



WATSON INSTITUTE
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BROWN UNIVERSITY



CENTER FOR
HUMAN RIGHTS
& HUMANITARIAN
STUDIES

CHRHS Training Seeds Grants 2020

Summary Training Report in Human Rights conducted on 13th March 2021 in Engari Sub County Kazo District in Uganda East Africa

Theme: “Promoting Children’s Rights within the Community”



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EXECUTIVE SUMMARY

Deus Mwijuke was awarded a grant by The Center for Human Rights and Humanitarian Studies at Brown University's Watson Institute for International and Public Affairs on 21st November 2020, to conduct a training in Human Rights with emphasis on promoting children's rights.

Upon contract signing, a project programme was drawn and approved by Authorized office at Brown University.

The topics covered included inter alia: child labor, early marriages, Education and menstrual hygiene.

The objective was to train and impart skills to the Community leaders to enable them realize more effectiveness in their roles as leaders especially in protecting Children.

The methodologies used were those applicable to adult learning with emphasis on participatory and practical approaches. Less time was devoted to academic theorization of matters and concepts but rather on their practical application. We used power point presentations supported by an LCD projector as well as flip charts and Videos to illustrate particular concepts. Participants were also allowed to share their experiences.

1.0 ABOUT THE TRAINING

1.1 OVERALL PURPOSE OF THE TRAINING

This assignment is part of a drive to transform and stimulate the development of human rights and humanitarian training initiatives. To this regard, CHRHS wishes to create and embed strong Leaders with strong Children's Rights Knowledge in their partner institutions.

It is therefore critical for any community to build the capacity of its fellows so that they can ably and effectively champion Children's rights initiatives in their communities.

1.2 OBJECTIVE OF THE TRAINING

- i. Develop and implement a Children's rights and humanitarian training initiative
- ii. Identify and prioritize Children's rights and humanitarian development needs and goals and translate them into an action plan and;
 - a. Carry out a pre-programme skills gap assessment for Children's rights and humanitarian, preferably, 2-3 weeks before the training for each participant
 - b. Conduct at least three sessions for participants covering topics related in the areas of, but not limited to; conflict management, Children and their rights and responsibility of a parent communication, problem solving, leadership and authority, decision making, emotional intelligence, strategy orientation, negotiation strategies and ethics and integrity among others.
 - c. Develop practical exercises, self-reflection; individual and group assignments for participants between each session.

- d. Design a follow up action plan and template to be filled in after completion of training sessions to enable participants apply lessons learned to their day to day life
- e. Evaluate the impact through self-assessment.
- f. Provide overall report and feedback on the program and the result of coaching Children's Rights Champions in the community.
- g. Award a training certificate of participation to participants upon successful completion of each module of the program.

1.3 DETAILS OF THE TRAINING

1.3.1 OPENING CEREMONY

There was an opening prayer by Mr. Kiiza Godfrey a Local Council Chairperson, Engari Parish. Thereafter, the participants introduced themselves, ground rules were set and participants informed the facilitators what they expected from the training. These included but not limited to;

- To understand what is wrong in the process of promoting children's rights in Engari.
- To learn the dynamics in Children's rights.
- To know the roles and functions of the community leaders in promoting Children's rights.
- To know the link between a leader and Children's rights
- To learn the difference between the roles of parents and the leader.
- To understand the relationship between the child, parent and leader

Note: These were the key expectations of the group and were presented in the Local language (Runyankole).

The Lead facilitator confirmed that these expectations would be realized in two ways:-

- i. From the presentations
- ii. From the discussions where every participant will be given a chance to share his/her experiences.

1.3.1.1 REMARKS FROM THE LEAD TRAINER

Mr. Deus Mwijuke, the Lead Trainer, welcomed participants to the training organized to impart knowledge and skills in this area. He informed participants that a participatory approach to learning would be used where each participant would be given chance to contribute hence, benefiting from cross-fertilisation of ideas from all participants.

In his opening remarks, he stated that success or failure of a community largely depends on the performance of its leaders. He further quoted an ancient Chinese proverb ***“The fish rots from the head”*** to drive the point home.

He later introduced his team that included Associate trainer, Mr. Bernard Kazahura and Mr. Innocent Mbabazi

He thereafter wished them great participation.

1.3.2 OFFICIAL CLOSING CEREMONY

1.3.2.1 CLOSING REMARKS

The trainer, Mr. Deus Mwijuke thanked the participants for being available, attentive and participative throughout the training. He also encouraged them to always seek for advice in case of anything that is not clear, for the good of their community.

He emphasised on the implementation of the lessons learnt from the training, this will help them on leading a community that has good record on human rights.

He also thanked Bright future school for hosting the training.

1.3.2.2 CLOSING REMARKS BY THE PARTICIPANT

Mr. Kabagyendamu Samuel a participant mentioned that the training has enlightened them with skills on human rights, and that most of their expectations were met.

He further noted that the training had deepened their understanding of their human rights. He also encouraged trainers to take time and visit their communities for such trainings since some of the members may wish to hear directly from the experts themselves. He further requested for additional trainings.

- He called upon members to improve further as individuals and as a community and, to avoid mistakes of the past.
- He emphasized the elements of humility and team work among community leaders/members.
- He called upon the Community Leaders to organize a day or two with the aim of spreading the knowledge to their communities.

2.0 METHODOLOGY

The methodologies that were used at the training are those applicable to adult learning with emphasis on participatory and practical approaches. Less time was devoted to academic theorization of matters and concepts. The facilitators used power point presentations supported by an LCD projector as well as flip charts to illustrate particular concepts.

To achieve the objectives of the training, topics to be covered were identified on the basis of the terms of reference availed to us. A schedule was then drawn up to deliver the training on those topics.

3.0 PRESENTATIONS

The Presentations were made by three facilitators, namely:

1. Mr. Deus Mwijuke (Lead Trainer)
2. Mr. Bernard Kazahura (Associate trainer)
3. Innocent Mbabazi (Associate trainer)

All the above, are not only Human rights experts but also have expertise in other fields relevant to the work of human rights activism.

There was a question and answer session after each presentations. This allowed the participants to clarify on some of the concepts that were presented and also shared their own experiences.

4.0 CHALLENGES

- Transport and lunch refund was inadequate.
- Covid-19 preventive measures limited the participants who also wanted to take part.

5.0 Evaluation

- Participants appreciated the training sessions which were interactive.
- Participants liked the mode of modern presentation using a projector.
- Leaders planned to use public gatherings like parties, burials to address the issue.

- More workshops needed
- There is a need for more interactions with the local population.

5.0 CONCLUSION

The training was a great experience to both the participants and facilitators alike. The exchange of ideas was done in an environment that was most conducive for learning and sharing experiences most especially for adult learners.

It was noted that if what was learned, is implemented, all the participants should realize better respect for children of their Communities, through their contributions which ultimately, will lead to better implementation and sustainability of the initiative