sub Topics</p>	<ol style="list-style-type: none"> 1. Introduction to the training. 2. Southeast Asian People and ASEAN History. 3. ASEAN Charter and Structure. 4. ASEAN Blueprints. 5. Regionalism: Learning from other experiences.

Process	<p>A. Pre-Test (distributed 2 weeks before the virtual classroom)</p> <ol style="list-style-type: none"> 1. Completing the Pre-training questionnaire. 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Pre-Test
	<p>B. Pre-Session Independent Learning (distributed 5 days before the virtual classroom)</p> <ol style="list-style-type: none"> 1. Participants are advised to read the materials from Rights Now! Module 1. 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • The reading materials of Rights Now! Module 1 in a common folder.
	<p>C. Classroom Workshop</p> <ol style="list-style-type: none"> 1. Introduction (20 minutes) <i>Participants Introduction</i> <ul style="list-style-type: none"> • Split participants into groups of two and ask them to get to know one another, at least to get each other's name, state of origin, organisation, and hobby. • When they are back to the plenary, ask them to introduce one another (30 seconds max per person) (25 minutes). • Introduction to the training • At least explain: <ul style="list-style-type: none"> • <i>Objectives of the training</i> • <i>Schedule</i> • <i>Diversity of participants</i> • <i>Diversity of result of baseline knowledge</i> • <i>Expectations</i> • Give 5 minutes for a participant or two to comment. 2. ASEAN History (60 minutes): <ul style="list-style-type: none"> • Divide participants into groups: Group "1967", Group "1997", Group "2007", Group "2009" and Group "2010". • Each group discusses what were significant events in the world and in SoutheastAsia in that period as well as what was happening within countries. Ask the participants to note the result of their discussion in a powerpoint presentation slide. • In the plenary session, ask each group to present the result of the group work • Resource person presents a presentation on Southeast Asian History and ASEAN evolution. • Q&A. 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Virtual Classroom with breakout function. • Powerpoint on the flow of the training that contains the result of the pre training questionnaire. • Resource person and Powerpoint Southeast Asian History and ASEAN evolution. • Powerpoint with blank ASEAN Structure. • Brief powerpoint presentation or video on ASEAN Structure.

	<p>3. (and 4) ASEAN Structure (45 minutes):</p> <ul style="list-style-type: none"> • Explain to the participants that this is Quiz time. Offer a prize for the winner (may be a book or a voucher for an e-book etc.). • Participants who want to answer the question need to raise hand first (it is useful to have a second facilitator/assistant to monitor who raise hand first). • Display a blank ASEAN Organisation structure with numbers in each box. • Read out the duty of each ASEAN body until all of the boxes are filled. • Pronounce winner. • Facilitator gives a brief explanation about ASEAN structure in connection with ASEAN Pillars. <p><i>(Before end of class divide participants into groups for point C below and brief them on the tasks at hand. Suggestion to split them into their groups in breakout rooms to arrange their group work session)</i></p>	
	<p>D. Post-session Independent Learning (group work, result to be presented in the beginning of next virtual classroom session)</p> <p>5. Regionalism: Learning from Other Experience:</p> <ul style="list-style-type: none"> • Ask each group to read the handout materials and videos for Module 1.8 Rights Now! Module. • Tell them to discuss these guide questions: <ul style="list-style-type: none"> <i>Q1: What are the common elements of regional mechanisms presented in the video?</i> <i>Q2: Out of the elements you identified, which ones do you consider ASEAN /AICHR do not have yet and should have? Why?</i> <i>Q3: Do you think it is possible for ASEAN to realise these elements in the regional grouping? Why?</i> 	<p>Tools/Resources</p> <ol style="list-style-type: none"> 1. If the group do not have their own access to a video conferencing platform, then avail a virtual space at the time when they agree to meet.
Duration	Virtual Classroom: 125 minutes	

Materials

1. Handout Material 1.1.2: Association of Southeast Asian Nations
2. Handout Material 1.3: Southeast Asia and ASEAN
3. Handout Material 1. 5: ASEAN Charter
4. Handout Material 1.6 : ASEAN Character and Principles
5. Handout Material 1.7: ASEAN Structure
6. Handout Material 1.8: The ORGANIZATION OF AMERICAN STATES
7. Video clippings of various inter-governmental organisations.
8. EU video link: <http://www.youtube.com/watch?v=b2-4gpRIkUE&feature=fvw>
9. OAS video link: <http://www.youtube.com/watch?v=2ORufbqkVXo>

MODULE 2 : Human Rights and ASEAN

Brief Description	<p>This module is aimed at familiarising the participants with the concept of universality of human rights and international human rights mechanisms, in particular in the context of ASEAN Member States' and ASEAN engagement with the UN system.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce the participants with the key concepts of human rights. 2. To introduce the participants to the core international human rights treaties and the UN Human Rights system in relation to ASEAN Member States' commitment and ASEAN engagement. 3. To understand the role of NHRIs in ASEAN and the international forum for the respect, promotion, protection, of rights. <p>Knowledge Acquired</p> <ol style="list-style-type: none"> 1. Familiarity with the basic principles of human rights. 2. Knowledge on the overview of the UN systems for the promotion and protection of human rights, in particular the ASEAN Member States' and ASEAN engagement in them. 3. Knowledge on the roles of NHRIs at regional and international forums in order to inform future engagement plans in the context of regional human rights advocacy. 	
Sub Topics	<ol style="list-style-type: none"> 1. Affirming the Universal Declaration of Human Rights (UDHR). 2. Human Rights and Asian Values. 3. ASEAN Commitments to International Human Rights. 4. The United Nations Human Rights System and ASEAN. 5. The Role of National Human Rights Institutions in ASEAN. 	
Process	<p>A. Pre-Session Independent Learning</p> <ol style="list-style-type: none"> 1. <i>Ask the participants to watch the video on what are human rights.</i> 2. <i>Ask each participant to write one to three takeaway points from the video in the online platforms.</i> 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • https://www.youthforhumanrights.org/what-are-human-rights/ • WhatsApp or other online platforms.
	<p>B. Classroom Workshop</p> <ol style="list-style-type: none"> 1. <u>Review and group work presentation:</u> <ul style="list-style-type: none"> • <i>Make sure to allocate 40 minutes for review and presentation of group work from previous classroom workshop.</i> 2. <u>Universal Declaration of Human Rights and Human Rights Principles (40 minutes):</u> <ul style="list-style-type: none"> • Provide the participants with Handout Material 2.1.2 . and 2.1.3. 	

	<ul style="list-style-type: none"> • Divide the participants to three groups: (a) universal and inalienable, (b) indivisible, © interdependent and interrelated. • Ask the participants to discuss and prepare a short presentation on the meaning of the principle assigned to them, with an example using rights enshrined in the UDHR. • Participants present their presentation. <p>3. <u>Overview of the UN systems for the promotion and protection of human rights and ASEAN Member States' and ASEAN engagement in them</u> (60 minutes):</p> <ul style="list-style-type: none"> • Resource person present about the UN Human Rights system and the engagement of AMS and ASEAN. • Question and Answer. <p>4. <u>NHRI</u> (60 minutes):</p> <ul style="list-style-type: none"> • Facilitator gives a brief explanation on what is an NHRI: • Participants are grouped according to the same countries and asked to spend 15 minutes discussing. • For participants who do not have NHRI in their country, discuss about: <ul style="list-style-type: none"> (a) <i>Ideal protection and promotion mandate.</i> (b) <i>The possibilities and challenges of establishing an NHRI.</i> (c) <i>AICHR role in its establishment?</i> • For participants who have no NHRI in their country, discuss about: <ul style="list-style-type: none"> (a) <i>The protection and promotion mandates of their NHRI.</i> (b) <i>Strength and weakness of the institution.</i> (c) <i>Engagement with AICHR.</i> • Participants present their findings <p><i>(Before the end of class divide participants into groups for point C below and brief them on the tasks at hand. Suggestion to split them into their groups in breakout rooms to arrange their group work session.)</i></p>	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Virtual Classroom with breakout function. • Handout Material 2.1.2 . and 2.1.3. • Resource person and presentation about the UN Human Rights system and the engagement of AMS and ASEAN. • Powerpoint with blank ASEAN Structure. • Handout Material 2.6.
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	<p>5. <u>NHRI</u> (60 minutes):</p> <ul style="list-style-type: none"> • Facilitator gives a brief explanation on what is an NHRI: • Participants are grouped according to the same countries and asked to spend 15 minutes discussing. • For participants who do not have NHRI in their country, discuss about: <ul style="list-style-type: none"> (a) <i>Ideal protection and promotion mandate.</i> (b) <i>The possibilities and challenges of establishing an NHRI.</i> (c) <i>AICHR role in its establishment?</i> • For participants who have no NHRI in their country, discuss about: <ul style="list-style-type: none"> (a) <i>The protection and promotion mandates of their NHRI.</i> (b) <i>Strength and weakness of the institution.</i> (c) <i>Engagement with AICHR.</i> • Participants present their findings <p><i>(Before the end of class divide participants into groups for point C below and brief them on the tasks at hand. Suggestion to split them into their groups in breakout rooms to arrange their group work session.)</i></p>	
	<p>C. Post-session Independent Learning (group work, result to be presented in the beginning of next virtual classroom session)</p> <p><i>Split participants into 5 groups: (1) Economic Rights (2) Social Rights (3) Cultural Rights (4) Political Rights (5) Civil Rights</i></p> <p><i>Each group is asked to read Rights Now! handout material 2.4.3 and handout material 2.5.1 and the timeline of Myanmar coup and this UN article on Myanmar Coup and other materials they research from open source, and to complete the table in Module 2.4 for Myanmar Coup for the particular group of rights they are assigned to.</i></p> <p><i>Each group is asked to identify R2P Pillar II and III measures (max two each) for AMS/ASEAN and UN. For each measure, cite an example where such a measure has been done before.</i></p>	<p>Tools/Resources</p> <ol style="list-style-type: none"> 1. If the group do not have their own access to a video conferencing platform, then avail a virtual space at the time when they agree to meet 2. Rights Now! handout material 2.4.3 3. Rights Now! handout material 2.5.1 4. UN article on Myanmar Coup 5. Table from Rights Now! Module 2.4

Duration	Virtual Classroom : 200 minutes
Materials	<ul style="list-style-type: none"> • Video link: https://www.youthforhumanrights.org/what-are-human-rights/ (9.29) • Articles from the UDHR. • Handout Material 2.1.1.: Universal Declaration of Human Rights. • Handout Material 2.1.2. The Universal Declaration of Human Rights (abbreviated). • Handout Material 2.1.3.: International Human Rights Law: A Short History (Frans Viljoen, Director, Centre for Human Rights, Faculty of Law, University of Pretoria, South Africa). • PowerPoint presentation. • Handout Material 2.2: Universality of Human Rights and Asian Values. • Handout Material 2.3.1 : ASEAN Civil Society Conference/ASEAN 3 Peoples' Forum (ACSC/APF 2019)- ADVANCING PEOPLES' MOVEMENTS FOR JUSTICE, 8 PEACE, EQUALITY, SUSTAINABILITY AND 9 DEMOCRACY IN SOUTHEAST ASIA 10 11 ACSC/APF 2019 STATEMENT 12 SEPTEMBER 10-12, 2019 13 PATHUM THANI, THAILAND. • Handout Material 2.3.3: COVID-19 in ASEAN: the Human Rights Crisis and How to End it- Briefing Paper by FORUM-ASIA (2020). • Handout Material 2.4.2: THE CORE INTERNATIONAL HUMAN RIGHTS INSTRUMENTS. • Handout Material 2.4.3: State Human Rights Obligations. • Resolution A /H RC /RE S/12/20 12 October 2009 (pg. 57). • PowerPoint presentation on UN HR system. • Handout Material 2.5.1.: UN Human Rights System. • Handout Material 2.5.2.: Summary of OVERVIEW OF ASEAN-UNITED NATIONS RELATION. • Handout Material 2.6: National Human Rights Institution.

MODULE 3: ASEAN Intergovernmental Commission on Human Rights (AICHR)

Brief Description	<p>This module is focused on understanding the ASEAN Intergovernmental Commission on Human Rights, including its principles and mandate and strengths and weaknesses. It also focuses on AICHR's effectiveness in implementing its mandates and its engagement with CSOs.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand the history, mandates, and structure of AICHR. 2. To understand AICHR's design strengths and weaknesses. 3. To analyse the successes and failures of AICHR in promoting and protecting, rights in the region, including its engagement with other ASEAN bodies. 4. To be able to identify the potentials for CSOs to engage with AICHR at domestic and regional level. <p>Knowledge Acquired</p> <ol style="list-style-type: none"> 1. The history, mandates and structure of AICHR. 2. The strengths and weaknesses of AICHR's mandates. 3. The successes and failures of AICHR and the factors that influence them. 4. Potentials to engage with AICHR at domestic and regional level to deal with human rights challenges in ASEAN. 	
Sub Topics	<ol style="list-style-type: none"> 1.AICHR: History, Mandates and Structures. 2.AICHR's ToR and Mandate. 3.Reflecting on AICHR's Role and Performance in ASEAN. 4. Identifying Potentials to Engage with AICHR at Domestic and Regional Level. 	
Process	<p>A. Pre-Session Independent Learning</p> <ul style="list-style-type: none"> • Participants watch video or listen to a podcast that discusses: <ul style="list-style-type: none"> - <i>How AICHR was established (the background and how the mandate has evolved).</i> - <i>Its performance so far.</i> • Participants write in the collective virtual platform before Classroom Workshop: <ul style="list-style-type: none"> - <i>1 most notable role of CSO in AICHR's establishment</i> - <i>1 AICHR success</i> - <i>1 AICHR failure</i> - <i>1 possible opportunity for CSO engagement.</i> 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • WhatsApp or other online platforms. • Video or podcast on AICHR (alternatively, Rights Now! Handout Material 1.1.2 (on ASEAN's Relationship with CSOs), 3.3.1., and 3.3.2.

	<p>B. Classroom Workshop</p> <ol style="list-style-type: none"> 1. <u>Review and group work presentation from Module 2:</u> <ul style="list-style-type: none"> • Make sure to allocate 40 minutes for review and presentation of group work from previous classroom workshop. 2. <u>AICHR's TOR and Mandate (40 minutes)</u> <ul style="list-style-type: none"> • Divide the participants into "promotion group" and "protection group." • By using whiteboard/jamboard or equivalent application, ask participants to read the Terms of Reference of AICHR and put in which mandates belong to the promotion and which ones to the protection. • Discuss the result and split the participants into two groups: Protection and Promotion. Each group is asked to identify three to five opportunities to engage AICHR. Make sure for each the participants identify the enabling factors for the engagement to succeed and the challenges. • Each group present its findings. 3. <u>AICHR's Role and Performance in ASEAN (60 minutes):</u> <ul style="list-style-type: none"> • Invite a speaker to present the power and influence of AICHR in ASEAN, including its responsibilities vis-a-vis other ASEAN bodies including the Secretary General, and the relationship with other ASEAN Human Rights mechanisms such as ACWC. • Give opportunity for question and answer. <p><i>(Before the end of class divide participants into groups for point C below and brief them on the tasks at hand. Suggestion to split them into their groups in breakout rooms to arrange their group work session).</i></p>	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Virtual Classroom with <ul style="list-style-type: none"> - breakout function - Jamboard/ whiteboard function. • Handout Material 3.3.1. • Resource person and presentation about the power and influence of AICHR in ASEAN (including its responsibilities vis-a-vis other ASEAN bodies including the Secretary General, and the relationship with other ASEAN Human Rights mechanisms such as ACWC).
	<p>C. Post-session Independent Learning (group work, result to be presented in the beginning of next virtual classroom session)</p> <p><i>Split the participants into two groups:</i></p> <p><i>Ask the participants to read Handout Material 3.4.2. Including for <u>Group A</u>: Basic Facts of the Rohingya Case (do not include the sections on AICHR-Rohingya Crisis and AICHR's response to Rohingya Crisis) before the group work and for <u>Group B</u>: The EJK in the Philippines (Do not include AICHR Response section).</i></p>	

	<p><i>Each Group should prepare a presentation that addresses the following points:</i></p> <ol style="list-style-type: none"> 1. <i>The case position.</i> 2. <i>AICHR's response.</i> 3. <i>What AICHR's response ideally should be (including if it should engage other ASEAN Bodies).</i> 4. <i>What prevents the ideal response.</i> 5. <i>What CSOs can do for the achievement of the ideal response.</i> 	<p>Tools/Resources</p> <ol style="list-style-type: none"> 1. If the group do not have their own access to a video conferencing platform, then avail a virtual space at the time when they agree to meet. 2. Rights Now! handout material 3.4.2.
<p>Duration</p>	<p>Virtual Classroom : 140 minutes</p>	
<p>Materials</p>	<ul style="list-style-type: none"> • Handout Material 3.1: Timeline of Human Rights Regime In ASEAN. • Handout Material 3.2: ASEAN Intergovernmental Commission On Human Rights. • Handout Material 3.3.1: AICHR MANDATE AND FUNCTIONS. • Handout Material 3.3.2: Review The Performance Of The Aichr From 2009 To 2019. • Handout Material 3.4.1: Regional Systems- International Justice Resource Center. • Handout Material 3.4.2: Case Studies On Rohingya And EJK. • Cso Proposal For AICHR Rules Of Procedure. • Handout Material 3.5: Summary Of Guidelines On The Operations Of The ASEAN Intergovernmental Commission On Human Rights (AICHR). • UDHR and Bangkok Ng0 Declaration 1993 Procedures: • Handout Material 3.6 : Analysis of ASEAN Human Rights Declaration • AICHR Terms Of Reference. • Handout Material 3.7.1- Handout Material 3.7.2: Role and Function of AICHR National Representatives. 	

MODULE 4: The ASEAN Commission For The Protection Of Human Rights Of Women And Children (ACWC)

Brief Description	<p>This module is focused on understanding the ASEAN Commission for The Protection of Human Rights of Women and Children. It also focuses on the international human rights standards applicable for the rights of women and children, and the performance of ACWC more than 10 years after its establishment.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand the Terms of Reference of the ASEAN Commission for the Promotion and Protection of the Rights of Women and Children (ACWC). 2. To familiarise participants with CEDAW and CRC. 3. To understand and evaluate ACWC Terms of Reference and its mandate of protection and promotion of women and children's rights in ASEAN. 4. To identify opportunities and limitations of the TOR for peoples' continuing engagement on issues of human rights, women and children. 5. To find out areas of complementation and coordination between AICHR and ACWC as venues for redress and seeking justice. <p>Knowledge Acquired</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of the ACWC's TOR. 2. Knowledge on the content of CEDAW and CRC and the obligations of the state parties. 3. Knowledge on the performance of ACWC. 4. Knowledge on potentials for CSOs in engaging with ACWC. 5. Knowledge of the inter-linkages of ACWC and AICHR. 	
Sub Topics	<ol style="list-style-type: none"> 1. The ACWC Terms of Reference. 2. Introduction to CEDAW and CRC. 3. ACWC Procedures and interlinkage with AICHR. 4. Performance of ACWC and opportunities for CSOs to engage. 	
Process	<p>A. Pre-Session Independent Learning</p> <p>Watch:</p> <ul style="list-style-type: none"> • Violence Against Women Throughout the Life Cycle https://www.youtube.com/watch?v=vlsdFwCCyRU • ASEAN Campaign on Ending Gender-Based Workplace Exploitation • https://www.youtube.com/watch?v=DWjxvDGv_lw 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • WhatsApp or other online platforms.

	<p>Post opinion on the WhatsApp or other online platforms:</p> <ul style="list-style-type: none"> - What is the main message of both videos? - From your country's perspective, are they effective in conveying the intended messages? - Can you and/or your organisation help in disseminating the videos and/or advancing the messages put forth in the videos? If yes, how? 	<ul style="list-style-type: none"> • ACWC's videos: <ul style="list-style-type: none"> - Violence Against Women Throughout the Life Cycle https://www.youtube.com/watch?v=vlsdFwCCyRU - ASEAN Campaign on Ending Gender-Based Workplace Exploitation https://www.youtube.com/watch?v=DWjxvDGv_lw
	<p>B. Classroom Workshop</p> <ol style="list-style-type: none"> 1. <u>Review and group work presentation from Module 3</u> <ul style="list-style-type: none"> • <i>Make sure to allocate 40 minutes for review and presentation of group work from the previous classroom workshop.</i> 2. <u>The ACWC Terms of Reference (40 minutes)</u> <ul style="list-style-type: none"> • <i>Divide the participants into 4 groups. Each group shall be handed specific provisions of the ACWC's ToR to analyse and comment. The group should also discuss whether the provisions should be altered, and if so, which ones and why.</i> <i>Group 1: Purpose and Principles</i> <i>Group 2: Status, Mandate and Functions</i> <i>Group 3: Composition</i> <i>Group 4: Modalities, Work Plan and Funding, Role of the SG and the Secretariat</i> <i>Each group should present to the plenary the group's analysis and critique the assigned topic.</i> <i>Facilitator conclude (refer to Rights Now! Module 4.1)</i> 3. <u>ACWC Procedures and interlinkage with AICHR (60 minutes):</u> <ul style="list-style-type: none"> • <i>Invite a speaker to present about ACWC's history, its procedures and interlinkage with AICHR .</i> • <i>Give opportunity for question and answer:</i> 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Virtual Classroom with breakout rooms. • ACWC TOR. • Resource person and presentation. about ACWC's history, its procedures and interlinkage with AICHR. • Text of CEDAW and CRC. • Module 4.1. • Handout Material 4.2.1.

	<p>4. <u>Introduction to CEDAW and CRC (40 minutes):</u> <i>Divide the participants into two groups on CEDAW and two groups on CRC. Each group will handle half of either CEDAW or CRC and compare it with the TOR of the ACWC. Each group should make a note of particular points of the TOR that cohere with the part of the convention the group is tasked with and the points that do not. Each group then explains in the plenary the result of the group work.</i></p> <p><i>Facilitator concludes with debriefing points or Rights Now! Module 4.2 and briefly present Rights Now! Handout Material 4.2.1.</i></p> <p><i>(Before the end of class divide participants into groups for point C below and brief them on the tasks at hand. Suggestion to split them into their groups in breakout rooms to arrange their group work session).</i></p>	
	<p>C. Post-session Independent Learning (group work, result to be presented in the beginning of next virtual classroom session)</p> <p><i>Split the participants into two groups. Provide them with Rights Now! Handout Material 4.4.2.</i></p> <p><i>One group shall focus on Forum Asia’s review on ACWC’s Selection process and the other on Forum Asia’s assessment of ACWC’s implementation of its workplans and regional plan of actions (RPAs).</i></p> <p><i>The groups have to make a presentation on the major points of the review and opportunities for CSOs to engage with ACWC (max five minutes).</i></p>	<p>Tools/Resources</p> <ol style="list-style-type: none"> 1. If the group do not have their own access to a video conferencing platform, then avail a virtual space at the time when they agree to meet. 3. Rights Now! handout material 4.4.2.
Duration	Virtual Classroom : 180 minutes	

Materials	<p>ACWC's Term of Reference</p> <p>CEDAW</p> <p>CRC</p> <p>Handout Material 4.1.1: History of ACWC'S Establishment</p> <p>Handout Material 4.1.1: History of ACWC'S Establishment</p> <p>Handout Material 4.1.2</p> <p>Handout Material 4.1.3</p> <p>Handout Material 4.1.4: ACWC Representatives</p> <p>Handout Material 4.2.1- Human Rights, Children and Youth</p> <p>Handout Material 4.2.2- Human Rights and Women</p> <p>Handout Material 4.3</p> <p>Handout Material 4.4.1 Summary of Select Rules Of Procedures For The ASEAN Commission On The Promotion And Protection Of The Rights Of Women And Children (ACWC).</p>
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MODULE 5: ASEAN COMMISSION ON MIGRANT WORKERS (AMW)

Brief Description	<p>This module is focused on understanding the dynamics of protection for migrant workers and members of their families at the international and regional level, in particular pertaining to ACMW and the implementation of ASEAN Consensus on The Protection and Promotion of the Rights of Migrant Workers.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To be updated on the progress of the establishment of an ASEAN Migrant Workers' mechanism. 2. To identify various levels of ASEAN members' commitment to international instruments on the protection of migrant workers. 3. To map governments' reluctance to implement human rights standards for migrant workers and formulate CSO response to government resistance towards human rights protection. <p>Knowledge Acquired</p> <ol style="list-style-type: none"> 1. Knowledge on the available ASEAN mechanisms on migrant workers. 2. Familiarity of relevant international documents on migrant rights vis-a-vis the region. 3. Critical ideas to respond to government tactics to avoid obligation to protect the rights of migrant workers. 	
Sub Topics	<ol style="list-style-type: none"> 1. Towards an ASEAN Regional Instrument on Migrant Workers. 2. Introduction to the Convention on the Protection of Migrant Workers and Their Families (CMW). 3. Understanding Government Resistance to UN CMW in ASEAN. 	
Process	<p>A. Pre-Session Independent Learning</p> <p>Watch these videos:</p> <ol style="list-style-type: none"> 1. Migrating to Opportunity: Overcoming Barriers to Labor Mobility in Southeast Asia (3:06) and a 10-minute read of the accompanying article: https://www.worldbank.org/en/region/eap/publication/migrating-to-opportunity-overcoming-barriers-to-labor-mobility-in-southeast-asia 2. The ASEAN Triangle Project: Making Difference for Migrant Workers (7:24) https://www.youtube.com/watch?v=1rGkkMaB_M <p>Answer these questions, and send the answer to the OC email at most two days before Module 4's Classroom Workshop: What is the problem for low-skilled workers to access work abroad?</p>	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Designated E-mail Address. • Designated person to receive answers and reply (whether the answers are correct or correction for wrong answers) <i>(alternatively, this can be an automated process, such as using google form etc.)</i>.

<p>Process</p>	<ol style="list-style-type: none"> 1. How many intra-regional migrant workers in ASEAN? 2. Are there regional regulations in place to assist migrant workers in ASEAN? If yes, what types of workers? 3. What are the suggested policy changes for sending and receiving countries to improve the situation for migrant workers in ASEAN? 4. What is ASEAN Triangle Project? 5. What are the parties involved in the ATP? 6. What are the key aspects of ATP? 7. What is ASEAN Forum on Migrant Labour (AFML)? 8. Who is invited to AFML? 9. What can be achieved through AFML? 10. What kind of rules and policies should be issued, and initiatives should be done to improve ASEAN Migrant Workers situation? (mention at least three) 	<ul style="list-style-type: none"> • Migrating to Opportunity: Overcoming Barriers to Labor Mobility in Southeast Asia (3:06) and a 10-minute read of the accompanying article: • https://www.worldbank.org/en/region/eap/publication/migrating-to-opportunity-overcoming-barriers-to-labor-mobility-in-southeast-asia • The ASEAN Triangle Project: Making Difference for Migrant Workers (7:24) • https://www.youtube.com/watch?v=1rGkkMaB_M
	<p>B. Classroom Workshop</p> <ol style="list-style-type: none"> 1. <i>Review and group work presentation from Module 4 :</i> <ul style="list-style-type: none"> • <i>Make sure to allocate 40 minutes for review and presentation of group work from previous classroom workshop.</i> 2. <i>Towards an ASEAN Regional Instrument on Migrant Workers</i> (60 minutes): <ul style="list-style-type: none"> • <i>Show the slideshow on the progress of the regional instrument on migrant workers until the ASEAN Consensus and provide the participants with Rights Now! Handout Material 5.1.1. Presentation should cover the reasons for the reluctance to adopt a more binding instrument (which led to the passing of the Consensus) and the ACMW's formation and functions.</i> <p style="text-align: center;"><i>Open the floor for discussion with participants.</i></p> <p style="text-align: center;"><i>Facilitator conclude (refer to Rights Now! Module 5.1).</i></p> 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Virtual Classroom with breakout rooms. • Resource person and presentation about the progress of the regional migrant workers instrument.

	<p>3. <u><i>Introduction to the Convention on the Protection of Migrant Workers and Their Families (CMW) (60 minutes):</i></u></p> <ul style="list-style-type: none"> • <i>Distribute the ICMW to the participants.</i> • <i>Put them into three groups in different sub-rooms, and divide the reading so each will read the following:</i> <ul style="list-style-type: none"> - <i>Group 1: Scope and definitions, non discrimination, human rights of all migrants;</i> - <i>Group 2: Other rights of migrants who are documented or in a regular situation and Provisions applicable to particular categories of migrants;</i> - <i>Group3 : The promotion of sound, equitable, humane and lawful conditions in connection with international migration - Application of the Convention .</i> • <i>Give them a Google presentation that can be accessed by all members of the class containing slides with headings based on the following questions:</i> <ul style="list-style-type: none"> - <i>Who is a migrant worker?</i> - <i>Who does the convention not apply to?</i> - <i>Who are the members of the family?</i> - <i>What are documented/non documented migrant workers?</i> - <i>What is the definition of non-discrimination in the ICMW?</i> - <i>What are the human rights of all migrants? Focus on what states should provide or guarantee for migrant workers, whether they are sending, receiving or transit states.</i> - <i>What are the special provisions that are applicable for particular categories of migrants (and what are the particular categories?)?</i> - <i>What do states have to do to promote sound, equitable, humane and lawful conditions for migrant workers and their families?</i> - <i>How will the application of the convention be monitored and reviewed?</i> 	<ul style="list-style-type: none"> • OHCHR factsheet, accessible at https://www.ohchr.org/documents/publications/factsheet24rev.1en.pdf • ICMW portions for group work. • Google presentation formatted for step 3 • Module 4.1. • Handout Material 4.2.1. • Handout Material 5.2.1
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	<ul style="list-style-type: none"> • Each group should fill in the slides containing the questions to which their portion of convention has the answers to. Tell them they must not add any slide, so they cannot just copy paste from the convention. • In the plenary, each group should present the portions of the slide they fill in. • Give opportunity for question and answer • Facilitator conclude by explaining the debriefing and conclusion points of Module 5.2 and sharing Handout Material 5.2.1 on Ratification of Core Labor standards by ASEAN member states. <p>(Before the end of class divide participants into groups for point C below and brief them on the tasks at hand. Suggestion to split them into their groups in breakout rooms to arrange their group work session).</p>	
	<p>C. Post-session Independent Learning (group work, result to be presented in the beginning of next virtual classroom session)</p> <p>Split the participants into two groups. Provide them with <u>ACTION PLAN (2018 – 2025) TO IMPLEMENT THE ASEAN CONSENSUS ON THE PROTECTION AND PROMOTION OF THE RIGHTS OF MIGRANT WORKERS</u></p> <p>One group shall focus on the workplan’s Education/ information, recourse and reintegration.</p> <p>Another group shall focus on protection and enforcement.</p> <p>The groups have to make a presentation on:</p> <ol style="list-style-type: none"> a. The programs under the headings assigned to them. b. Intersections with AICHR and ACWC. c. CSO Advocacy opportunities, including potential actions/measures. 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • If the group do not have their own access to a video conferencing platform, then avail a virtual space at the time when they agree to meet. • <u>ACTION PLAN (2018 – 2025) TO IMPLEMENT THE ASEAN CONSENSUS ON THE PROTECTION AND PROMOTION OF THE RIGHTS OF MIGRANT WORKERS</u>
Duration	Virtual Classroom : 16 0 minutes	

Materials	<p>ICMW</p> <p>OHCHR factsheet, accessible at https://www.ohchr.org/documents/publications/factsheet24rev.1en.pdf</p> <p><i><u>ACTION PLAN (2018 – 2025) TO IMPLEMENT THE ASEAN CONSENSUS ON THE PROTECTION AND PROMOTION OF THE RIGHTS OF MIGRANT WORKERS</u></i></p> <ol style="list-style-type: none">1. Handout Material 5.1.1.2. Handout Material 5.1.2.: ASEAN CONSENSUS ON THE PROTECTION AND PROMOTION OF THE RIGHTS OF MIGRANT WORKERS (14 November 2017).3. Handout Material 5.1.3. : The ASEAN Forum on Migrant Labour- The ASEAN Forum on Migrant Labour (AFML) is a regional tripartite platform to discuss issues faced by women and men migrant workers from and within ASEAN.4. Handout Material 5.2.1.:5. Handout Material 5.3L: Obstacles to Ratification.
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MODULE 6 : TACTICS AND STRATEGIES IN ENGAGING ASEAN A HUMAN RIGHTS ADVOCACY

<p>Brief Description</p>	<p>This module is an opportunity to place the knowledge imparted from Modules 1-5 in the context of CSO human rights advocacy in ASEAN. This part of the training will draw lessons from CSO's engagement with ASEAN, think about national and regional advocacy, and how to build connections between the two, and engage ASEAN Bodies, including AICHR.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To learn about past and current CSO regional strategies in engaging the ASEAN, including AICHR. 2. For participants to acquire basic skills in advocacy work. 3. Coming up with a common platform of engaging AICHR towards effective implementation of its promotion mandate. 4. To determine strategies on human rights protection and promotion and continuing peoples' dialogue through the office of the ASEAN Secretary General. <p>Knowledge Acquired</p> <ol style="list-style-type: none"> 1. To understand how CSOs engage and advocate ASEAN matters locally and regionally. 2. Knowledge on various skills in doing advocacy work. 3. Interconnected regional strategic plans of engagement. 4. Knowledge on the internal and external processes of the office of the ASEAN Secretary-General. 	
<p>Sub Topics</p>	<ol style="list-style-type: none"> 1. Evolution of ASEAN human rights through peoples' advocacy learning from ASEAN engagement and CSOs advocacy. 2. Basic skills in advocacy work: strategising for National Advocacy. 3. Mapping regional strategies by interlinking with national strategies. 4. Engaging the ASEAN Secretary General's Mandate within AICHR. 	
<p>Process</p>	<p>A. Pre-Session Independent Learning</p> <p>Watch the video from Rights Now! Module 3.1 Claiming Human Rights in ASEAN (10 minutes) and read Handout Material 1.1.2 on ASEAN and CSOs as well as referring to the previous modules work.</p> <p>Participants are given access to a blank timeline they can fill in (Using padlet or some other platform). The timeline should include time brackets of 1990, 1995, 2000, 2005, 2010, 2015, 2020. There should also be a space for the participants to place thoughts about the weaknesses of the existing human rights mechanisms.</p>	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Blank timeline in a platform such as padlet. video from Rights Now! Module 3.1 Claiming Human Rights in ASEAN (10 minutes). • The ASEAN Triangle Project: Making Difference for Migrant Workers (7:24) • https://www.youtube.com/watch?v=1rGkkMaB__M

	<p>They can write using coloured post:</p> <ul style="list-style-type: none"> (a) Yellow: record events, social movements or CSO and advocacy formations or conflicts that lead to heightened people's engagement. (b) Red: Declarations or agreements that constitute milestones for the development of human rights mechanisms in ASEAN. (c) Green: the weaknesses of the existing human rights mechanisms. <p>Participants should put their yellow and red cards in the correct time bracket and place the green to highlight the weaknesses of the existing human rights mechanism.</p>	
	<p>B. Classroom Workshop</p> <ol style="list-style-type: none"> 1. <u>Review and group work presentation from Module 5:</u> <ul style="list-style-type: none"> • Briefly review the learning process from Module 5. • Present the timeline from the pre-session independent learning. Discuss with the participants the questions in Rights Now! Module 6.1 and 6.2 briefing and the conclusion. 2. <u>Basic skills in advocacy work: strategizing for National Advocacy</u> (60 minutes): <ul style="list-style-type: none"> • Have a talk-show format discussion with a resource person from ASEAN and a CSO. <p>Facilitate a discussion that talks about:</p> <ul style="list-style-type: none"> • Success stories of CSO engaging ASEAN for human rights causes (including the harmony of national and regional level advocacy for the cause. • Strategies and messaging that worked, and why they worked. • Strategies and messaging that did not work, and why they did not. • Tips and tricks. • Make sure there is enough time for Q&A. 4. <u>Strategising Advocacy</u> (40 minutes): <ul style="list-style-type: none"> • Distribute Handout Material 6.4 and ask the participants to read. • Ask them to comment: which ones have they tried? Anything else that is not covered, such as the use of social media? • Write and group the answers by using jam-board/whiteboard/equivalent material • Close with the reflections from Module 6.4. 	<p>Tools/Resources</p> <ul style="list-style-type: none"> • Virtual Classroom with breakout rooms. • Resource persons from CSO and ASEAN. • Jamboard. • Handout Material 6.4. • Three group facilitators. • Logframe for advocacy plan.

	<p>5. <u>Designing Advocacy Campaign</u></p> <ul style="list-style-type: none"> • <i>Divide the participants into three groups, each given Case Studies from Rights Now Handout Material 6.3. Have a group facilitator available for each group who is an expert in advocacy and campaign.</i> • <i>For each case, ask the group to design an advocacy campaign at the national level, as well as plans to elevate the advocacy at regional level, using a provided log frame that identifies the action, objectives, target, and actors to be engaged.</i> • <i>After 20 minutes, take the logframes from each group and give it to another group to scrutinise.</i> • <i>In the plenary ask the participants to explain their experience in designing and scrutinising an advocacy plan by noting:</i> <ul style="list-style-type: none"> - <i>What makes an advocacy plan good?</i> - <i>Did the plan consider the challenges that may be faced and how to overcome it?</i> - <i>What were the objectives to engage regional stakeholders?</i> - <i>What are the most notable tactics and strategies to engage regional level stakeholders?</i> • <i>Conclude the session.</i> 	
	<p>C. Post-Training Questionnaire</p>	<p>Tools/Resources 1; Post training questionnaire?</p>
<p>Duration</p>	<p>Virtual Classroom : 180 minutes</p>	

Materials	<ul style="list-style-type: none">• Module 3.1 <u>Claiming Human Rights in ASEAN</u>• Handout Material 6.2: Lessons Learnt on ASEAN Engagement• Handout Material 6.3: Notes on advocacy• Case Study• Handout Material 6.4: Components of advocacy• Handout Material 6.5: AICHR TOR• Handout 6.6: POWER MAP• Handout 6.7: Engaging AICHR Promotion Mandate• Handout 6.8: Engaging AICHR Protection Mandate• Handout Material 6.9: Welcome Address by Dr. Surin Pitsuwan at the ASEAN Secretariat Symposium on Methods of Stakeholder Involvement in Regional Organisations Jakarta, 23-25 November 2009• Additional Reading Materials for Module 6 (see Module 6 Appendices)
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