



APF Facilitators' Network (AFN) Competency Framework for Human Rights Facilitators

Preamble

Paris Principles-compliant NHRIs play a critical role in promoting the effective implementation of human rights standards at the national, regional, community, organisational and individual levels. NHRIs do this through human rights education.

The Asia Pacific Forum of National Human Rights Institutions (APF) is aiming to increase the effectiveness of human rights education by strengthening the practice of facilitation of participant-centred, human rights capacity development.

To this end, the APF Facilitators' Network (AFN)¹ has been established to support practitioners build confidence, skills and theory-based practice to work toward education that is transformative – that results in active engagement with, and commitment to, human rights principles and practices.

AFN facilitators from around the region have delivered initiatives in their own NHRIs and countries. As a result of sharing experiences and resources, they have identified the need for a competency framework that will:

- provide a set of guidelines against which facilitator practice can be planned, monitored and evaluated;
- identify areas for professional and personal development;
- advise NHRIs as they recruit and promote human rights educators and other personnel tasked with promoting human rights.

It is anticipated as an outcome of the *APF Human Rights Facilitator Competency Framework*, that NHRI facilitators in the Asia Pacific Region will consistently demonstrate good facilitation practice, contributing to the effective implementation of human rights standards at all levels.

The competency framework can be used as a standalone document or alongside the *Jakarta Guidelines for Human Rights Facilitation* which are a set of guiding principles for effective human rights facilitation that have developed by the AFN facilitators since they first met in December 2017.

¹ Find out more about the AFN Facilitators Network at <https://www.asiapacificforum.net/support/promoting-collaboration/professional-networks/apf-facilitators-network/>

The *AFN Human Rights Facilitator Competency Framework* has been developed by the AFN facilitators and will continue to evolve as it is implemented, monitored and evaluated.

The APF Human Rights Facilitator Competency Framework

Human rights facilitation is a participant-centred practice that encourages the understanding and application of human rights norms, principles, values and mechanisms.

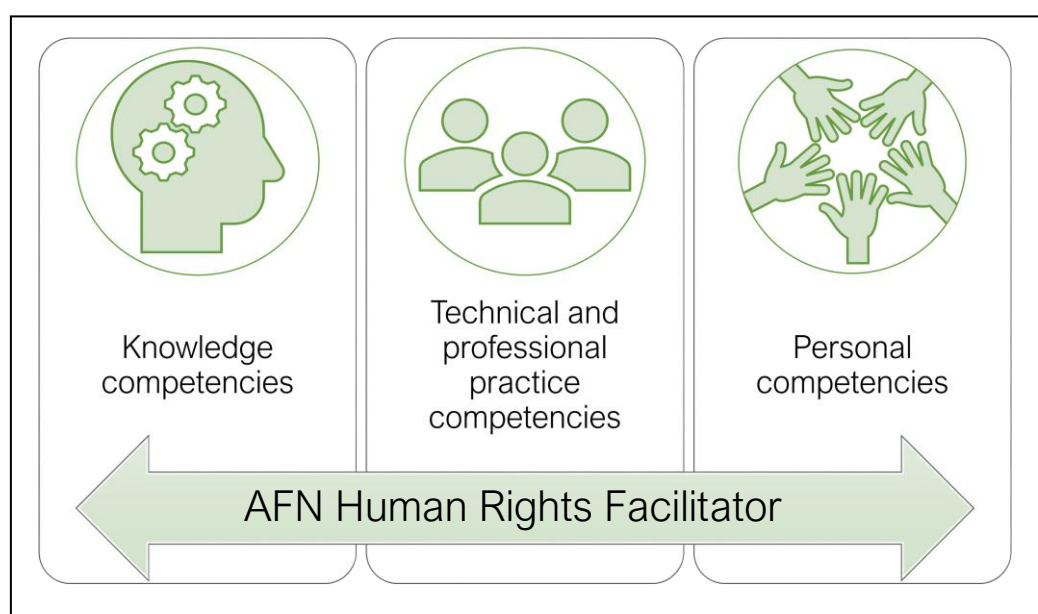
Being an effective human rights facilitator involves having the appropriate knowledge, skills and personal attributes to effectively plan, deliver, monitor and evaluate a human rights education activity. This takes knowledge, practice and commitment.

The *APF Human Rights Facilitator Competency Framework (FCF)* is made up of a set of capabilities that identify the key elements for effective facilitation. They have been developed by AFN Facilitators working in sub-regional groups².

The FCF is divided into three competency groupings:

- Knowledge competencies – what the facilitator needs to know about.
- Technical and professional practice competencies – what the facilitator needs to be able to do.
- Personal competencies – the personal traits that the facilitator brings to their work.

Each competency has matching performance indicators.



The Facilitator Competency Framework is a work in progress and will continue to evolve as AFN facilitators apply, monitor and evaluate them.

² APF Facilitators Network sub-regions include the Pacific, South-East Asia, South Asia, Central and North Asia and West Asia

COMPETENCY		PERFORMANCE INDICATORS
1.0	Knowledge competencies – what the facilitator needs to know about.	
1.1	Knowledge of human rights	Applies an in-depth knowledge and understanding of: • human rights in general and issues specific to the country, the Asia Pacific region and its sub-regions. • international and domestic human rights frameworks and legislation • the role of a national human rights institution (NHRI) • priorities and strategic direction of their own NHRI • mechanisms for addressing human rights grievances
1.2	Knowledge of facilitation	Understands the theories and principles of facilitation in general, and human rights facilitation specifically ³ and applies appropriately to facilitation processes including: • planning • implementation and monitoring • monitoring and evaluation.
		Knows about a variety of facilitation methodologies, processes and tools and can apply these appropriately in diverse settings.
2.0	Technical and professional practice competencies – what the facilitator needs to be able to do.	
Planning and designing an activity / programme		
2.1	Undertake a situation analysis	Gathers information about the situation: • the human rights issue or focus to be addressed and its context • gender considerations that may impact participants, stakeholders and the activity • the factors that impact on the context • characteristics of the participants – roles, experiences, identities, values, culture, specific language, prior knowledge, barriers, constraints and contributions • the needs, strengths and expectations of the participants • the needs, expectations and contributions of any stakeholder/s (including the NHRI)

³ The *Jakarta Guidelines for Human Rights Facilitation* defines human rights facilitation as a participant-centred practice that encourages an understanding of human rights norms, principles, values and mechanisms; develops attitudes and values that uphold human rights and encourages action toward human rights outcomes.

COMPETENCY		PERFORMANCE INDICATORS
2.2	Develop outcomes and indicators	Uses the information gathered during the situation analysis to identify the outcomes anticipated from the facilitation that are: • Specific • Measurable • Achievable • Relevant • Time-bound • Accountable Develops simple and tangible measures/indicators that give information about how well the activity is progressing toward its outcomes. Facilitates outcome and indicator development collaboratively, where appropriate, with participants and stakeholders.
2.3	Identify and manage resources (inputs)	Identifies, coordinate and effectively manage the personnel, financial, and other resources required to achieve the outcome/s.
2.4	Design and plan an activity / programme (output)	Plans a programme taking into consideration the participants (and stakeholders) who will be involved: • type of activity/ies • content • structure • timing • environmental considerations • logistics • a documentation, communication and reporting • a monitoring and evaluation Designs appropriate methods, techniques and tools that are participant-centred and that aim to reach the outcomes.
<i>Facilitating an activity / programme</i>		
2.5	Facilitate a participant-centred human rights activity / programme	Facilitates a human rights activity or programme that: • involves participatory methods, processes, tools and techniques and encourages active participant engagement in the learning process • is relevant to the physical, emotional, social, intellectual, spiritual and cultural contexts of participants
2.6	Use effective facilitation skills	Demonstrates the following facilitation skills: • creates and sustains a respectful, inclusive and participatory learning environment where human rights are demonstrated

COMPETENCY		PERFORMANCE INDICATORS
		- manages differing viewpoints by working toward shared human rights outcomes - guides participants to appropriate and useful outcomes - adapts to changing situations and dynamics - encourages, advocates, listens, discusses and enables - is innovative and adaptable to a wide range of environments - encourages critical thinking and problem solving - uses effective and inclusive communication skills - is aware of and effectively manages overt and underlying group dynamics including conflict - is aware of facial expressions, voice and other non-verbal signals - ensures accessibility – language, information, venue, resources
2.7	Facilitate tools and techniques	Understands the sequencing of an activity and can effectively facilitate a range of facilitation tools and techniques that: - recognise diverse learning styles - are appropriate for the context - will lead to the achievement of the outcomes
2.8	Promote gender equality	Applies a gender lens to the planning, implementation, monitoring and evaluation of the human rights activity ⁴
2.9	Cultural competency	Acknowledges the diverse individual, country and region-specific cultural backgrounds, values, beliefs and identities of participants and their contexts and is able to facilitate an activity accordingly.
2.10	Relationship management	Enhances participant engagement and creates positive relationships by: - approaching relationships in a genuine and sincere manner - being attuned to the needs and emotions of themselves and others - supporting participants to set achievable and appropriate goals - acting as a coach/mentor to bring best qualities from participants
<i>Monitoring and evaluating an activity / programme</i>		

⁴ Refer the *APF Gender Mainstreaming Guidelines for NHRIs* available at ...

COMPETENCY		PERFORMANCE INDICATORS
2.11	Monitor and review progress toward outcomes	Monitors the progress of the activity / programme to ensure that progress is being made toward achieving the outcomes on time and within allocated budget by: • keeping track of how activities are progressing • identifying potential problems • taking action if necessary.
2.12	Evaluate outcomes	Facilitates an assessment of the results of an activity to find out how well the related outcomes have been achieved: • What worked well and why • What didn't work well and why • What was learned that could be useful for further facilitated activities.
3.0	Personal competencies – the personal traits that the facilitator brings to their work.	
3.1	Reflective practice	Regularly reflects on facilitation practice and looks for ways to improve performance
3.2	Self-awareness and respect	Recognises personal culture, values, beliefs, viewpoints and biases and the impact that this may have on their facilitation
3.3	Ability to listen	Senses the feelings of individuals and the group through effective listening; to the explicit meaning of words as well as tone, implicit meaning and body language.
3.4	Confidence	Has confidence in their role and ability and able to receive constructive criticism
3.5	Motivation	Is motivated to promote and defend human rights, locally and globally
3.6	Sense of humour	Is able to laugh and share the laughter of others to enhance the facilitation experience
3.7	Self-care	Monitors the potential for 'burn-out' and ensures adequate self-care