

Holistic Rehabilitation for Survivors of Torture



Facilitators' Manual

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**Training guide for the delivery of
Freedom
from Torture's 5-day
'Holistic Rehabilitation' training
exchange programme**

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The training programme was developed as part of a partnership project with Penal Reform International on Torture Prevention in the CIS countries.

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Part One

Introduction

This manual is a guide designed for the trainers who will be facilitating the 5 day training exchange programme on 'Holistic Rehabilitation' for survivors of torture in the 9 CIS countries. The training exchange programme was designed and delivered by Freedom from Torture (formerly the Medical Foundation for the Care of Victims of Torture). The training exchange programme was developed on behalf of Penal Reform International as part of a larger E.C.-funded project aimed at the prevention of torture, its eventual eradication, and the rehabilitation of torture victims in the CIS states.

Freedom from Torture delivered this training programme in London over the summer of 2011 to multidisciplinary groups of professionals working with torture survivors in 9 of the CIS states.

The goal was to increase the capacity and confidence of more individual rehabilitation experts and organisations in the legal, clinical and community development sectors to support of survivors of torture in a more holistic manner.

The purpose of the manual is to provide the trainers from the CIS states with detailed guidance on running the training, so that learning and new thinking about holistic rehabilitation can be cascaded and shared with experts in their regions. The manual takes the trainer through the entire learning plan for the 5 days. It goes through each section in detail and step by step. The trainer's guide includes the following items:

Learning objectives: Listed for each day of the training. The learning objectives are what the participants can expect to be able to do by the end of each day.

Preparing and set-up for the training: Listed for each day of the training for easy reference.

Aim: Listed for each section or module of the day's training programme. This is to help you as a facilitator remember the goal of the activity or discussion, so you can ensure that you and the group remain focussed and to task.

Timing: For each activity and for each part of each activity.

Materials: Equipment needed overall for each day and the materials needed for each activity.

Activities: This section describes what the activities are and outlines the steps, sequencing and timing of the activities.

Procedure: Provides detailed step-by-step instruction on how to facilitate and lead the activity.

Comments: provides narrative on the activity, giving helpful hints.

Please note: The Facilitator's Manual should be used in conjunction with the Content Manual, which contains most of the information that was covered in the three week-long training programmes that Freedom from Torture delivered to participants in the UK.

Why there is a need for this training exchange programme

This training exchange programme is a sub-component of a larger torture prevention programme of work led by Penal Reform International (PRI) with funding from the EC. Prevention of torture, its eventual eradication, and the rehabilitation of torture victims require a combination of international pressure, action by governments, and vigilance on the part of civil society. Much of PRI's project will focus on strengthening, supporting and developing a range of mechanisms and institutions to combat torture.

Torture continues to happen, even as we strive for its eradication. Individuals who have been tortured cannot wait until a state has truly banished all torture before beginning their rehabilitation. Survivors of torture need rehabilitation support now, as do their families.

However, there is an identified deficiency in civil society's own capacity to participate effectively in such prevention and rehabilitation work. Thus, training and the exchange of expertise has been incorporated into PRI's project to support and advocate holistic and comprehensive programmes of rehabilitation.

Freedom from Torture has been sub-contracted to lead on the rehabilitation components of the overall project. The training and capacity-building initiatives were based on current thinking on international good practice. This model is founded on 'rehabilitation' as both a right and a process. The model brackets the rights to 'as full rehabilitation as possible' for survivors of torture with both the legal services and the medical, psychological and social services needed to support this right.

Description of participants

Because the ultimate aim is to promote holistic working to support the rehabilitation of survivors of torture, the training programme is intended for multidisciplinary groups of participants from the legal and clinical professions, including lawyers, human rights defenders, doctors, psychologists, counsellors and social workers. The goal is to promote dialogue across sectors and disciplines.

Criteria for selection for your training programme will need to be based on identified needs and gaps in services for survivors in your region. However, all participants, regardless of discipline, profession or place of employment should:

- have demonstrated a commitment to the protection and promotion of human rights, specifically the prevention of torture and cruel, inhumane and degrading treatment.
- have an established record of effective action related to the prevention of torture and/or the rehabilitation of survivors of torture.

- have experience in delivering human rights education activities such as training sessions, workshops, public awareness campaigns, advocacy, and monitoring.
- have the authority, scope and capacity to apply the knowledge and skills gained in this project as part of their work plan.
- occupy a position that enables them directly to influence the development of rehabilitation services in their community.
- have experience working as part of an interdisciplinary team or approach.
- be willing to participate in any baseline or evaluation surveys or interviews relevant to research carried out as part of the project.

In the 2011 training programme by Penal Reform International and Freedom from Torture, participants came from 9 CIS countries (Armenia, Azerbaijan, Belarus, Georgia, Russia, Kazakhstan, Kirgizstan, Tajikistan, and Ukraine), with an average of 8 participants in each group.

Part Two

Overall aims and objectives of this five day training exchange programme

Overall aim: To promote holistic and comprehensive programmes of rehabilitation, based on current debates around the right to rehabilitation and on models of international good practice.

Overall learning objectives. By the end of the 5-day training exchange visit, participants will be able to:

- Define holistic rehabilitation.
 - Recognise the key elements necessary for rehabilitation models to be holistic and comprehensive, so that they fulfil the rights, and meet the needs, of survivors of torture in their community.
 - Assess the relationship between protection, justice and rehabilitation.
 - Evaluate current and proposed holistic rehabilitation approaches and models in the legal and clinical sectors, based on existing models of international good practice.
 - Analyse the local and national context within which they work, and the opportunities and constraints which may foster or hinder the application of holistic rehabilitation models.
 - Evaluate current domestic and regional legislation in the light of international standards.
 - Link holistic and comprehensive rehabilitation approaches and theories to their national contexts.
 - Investigate/explore how to make their rehabilitation work more ‘survivor led’ and inclusive of the voices of survivors.
 - Identify the individuals, services and professions that are needed as partners or links to ensure that rehabilitation support is holistic and comprehensive.
 - Design a context-specific action plan for advocating holistic and comprehensive programmes of rehabilitation, based on existing models of international good practice in their community.
-

Logistical notes

Length of training exchange: 5 days (per group)

Recommended group size: Between 6 and 10 participants

Training space: 1 training room large enough for participants, facilitators & additional experts and presenters, ideally with tables and chairs set in a semi-circle or U-shape.

1 break-out room.

Training Materials: Freedom from Torture's 'Holistic Rehabilitation' content manual & 'Training of Trainers' handbook.

Computer and projector (for use of PowerPoint), Flipchart and pens, note paper, large squares of coloured paper.

Pre-work: prior to attending the training programme, we recommend participants be sent a short survey or questionnaire which asks them to clarify:

- their current work with survivors of torture.
 - more information about the services provided by their organisation or team.
 - their current understanding of international and domestic laws relating to the right to rehabilitation.
 - their expectations of the training (i.e. what they'd like to achieve and/or why they are interested in participating).
-

Facilitators' tips

A. Your role as facilitator

'Learning' v 'Training'

The emphasis should not be solely on the training (delivered by the trainers), but more squarely on the learning (experienced by the participants).

Trainers should aspire to facilitate positive experiences that foster learning and professional development. For this reason, we refer to trainers in this manual as 'facilitators'.

Because Freedom from Torture wants individuals and teams in the clinical and legal professions to make their practice more ethical and better suited to the needs and rights of torture survivors, Freedom from Torture utilises experiential and participatory methodologies. This training and capacity building approach is grounded in adult learning theory. Evidence has shown that experiential and participatory methods and approaches can foster safe environments in which to explore new ideas, challenge negative beliefs, and boost confidence, as well as teach skills and expand knowledge.

What do we mean by participatory practices?

We strive to encourage the participants to take an active role in the training and to assume responsibility for their own personal learning. To that end, we engage the learners/participants through:

- the pre-training assessment to identify learning needs.
- developing different learning methods which take into account diverse learning preferences.
- the delivery of learning (i.e. ensuring that the training is actively engaging and allows time for doing and

reflecting; also ensuring that the training environment is inclusive and safe),

- actively seeking their feedback on how the training is going throughout (not just at the end).
- evaluation of training programmes and impact assessments.
- ensuring that in all the previous stages equal opportunities and diversity issues are considered and encompassed, guaranteeing access and respect for all participants.

What do we understand by experiential learning?

Traditional training is 'teaching' or thinking focussed; the experiential learning approach is a triad of thinking, feeling and doing, all in a safe, structured environment. The approach actively involves the participants, instead of treating them as passive recipients of knowledge. It recognises that adult learners bring with them a personal set of ideas, skills, attitudes, and experiences that influence how they interpret their surroundings and their approach to work. These personal experiences also influence what they will take away from any training or learning context. Experiential learning approaches therefore focus on beliefs as well as facts, attitudes as well as practices. It is important to build on the strengths of each participant by recognising and highlighting their strengths and successes in the training session. This can include identifying the participant's areas of expertise and praising their contributions.

Thus, instead of telling a participant what we think they should know or do, the experiential learning approach - from

the design through to the facilitation of exercises - provides structures for participants to:

- process, analyse, and reflect on issues and challenges.
- generate their own thoughts and ideas for solutions and good practice.

Facilitators take an active role in challenging myths and misunderstandings, and provide opportunities for new learning both via sharing participants' experiences and knowledge and by referring to current theories and trends.

Furthermore, before the first meeting in the classroom, it is helpful to invite participants' input and thinking, so they are engaged with the training before they even arrive and take active responsibility for their learning.

B. Giving and receiving feedback

Giving and receiving feedback are important tools in any training session, so it is important for a facilitator to have skills in this area.

This training programme on holistic rehabilitation depends on an open exchange of experience, expertise, new ideas, and reflective questions from all the participants as well as the facilitator. Thus, as a facilitator, you have a responsibility to create and maintain a safe environment where all participants feel open and welcome to speak and share. In order to do this, facilitators will often find they have to stop or reduce petty criticism, scorn or 'shutting down' of participants by fellow participants. You will also want to set a positive example of how to share opinions without discrediting other people's opinions and how to provide feedback that helps foster learning.

In addition, it is vital that we, as facilitators,

listen to feedback that participants give us in an open and non-defensive way. The participants are providing us with valuable information about how the training is going. They may identify problems with it which if addressed, could make the training much more effective. We hope that participants will give their feedback in constructive ways, but that may not always happen. Participants may give feedback in a way that sounds critical, or as if they are just complaining. In this situation, you may wish to talk to the participant one-to-one at a break, to see if you can get more information on what is going wrong for them. With luck, your listening to their concerns will help to defuse the situation a bit, enabling the two of you to think creatively about how to deal with the problem.

Below you will find some helpful hints for giving feedback in a constructive way, so that participants are more likely to be open to hearing it. It is also good to model this, to encourage participants to give helpful feedback to one another. You may find that you need to work with participants on this.

1. Offer feedback on observed behaviour, not perceived attitudes: what you saw the person do, rather than what you think he or she was intending. For example, "You were gripping this pencil so tightly that your knuckles went white" rather than, "You were really angry." Be specific in describing behaviours; do not generalise or label people.
2. Offer a description of what you saw and how you felt, rather than a judgement. "When you started to shout, I felt anxious", rather than, "It was a bad idea to raise your voice."
3. Choose which aspects are most important and limit yourself to those.

Nobody can concentrate on changing everything at once. Set priorities mentally before giving feedback, and concentrate on the first few items on your list.

4. Ask questions rather than make statements. That approach gives individuals responsibility for reaching their own conclusions, and forces them to think about the issues. For example, “How else could you have reacted when...?”, rather than “You should have...!”
5. Set the ground rules in advance. Tell people by what criteria they are to be judged. In any training event, let them know that what happens will not be reported back to their organisations – if that is the case - and be clear on what, if any, items will be reported back. Let them know that they are free to experiment and to make mistakes.
6. Comment on the things that an individual did well, as well as areas for improvement. It is important that people feel empowered by the process if they are to work positively at improving their performance. If the experience leaves them feeling inadequate or humiliated, it will have been counter-productive. Because of our cultural inhibitions about accepting praise, it is particularly important that praise is sincere and given about very specific items of behaviour.
7. Observe everyone’s personal limits. If you offer too much feedback at once, the shutters will go up. From then onward you will be counteracting any help that you have given.

C. Group Dynamics *:

Group formation

A group is able to share experiences, to provide feedback, to pool ideas, to generate insights, and provide an arena for the analysis of experiences. The group provides a measure of support and reassurance. Moreover, as a group, learners may also plan collectively for change. Group discussion is a very effective learning method.

I Participation

Participation is a fundamental process within a group, because many of the other processes depend upon it. Levels and degrees of participation vary. Some members are active participants, while others are more withdrawn and passive. In essence, participation means involvement, concern for the task, and direct or indirect contribution to the group’s goals. If members do not participate, the group ceases to be effective.

Factors which affect members’ participation:

- The content or task of the group. Is it of interest, importance and relevance?
- The physical atmosphere, Is it comfortable physically, socially and psychologically?
- The psychological atmosphere Is it accepting, non-threatening?
- Members’ personal preoccupations. Are there any distracting thoughts in their minds?
- The level of interaction and discussions. Is enough information

* (Johns Hopkins University Center for Clinical Global Health Education. Group Dynamics. 2004 (http://www.ccghe.jhmi.edu/assets/ccghe/documents/s2-group_dynamics.pdf))

provided so that everyone understands? Is it at the right level for this understanding?

- Familiarity between group members. Do members know each other from before?

II. Communication

Communication within a group deals with the spoken and the unspoken, the verbal and the non-verbal, the explicit and the implicit messages that are conveyed and exchanged about information, ideas, and feelings.

Two-way communication implies a situation where the two parties not only talk to each other, but are listening to each other as well. It helps in:

- Clarification of doubts, confusions and misconceptions.
- Both parties' understanding of each other.
- Receiving and giving of feedback.

It indicates the degree of respect between the two parties.

Helpful hints for effective communication:

- Have a circular seating arrangement so that everyone can see and interact with everyone else.
- If there are two facilitators, they should sit apart so that communication does not flow only in one direction.
- Respect individuals. Let everyone call everyone else by name, respectfully.
- Encourage and support quiet members to voice their opinions.
- Try and persuade people who speak too much to give others a chance.
- Ensure that only one person speaks at a time, or no one will be heard.

- Discourage sub groups from indulging in side talk.

III. Problem solving

Most groups find themselves unable to solve problems because they address them at a superficial level. After that they find themselves blocked when they cannot figure out why the problem occurred and how they can tackle it. Therefore, to design an effective problem solving procedure:

- Clearly define the problem: Is it what appears on the surface, or are there deep hidden aspects?
- Try thoroughly to explore and understand the causes of the problem.
- Collect additional information, from elsewhere if necessary, and analyse it to understand the problem further.
- Encourage the group to suspend criticism and judgment while they try to combine each other's ideas or add improvements.
- The objective of all of this should be to generate as many ideas and suggestions as possible. This is called «brainstorming» in a group, when its members try to think laterally

IV. Leadership

Leadership involves focusing people's efforts towards a common goal to enable them to work together as one. In general we designate one individual as a leader. This individual may be chosen from within, or appointed from outside. But a group may have more than one leader for its multiple objectives. Thus, one member may provide leadership with respect to achieving the goal, while a different member may be providing leadership in maintaining the group as a group. These roles can switch and change.

Development of groups

The developmental process of small groups can be viewed in several ways. First, it is useful to know the individual members of a particular small group, because people come with:

- Their past experiences.
- Their personalities (their perceptions, attitudes and values).
- A particular set of expectations.

The priorities and expectations of group members can influence the manner in which the group develops over a period of time.

Stages of group development

Viewing the group as a whole, we observe definite patterns of behaviour occurring within it. Bruce Tuckman (1965) developed a 4-stage model of group development. He labelled the stages:

1. **Forming:** The group comes together, gets to know one other initially and forms a group.

2. **Storming:** A chaotic vying for leadership and trying out of group processes.
3. **Norming:** Eventually agreement is reached on how the group operates.
4. **Performing:** The group practises its craft and becomes effective in meeting its objectives.

Tuckman added a 5th stage 10 years later:

5. **Adjourning:** The process of «unforming» the group, that is, letting go of the group structure and moving on.

Facilitating a group

A group cannot automatically function effectively; it needs to be facilitated. Facilitation can be described as a conscious process of assisting a group successfully to achieve its task while maintaining its function as a group.

Part Three

Days 1-5 at a glance

Day 1	Day 2	Day 3	Day 4	Day 5
<p>1. Introductions and expectations; review learning objectives</p> <p>2. Overview of the issues - map the frame and themes of the week</p> <p>3. What we're all doing now towards rehabilitation (setting the context)</p> <p>4. Human Rights Based Approach – a common frame for the legal and clinical sectors</p> <p>5. Defining 'holistic rehabilitation'</p> <p>6. Creative initiatives to promote holistic rehabilitation – global review</p> <p>7. Review of learning and evaluation</p>	<p>1. Rehabilitation as a right</p> <ul style="list-style-type: none"> Clinical and legal trends Theoretical review of the relationship between rehabilitation and justice <p>2. The right to rehabilitation in law – international standards and domestic legislation</p> <p>3. Analysis of the local and national context within which we each work</p> <p>4. The right to rehabilitation in practice</p> <ul style="list-style-type: none"> Role of legal; role of clinical Accessing justice and rehabilitation Ethical issues to consider – survivor participation; safety and protection of survivor <p>5. Good practice exchange</p> <ul style="list-style-type: none"> Practical ways we can improve access to rehabilitation and justice <p>6. Review of learning and evaluation</p>	<p>1. Showcase of range of innovative clinical services</p> <p>2. Rehabilitation as a process</p> <ul style="list-style-type: none"> Rehabilitation as a process: our working methods Ethical issues to consider – survivor participation, safety Challenges and approaches to address these <p>3. Analysis of our local/national context</p> <ul style="list-style-type: none"> Your local context – what approaches would be safe and relevant? Identifying the services and professions that are in place to ensure rehabilitation support is holistic and comprehensive <p>4. Reflect on what each participant can do to advocate for holistic rehabilitation in their community/region</p> <p>5. Survivor voice and rehabilitation</p>	<p>1. Promoting 'holistic rehabilitation' externally – reflective panel discussion</p> <ul style="list-style-type: none"> Role of legal/clinical/ research/ media /campaigns and training in advocating holistic rehabilitation as a right Key targets for above sectors Survivor voice/ participation Ethical issues to consider <p>2. Developing a plan of action</p> <ul style="list-style-type: none"> Review of learning and review of contextual maps drawn so far Prioritisation of areas of focus for development of holistic rehabilitation in your local context Participants design a context-specific plan of action for advocating holistic programmes of rehabilitation 	<p>1. Presentation of action plans for advocating holistic rehabilitation in their region (and group feedback)</p> <p>2. Closing debrief of training exchange visit and group reflection on learning</p> <p>3. Closing comments</p> <p>4. Evaluation of 5 day programme</p>

Part Four

Day 1 – Introduction to rehabilitation as a right and process

Objectives

By the end of the day, participants will be able to:

- Define holistic rehabilitation.
- Recognise the key components necessary for rehabilitation models to be holistic and comprehensive in order to fulfil the rights, and meet the needs, of survivors of torture in their community.
- Assess the relationship between protection, justice and rehabilitation.
- Evaluate current and proposed approaches to promoting holistic rehabilitation, and existing models in the legal and clinical sectors, based on existing models of international good practice.

Preparing and set-up for training:

- Check training room is ready and set up –
 - Room is an adequate size, light, airy etc
 - Table/chairs
 - Refreshments/lunch
 - Participants' packs:
 - 1 - Itinerary - for Participants
 - 2 - Day one - Case study
 - 3 - Activity Day 1 - Rehabilitation approaches

4 - Activity Day 1 - Matrix of initiatives

- Holistic Rehabilitation content manual
- Handouts

5 - Human Rights Based Approach

- Set up any equipment e.g. PowerPoint/projector
- Confirm that all contributors and facilitators have participants' names and details. Ensure that all contributors are fully briefed on what their input will entail.
- (If required) prepare Interpreters – ensure they have programme/handouts

Welcome and starting the programme

Timing: 1 hour 45 mins (overall).

Materials: Flipchart, paper and pens.

Aim: To familiarise participants and trainers with each other and with the programme, as well as to create safe environment for the group.

Activities:

- A. Welcome by the host organisation(s). [15 min]
- B. Introduction of facilitating staff and interpreters, expert presenters, or staff present in the room. [15 min]
- C. Introduction of participants (name, region/city, job title and expectations from the training). [25 min]

- D. Review of aims, learning objectives and content of the programme. [10 min]
- E. Creation of group contract. [20 min]
- F. Energiser (if needed) - mapping self confidence/skills/ abilities. [20 min]

Procedure:

- A. Opening: welcome the participants and share a bit of information about your organisation and service.
- B. Introduction by facilitators of themselves first: who they are, what organisation they are from, maybe some background information about their past experiences. During your own personal introductions of facilitators and staff, lead by example and share the amount of information about yourself that you would expect from participants. If you want the participants' introductions to be brief, make sure your own introductions are brief.
- C. Introduction of participants:
 - Facilitators should again lead by example, and be clear about what information they want and why when they first introduce themselves.
 - Specify the time each person has to introduce themselves, and what the others would like to know.
 - You can make this exercise fun by asking for a simple fact about each person as they introduce themselves, e.g. favourite colour or food.
 - As the participants share their expectations of the training, write these on a flipchart.
- D. This list of expectations is a good transition or bridge to your review of the aims and learning objectives, highlighting how (with luck) the training should meet these expectations.

- Once you have finished reviewing the objectives, you can return to the group's list of expectations, and tell them if there are any that you know will NOT be addressed by the training, and why not (so you can manage their expectations).

- E. The group's contract should be facilitated by the trainers, but the participants should produce it themselves by identifying the key points needed to create a respectful and productive learning environment.

Points could include:

- Respecting other participants' comments and points of view, not speaking over each other, no 'side conversations', turning off mobile phones, coming back on time from breaks, speaking slowly and clearly, not using jargon, etc.
- A confidentiality agreement should be included. This must make clear that no details or disclosure of cases may be repeated outside the training room. Participants must feel open and safe to disclose and discuss cases as examples if necessary, with no fear of compromising their clients' confidentiality.
- If some points do not come to light naturally, it may be necessary for more complex issues to be raised by the facilitator; for example, the importance of stopping biased or prejudiced comments or behaviour.
- F. Energiser: (optional) – Mapping self confidence/skills/abilities. One suggestion would be to map out, on a large oblong piece of paper (several flipchart papers stuck together), a landscape, which could include sun, sea, hills mountains, starting at the bottom of the page.

Two marks should then be made on the paper, one at the bottom left hand corner, and one at the top right. These define the starting point (little confidence, experience, skills, knowledge) and the desired end point (strong confidence, experience, skills, knowledge). Each participant should mark where they feel they are at the beginning. This can be returned to throughout the training and at the end, to map each participant's progress and journey. (It may not be a straight line, in all cases: participants may go back and forth, up and down along the way).

Comments:

It is important that participants know who is in the room and that trust is developed between the participants, as well as with the trainers and other staff who may be in the room. This will improve group dynamics and allow all participants in the room to participate and speak (not just the confident or loud participants). It will allow a safe space for difficult or challenging questions to be asked, ensure there is buy-in and involvement from everyone in the room and allow for problems or issues in the group to be identified and addressed quickly and collaboratively.

15 minute Break

What we're all doing now towards rehabilitation

Timing: 1 hour 15

Materials: Flipchart paper and pens, large squares of coloured paper (referred to as 'meta cards')

Aims:

- Sharing the current work each participant is doing towards rehabilitation.
- Creating a 'baseline' or starting point (which the participants can use to track their learning and thinking as well as their goals for rehabilitation work).

Activities:

Participants share their current practice/work, where it is relevant to rehabilitation.

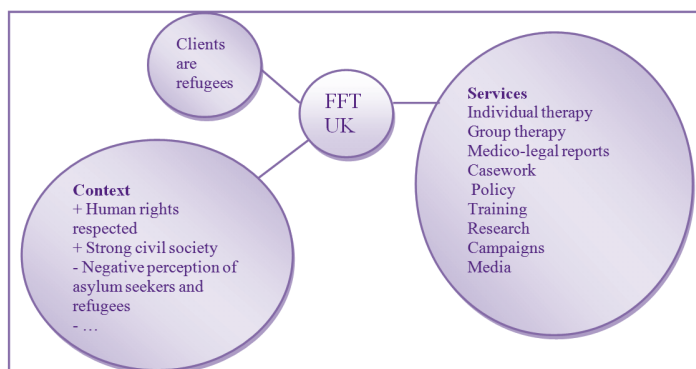
- As individuals, jot down a summary of your rehabilitation work onto a metacard:
 - who your clients are.
 - what services you are currently providing to survivors of torture; and
 - the context (positive and negative factors about my country/region/community that foster or hinder rehabilitation). (5 mins)
- Place this metacard on your individual 'Holistic Rehabilitation Map'.
- Report back: each individual shares a few key points about their service, and describes their 'context' to the group. [5 min per participant; 30 to 45 min total, depending on group size]
- Participants take a few minutes to ask questions about each others' services and context. [15 - 20 min]
- Summary comments and conclusion. [10-15 min]

Procedure:

- Facilitators give a sheet of large flipchart paper to each participant, on which he/she will develop an individual 'Holistic Rehabilitation Map'.
 - Structure/skeleton – In the centre write the name of the organisation

and country, in marker pen or on a metacard. Participants then list on other metacards the information about their service and its context, as described above.

- B. Questions from the facilitators and from the group after each presentation. [20 mins (total) (a few minutes per participant)]
- C. Output: Each individual has a map to which they will refer back throughout the remainder of the training programme.
- D. Outcome: each participant is more familiar with each others' work and contexts.



Comments:

Review any training expectation forms and pre-programme work sent over by participants. Information sent in advance about how individuals and different organisations are already working towards rehabilitation for survivors can be shared (with permission) beforehand, to save time during the programme.

45 minute Lunch Break

The need for a common framework.

Timing: 1 hour.

Materials: Flipchart, paper and pens (and blutac/tape to stick paper onto the walls).

Aim: To introduce the 'human rights-based approach' as a framework for analysing and evaluating holistic rehabilitation approaches that can be used by various professions including lawyers, clinicians, and community workers.

Activities:

The need for a common framework.

- A. The need for a common framework - case study [20 mins]

- Divide participants into two groups by discipline (e.g. lawyers in group A, clinicians in group B).
- Have participants review the case study (Ref: Freedom from Torture 'Holistic Rehabilitation' content manual, chapter 1).
- Participants to discuss:

- What course of action they would recommend to Asatur to help him to receive rehabilitation.

- What are the potential obstacles/risks?

- What are the advantages to this approach?

- B. Groups A & B should present and share their findings [10 minutes for each group]
- C. Debrief and discussion – [20 mins total]

- Facilitator works with the group to explore the patterns/trends that are emerging.

Procedure:

- A. Trainers should separate the groups by discipline, and if possible into equal sizes. Hand out the case study and explain the instructions carefully, ensuring that the group is clear about what they are doing and its time frame. Ask participants to write their reflections on flipchart paper.
- B. Ask a spokesperson from Group A and then from Group B to talk through their thoughts/opinions, (ensuring they take no more than 10 minutes each). Trainers should post or write up the reflections from each group onto a flipchart, to capture them for future reference.
- C. Trainers should then open up the discussion, encourage open feedback and reflections from Group A on Group B's feedback, and vice-versa. Trainers should then write up any additional points, drawing out or highlighting components, issues or approaches that are in alignment with a human rights- based approach as the participants share their thinking. (e.g. Rights-based/ Accountable/ Inclusive and non discriminatory/Participatory/ Empowering) (slides 13-15 available to help)

Comments:

Trainers should draw out ideas of justice, mental and psychological healing, protection, redress, reconciliation, integration etc (slides available to help)

Facilitator to highlight how often our professions determine our focus (e.g. lawyers focussing on legal rights,

clinicians focussing on health or psychological need) and how we often speak 'different languages' and struggle to communicate. However, there is a need for a common framework so we can collaborate more closely as multidisciplinary teams to support survivors of torture. We need a common language. The human rights -based approach can help us bridge our thinking and remind us of our common aim: to support survivors of torture.

15 minute Break

What is 'holistic rehabilitation'?

Timing: 1 hour 15

Materials: Flipchart paper and pens

Aim:

- To explore the group's understanding of holistic rehabilitation.
- To create a common definition of holistic rehabilitation.

Activities:

- A. Review of trends from the morning (e.g. legal vs clinical vs social) and the human rights-based approach. [5 min]
- B. Exploring the varied understandings of 'rehabilitation'. [30 min]
 - Reflecting on the discussion from the morning, individual participants to write their definition of 'holistic rehabilitation' on metacards. [5 min]
 - Participants to share their definitions and place their metacards on the wall chart. [20 min]

- Facilitator and group to review definitions and analyse patterns in these definitions. [5 min]
- C. International trends in ‘rehabilitation’ founded on human rights-based approach.[15 min]

Interactive presentation: (see slides 12-20 for support)

- Holistic understandings of ‘rehabilitation’ – legally and clinically.
 - Relationship between protection, justice and rehabilitation as understood clinically and socially.
 - Importance of survivors’ voices.
 - Reminder of key components of the ‘human rights-based approach’ and how they can help our definition of holistic rehabilitation (participation; accountability; inclusiveness and empowerment; focus on the rights of survivors, etc)
- D. Using new learning from the dialogue and presentation (as described in activities A & B above), group to create a new definition of ‘rehabilitation’ which encompasses the ideal outcome and goal of full rehabilitation, and reflects a wider, more holistic understanding of it. [30 min]

Each participant to put this new agreed definition on a metacard and place the metacard on their individual map.

Note: Facilitator to type up this definition and hand out to the group for the afternoon.

Note: Multidisciplinary group.

Procedure:

- A. This review is a quick and simple ‘bridge’ from the morning to the afternoon and a reminder of what has been discussed so far.

B. To start with, participants work individually, reflecting on their own understanding of the term (‘rehabilitation’). As more and more participants share their understanding with the group, it usually becomes clear that we have diverse understandings of this commonly-used term, that can lead to miscommunication.

C. This is a very brief reminder of the relevant components of the human rights-based approach, including the need for survivors’ participation. The slides are there for support, but the presentation will need to reflect the focus of the group and help to widen or expand its thinking around ‘holistic rehabilitation’. Thus, if the majority of the group is focussed on the issues relating to justice and prosecution, you may need to remind the participants of the diverse needs of survivors (such as Asatur) and thus develop the group’s thinking to include physical, psychological, community, social and practical needs.

D. The aim is to come up with a group definition that reflects a wider understanding of holistic rehabilitation as defined in the contents manual (see chapter 1)

Comments:

A. Jigsaw definition.

The core activity in this section is called ‘jigsaw definition’.

This methodology is useful for highlighting the variety of perceptions about an abstract concept, and the many ways of understanding what it means. Often, the chosen concept is one that is used quite casually in discussions and

debates, without much reflection on what it really means to the listener. For a concept like ‘rehabilitation’, we often assign very specific meanings to the term for our context or profession, without remembering that this same term is used differently in other professions.

When using a ‘jigsaw definition’ the aim is to highlight the variety of understandings, visualising these as unique pieces of a jigsaw puzzle.

Then, using the individual pieces, the entire group tries to construct a whole picture, or whole definition.

This new definition should ideally:

- include the key components that are common to all definitions.
- reflect a wider, more holistic definition than the individual pieces (i.e. ‘the sum should be greater than the parts’).

Also, the new definition should be agreed by all participants: consensus is the goal. (As a facilitator, your role will be to help the group debate the contentious issues and create an agreed compromise. This is usually possible when you lift or elevate the discussion to a more general level instead of dwelling on specific details of the definition).

B. Role of the facilitator:

You will need remain alert to when participants begin listing “how” instead of “what”.

For example, they may say holistic rehabilitation is “media work”.

As a facilitator, you will want them to clarify how this relates to rehabilitation as a goal. You could say, “Media work may be a tool that can help a survivor build towards full rehabilitation, but why?” or, “Why would a survivor want to engage in media work?”

These questions can help bridge their “how” to the goal (holistic rehabilitation).

The participant may respond, “Their story is heard; they may engage when they feel safe enough to speak out”, or “Speaking out may be a positive outlet for someone’s anger.”

As facilitator, you can then link this to a definition. “So if the goal is holistic rehabilitation, our definition of holistic rehabilitation is about voice, about choice, about activity, about safety, How about including in our definition, ‘When a survivor is able to add their voice to community discussions in a way that is appropriate and safe for them.’?”

15 minute Break

Creative initiatives to promote holistic rehabilitation

Timing: 1 hour

Materials: Flipchart, paper and pens

Aims:

- To evaluate current and proposed holistic rehabilitation approaches and models in the legal and clinical sectors, based on new thinking about international good practice.
- To provide a way to “apply” our new group understanding of holistic rehabilitation.

Activities:

- Quick introduction to the next activity: [5 min]
- The ideals we discussed have never been achieved, as far as we know, because of contextual constraints

such as lack of political will, safety, or therapeutic services. Thus our definition of holistic rehabilitation is an “aspiration”.

- However, using our new group definition of holistic rehabilitation and the human rights-based approach, we can evaluate our rehabilitation projects and generate ideas for how to improve our programmes.
- B. In pairs, participants review a case history of a rehabilitation programme from around the world – (Ref: Freedom from Torture ‘Holistic Rehabilitation’ Content manual chapter 1) [20 min]
- Is this in keeping with the human rights-based approach?
 - Does it meet our criteria for “holistic rehabilitation”?
 - Strengths and limitations (matrix sheet for them to note pros and cons).
 - Areas for development.
- C. Report back and discussion. [30 min total]
- D. Close and summary of key points. [5 min]

Procedure:

- A. Quick opening to provide the context.
- B. Divide participants into pairs.
- Give each participant the handout, which demonstrates a wide variety of approaches developed in response to contextual constraints and opportunities.
 - Assign one scenario to each pair of participants who will evaluate these programmes in the light of the human rights-based approach, and of our understanding of “holistic

rehabilitation” (using the “matrix” handout).

- C. To help ensure that all the participants have time to report back, you may wish to ask each pair to share only their top 2-3 “strengths” and “weaknesses”. To help record the comments, please write up the key points on a flipchart.
- D. With luck, the feedback will lead to a good discussion of trends and inspired ideas. Key points to take away:
- There is no single formula that always works.
 - No-one has figured out a perfect approach, but there are many creative ways to help survivors of torture begin to rebuild their lives and feel some sense of justice, and of being heard.

Comments:

Note: To help save time, you can send participants the document with the case histories ahead of time, to read and familiarise themselves with before Day 1. Handout – further examples of good practice worldwide eg: IRCT

Closing comments

Timing: 15 minutes

Materials: Flipchart, paper and pens.

Aim: To summarise learning from Day 1, identify any problem areas within the programme, and check participants are ready and prepared for Day 2.

Activities:

- A. Summary of key learning. [3 min]
- B. Group review of day. [8 min]

- C. Evaluation forms to be completed by each participant.

Procedure:

- A. Facilitator to provide a very quick overview of the key points from the day.
- B. Group review.

Brainstorm with the group

- identify positive points and highlights for the participants.
 - ask for any problems to be identified and any questions asked.
- C. For feedback, you can use the brief evaluation form.

Comments:

Problems identified and dealt with early will result in a smoother training programme. If there are difficult group dynamics or a particular exercise was not successfully implemented, try to get the group to communicate these issues and then deal with them together.

Note: If 2 or more participants are causing disruption to the rest of the group (arguing, chatting, or not joining in), consider your room layout. Maybe assign seats for participants tomorrow, by placing name cards on chairs or desks and moving people about.

Day 2 – Rehabilitation as a right

Objectives

By the end of the day, participants will be able to:

- Assess the relationship between protection, justice and rehabilitation.
- Evaluate current domestic and regional legislation in the light of international standards.
- Identify opportunities and constraints which may foster or hinder a survivor's ability to access or realise their right to justice and rehabilitation in their local context.
- Link holistic and comprehensive justice approaches to their national rehabilitation context.

Preparing and set up for Day 2:

- Check training room is ready and set up –
 - Table/chairs cleaned and back in order.
 - Refreshments/lunch ready.
 - Handouts
 - 1 - Rehabilitation as a Right - excerpts from "Reparation"
 - 2 - The Right to Rehabilitation - excerpts from "A Remedy"
 - 3 - ICTJ-Global-Transitional-Justice
 - 4 – Role of Lawyers – APT
 - 5 – REDRESS, legal aspects of rehabilitation in international law
 - 6 - UN Basic Principles on the Right to Remedy

- Equipment needed and indented
 - PowerPoint/projector, flipchart and pens.
- Confirm that all contributors and facilitators have participants' names and details. Ensure that all contributors are fully briefed on what their input will entail.

Welcome and setting the programme

Timing: 30 mins

Materials: Flipchart, paper and pens.

Aim: Recap day 1 and overview of day 2.

Activities:

- Participants to review their learning from Day 1. [15 min]
- Any outstanding questions or feedback? [5 min]
- Review aims and objectives for day 2. [5 min]
- Energiser - can be mapping self confidence/skills/ability exercise - see page 6 energiser. [5 min]

Procedure:

- There are many ways to help participants review their learning from the previous day, ranging from a simple round-table sharing of one key learning point from each participant, to a game that "tests" their understanding. Make sure you are clear about the key message you want the participants to take away.
- How in-depth you go at this stage will depend on the comments from the group, but it may be that the

review raises questions among the participants. You can use the time to clarify these.

- C. Ensure that objectives for the day are clear and understood.
- D. Energisers are optional, but can get the participants to stand up, move around and start talking – if the participants feel comfortable, energisers can set a positive and relaxed atmosphere in the room.

Comments:

Facilitator tip: often when groups have a rich discussion, new questions arise which may take the debate beyond the remit or focus of the training. You may need to put these comments or questions on hold, with the intention of returning to them if there is time (encouraging lunchtime discussions, etc).

Or you may have to manage the group's expectations and remind them that their new questions and ideas could be the focus of a separate training or meeting.

Rehabilitation as a right

Timing: 30 mins

Materials: Flipchart, paper and pens

Aim: To review current thinking and debates regarding rehabilitation as a right, e.g. redress, reparation, rehabilitation. (The aim is to provide the theoretical information)

Activities:

- A. Interactive presentation from a legal expert working with survivors of torture, on Article 14 of the Convention of Torture. [30 min]
(Ref: Freedom from Torture 'Holistic Rehabilitation' Content manual chapter 2, paragraphs 2.3 – 2.25)

- Review of emerging trends in the interpretation of Article 14, the 'right to rehabilitation'.
- Theoretical review of standard 'justice' initiatives and their relationship to rehabilitation (including, prosecution, redress, reparation, etc).
- B. Questions and Answers throughout session (or, if you prefer to keep them for the end, limit the presentation to 15 minutes and allow 15 minutes for questions).

Procedure:

This section is a presentation, which can also be accompanied by slides and/or handouts.

It is beneficial to have a legal expert/working lawyer present this section, who is up to date with the debates and issues relating to Article 14 of the Convention Against Torture (including the Draft General Comment regarding Article 14).

We encourage the presenter to allow questions to be asked as they arise (within reason) instead of holding them to the end. The challenge will then be to ensure that the presenter has time for his/her key messages.

Comments:

If you are advising and supporting survivors of torture in direct collaboration with a lawyer or legal expert, it would be beneficial to have them present this section. If not, are there human rights lawyers in your community/country on whom you could call to present the importance of redress and legal justice in your country's context?

The key aim is to raise awareness of the far-reaching aspiration of Article 14 (beyond just compensation) and the State's obligation to provide favourable conditions for rehabilitation (as related to the right to remedy).

The presenter's aim should also be to ensure that the information is relevant to those who are not lawyers. Thus, they will want to avoid using legal jargon, and to keep the discussion at the 'big picture' level, so it is applicable to participants with a clinical and community work background. For background information on this section, please review Chapter 2 of the Holistic Rehabilitation Contents Manual as well as:

- The Draft General Comment relating to Article 14 of the CAT.
- A Remedy for Torture Survivors in International Law – Interpreting Rehabilitation by Medical Foundation for the Care of Victims of Torture (<http://www.freedomfromtorture.org/sites/default/files/documents/MF%20Rehabilitation%202010%20Final.pdf>).
- Information and resources written by Redress (www.redress.org).

15 minute Break

Assessing the right to rehabilitation in your context (what is going on now in your country?)

Timing: 1 hour

Materials: Flipchart, paper and pens
Metacards (for map)

Aim: To clarify how the international right is, or is not, found in domestic law.

To create an index of challenges in relation to the 'right to rehabilitation' (which will highlight the gap between the ideal and the reality) .

Activities:

- A. Introduction – aim: to analyse current domestic laws. [3 min]
- B. In pairs (by country/organisation), participants to analyse: [20 min]
 - The right to rehabilitation in domestic law – are international standards supported in domestic legislation? Please list how domestic laws do, or do not, incorporate Article 14 of the Convention Against Torture.
 - The right to rehabilitation in practice - factors which foster or hinder a survivor's ability to access their right to protection and justice in your context. The reality for survivors trying to access rehabilitation: what factors help and/or obstruct them in realising their right to rehabilitation?
 - Write on a coloured card and place on (Holistic Rehabilitation) map.
- C. Report back - Participants share information about the current context re the right to rehabilitation in their respective countries. [30 min]
- D. Large group discussion and summary of key points – pull together a meta-index of contextual challenges around the right to rehabilitation. [10 min]

Procedure:

- A. Remind participants that the international laws need to be written into domestic legislation before survivors can take their cases to court to demand the realisation of Article 14. And, even if domestic laws are a perfect reflection of international standards, the right to rehabilitation is not fully enjoyed by most survivors because of a range of 'obstacles' unique to each context (such as lack of

political will, lack of awareness of the law, etc.)

- B. The above activity was originally designed for multidisciplinary groups from multiple countries. If you are training a group of participants from the same country, you can inform them of the domestic law in their country, and focus the discussions on the factors that foster and hinder the realisation of the right to rehabilitation, as follows: Ask participants to think of all of the factors that help survivors to access rehabilitation, as well as all of the factors that hinder them from accessing it. You can give the group an example, such as: “In my country, people who have experienced torture have a right to rehabilitation under domestic law, but the reality is that there are no rehabilitation services in rural areas. Therefore people living in rural areas do not have access to rehabilitation.”
- C. In their feedback, ask participants to give a brief summary of the right to rehabilitation in domestic law, but to focus more heavily on the reality: what factors help, and what obstacles hinder, survivors of torture seeking to realise their right to rehabilitation? This is the information on which we want to focus.
- D. Please write up the obstacles on the flipchart by country.

Comments:

Participants might get stuck on what domestic law says in this exercise. Please help them to think beyond the legal theory, to what the actual situation is for people trying to access rehabilitation services.

45 minute Lunch Break

The right to rehabilitation in practice

Timing: 1 hour

Materials: Flipchart, paper and pens

Aim: To explore cross-cutting issues relating to ‘rehabilitation as a right’ in practice, including access, protection issues, and the role of legal and clinical services in furthering this right (further highlighting the gap between the ‘ideal’ of international law and the ‘reality’ in practice on the ground).

Activities:

- A. Quick introduction to the aim and format of the activity. [2 min]
- B. Panel Discussion: reflective multidisciplinary discussion. [45 min total]
Facilitator to guide the discussion based on pre-agreed topics:
 - Role of the legal sector; role of the clinical sector as it relates to the right to rehabilitation and justice.
 - Your role in supporting clients to accessing justice and rehabilitation.
 - Survivor participation; survivor voice and choice.
 - Ethical issues (e.g. the safety and protection of the survivor during the process)
- B. Facilitator to check in with the group: what will they take away with them? [10 min]
- C. Facilitator to summarise key points and close session. [2 min]

Procedure:

- A. Creation of an expert panel – pull contacts from your local area, ask for input from local experts who can

discuss the issues around victims' access to rehabilitation, protection issues and the roles of legal and clinical services in furthering this right, from their professional experience.

1. Provide panel members with above topics beforehand, so they can prepare.
2. Panel members should come from multiple professions and sectors. They could include:
 - Legal expert.
 - Community worker.
 - Human Rights Defender/Activist.
 - Social Worker.
 - Doctor (can be someone who provides medical or forensic evidence of torture).
 - Psychologist/psychotherapist.
3. Trainer to guide the discussion based on pre-agreed topics:
 - The role of the legal and clinical sectors in the right to rehabilitation and justice.
 - Your role in supporting clients to accessing justice and rehabilitation.
 - Survivor participation: survivor voice and choice.
 - Ethical issues (such as the safety and protection of the survivor during the process).
4. Facilitator puts questions to the panel based on the above discussion points and asks each panel member to respond from their perspective. Panel members/contributors to contribute as appropriate.
5. Workshop participants to ask questions as they arise; the goal is to facilitate a dialogue across sectors and professions about these cross-cutting issues.

Comments:

Think creatively about whom you can ask to contribute to your panel. You may have appropriate experts in your organisation, but don't forget also to call on experts from different organisations who you know successfully bridge the gap between law and practice, or who have made progress in helping vulnerable or marginalised groups access the support they need. You want experts who will be able to comment first-hand on the benefits for survivors seeking rehabilitation support, and the impact this has on recovery (as well as common obstacles faced by survivors), using your country's context.

15 minute Break

Good practice exchange

Timing: 1 hour 20

Materials: Flipchart, paper and pens (optional).

Aim:

To provide an opportunity for participants to exchange good practice with their peers in helping survivors access the right to rehabilitation.

Activities:

Small group discussions

- A. Introduction and setting up the break-out sessions. [10 min]
Topic for break-out sessions: "Our role in improving access to rehabilitation services".
- B. Small group break-out sessions discussion. [45 min]
- C. Summary and recap of learning. [20 min]

Procedure:

- A. The panel members from the previous activity can each run a break-out session. If necessary, have each break-out session leader give the participants a quick summary/reminder of the work that they do.

Workshop participants should sign up for the break-out session most relevant to their discipline/training/profession. Thus, the legal expert on the panel can facilitate a small group discussion for all the participants who have a legal background, while the doctor on the panel can lead a group of participants with a health care background, etc.

Participants to break into their small groups with the break-out session leader and discuss 'improving access to rehabilitation services for survivors of torture' through their professional roles.

Ask participants to record the main points from their discussions to feed back to the whole group afterward.

- B. Each group to have a representative who will share the key learning points with the larger group.
- C. Facilitator to pull out the key themes and close the session.

Comments:

The aim of this break-out session is to give participants a chance to share their expertise and strategies for improving access with peers from the same professional background. Whereas the panel fostered discussion across disciplines and professions, this small group activity gives participants to go into more detail with others doing similar work.

Development of justice and rehabilitation support in your context

Timing: 1 hour

Materials: Flipchart, paper and pens

Aim: Identification of the journey towards strengthening the right to rehabilitation in your context.

Activities:

- A. Linking learning to your context: what is your baseline (where are you now?) and what is the aspiration for you in your context (how do you want to see things grow or change?) [20 min]
- B. Feedback and questions – summary of key points [10 min]

Procedure:

- A. You can have the participants work in pairs or individually. Ask them to write their aspirations or their dreams on large coloured cards and place the cards on their maps.

They can use their maps to remind themselves of their current situation and thus as a starting point to help focus on what their aspiration and dreams are for enabling survivors of torture to realise the right to rehabilitation.

- B. Ask each participant to feed back their aspirations. Facilitator to summarise the key points.

Comments:

After numerous discussions which can sometimes feel overwhelming or discouraging because of all the problems they bring up, this can be an uplifting activity that reminds us all of where we are aiming.

Reflection on the day and evaluation

Timing: 25 mins

Materials: Flipchart, paper and pens

Aim: To hear and summarise learning from Day 2, feed back on the methods of the day and check participants are ready and prepared for Day 3.

Activities:

- A. Quick summary of achievements and topics of the day [3 min]
- B. Group reflection on the day [15 min]
 - Learning they will take away.
 - Feedback on methodology.
 - Any outstanding questions? Any new issues to put on the map?
- C. Overview of what will be covered on Day 3 and rest of the programme [2 min]
- D. Assign any homework.
- E. Day 2 evaluation forms. [5 min]

Procedure:

A & B. Facilitator to lead whole group discussion with the participants. “We want to hear from you how it’s going.”

- Identify key learning moments from across the Day 2 programme.
- Identify positive points and highlights for the participants.
- Ask for any problems or any questions to be identified.

Write up all points onto flipchart to create a summary of the day.

- E. Distribute Day 2 evaluation forms to be completed by each participant. Ask participants to complete the form before they go. This can be done anonymously if they prefer.

Comments:

Reflection of learning is important because it helps people consolidate any new ideas and gives them extra time to reflect. In other words, it helps the learning process.

There are many ways to encourage participants to review their learning and share their thoughts on the day. There are many online web resources with ‘group evaluation’ or ‘group feedback’ activities you can try (but monitor the time they take!)

Day 3 – Rehabilitation as a process

Objectives

By the end of the day, participants will be able to

- Articulate key approaches and good practice regarding holistic rehabilitation as a process.
- Analyse the local and national context within which they work and the opportunities and constraints which may foster or hinder the application of holistic rehabilitation models there.
- Link holistic and comprehensive rehabilitation approaches and theories to their national contexts.
- Investigate/explore how to make their rehabilitation work more 'survivor led' and inclusive of survivors' voices.
- Identify their particular roles in advocating holistic rehabilitation in their community.

Preparing and set-up for Day 3:

- Check training room is ready and set up
 - Table/chairs cleaned and back in order.
 - Refreshments/lunch ready.
 - Handouts
 - Day 3 case study.
 - 1 - About Rehabilitation IRCT.
 - 2 - Care of Self - Individual and

organisation.

3 - Survivor Activism.

- Equipment needed: PowerPoint/projector; flipchart and pens.
- Confirm all contributors and facilitators have participants' names and details. Ensure that all contributors are fully briefed on what their input will entail.

Welcome and setting the programme

Timing: 30 mins

Materials: Flipchart, paper and pens (optional).

Aim: Review of Day 2 and overview of Day 3

Activities:

- Review of learning: participants to review their learning from Day 2.
- Any outstanding questions or feedback?
- Review the aims and objectives for Day 3.
- Energiser - can be mapping self confidence/skills/ability exercise - see page 6 energiser.

Procedure:

See day 2 for details (page 24).

Comments:

You may wish to vary your activity for reviewing the learning, by facilitating a new style of feedback or introducing a new game to test learning.

Showcase – holistic rehabilitation services (part 1)

Timing: 95 min total: 25 min for each speaker (including Q&A); 15 min break needed about halfway through the activity.

Materials: none needed, unless specified by a speaker.

Aim: To raise awareness of the range of therapeutic, social and practical interventions that can support survivors of torture.

Activities:

- A. A panel of clinicians and case workers showcase their work. We recommend around 4 experts on the panel; examples follow of the kinds of clinical professional that may help reflect the range of possible interventions:
 - Counsellor/psychotherapist.
 - Group therapist.
 - Counsellor/psychologist working with children and families.
 - Alternative therapist (working in e.g. art therapy, music therapy, garden therapy, writing therapy).
 - Physiotherapist or Osteopath.
- B. After each ‘showcase’, (depending on the number of experts on the panel, each can speak for 10 to 15 minutes and have 10 to 15 minutes questions and answer/discussion (ie, 25 to 30 min for each expert person total)

Procedure:

Creation of an expert panel; pull clinicians and case workers from your local area, ask for their input in presenting a diverse range of therapeutic, social and practical interventions used to support survivors of torture.

Note: we encourage you and the guest experts to keep the ‘showcase’ presentations informal, and avoid powerpoint; the aim is to make it more of an exchange.

As the facilitator, you are responsible for keeping time and ensuring an equal opportunity for each guest expert to share their experience.

You can invite the guest experts to stay for the breaks and lunch, to give participants more time to discuss issues and ask questions.

Comments:

The aim is not to have each expert ‘teach’ others how to do their specialist work (i.e., not to teach participants how to become expert physiotherapists). Instead, the aim is to provide a chance for participants to learn more about how and why various specialists can help survivors of torture.

Key message you may have to reiterate: there is not one ‘right’ therapy or one model of how to work with a survivor of torture. Most survivors with complex needs may need a range of interventions at different points along their journey to healing and rehabilitation.

15 minute Break

Showcase – holistic rehabilitation services (part 2)

Timing: 55 mins

Activity: Continuation of showcase of the-rapeutic specialist work and interventions to support survivors of torture (as above).

45 minute Lunch Break

Rehabilitation as a process, part 1

Timing: 1 hour 15

Materials: Flipchart, paper and pens

Aim: To explore how rehabilitation is a ‘process’ that has an impact not just on what we do, but on how we do it, regardless of our professions.

Activities:

- A. Introduction to the next activity and discussion (and ‘bridge’ between morning clinical discussion and ‘rehabilitation as a process’). [3 min]
- B. Case study – demonstrating the range of survivors’ needs and the importance of thinking holistically when planning your work with a survivor. [40 min]
- C. Whole group - reflective multidisciplinary discussion. [20 min]

Facilitator to guide the discussion based on pre-agreed topics (see below).

- Panel members/contributors to add to the discussion as appropriate; participants to ask questions as they arise.

- Key discussion topics:
 - a. Good practice – emphasis on being ‘survivor led’ and on the survivor’s voice and choice in relation to interventions and support.
 - b. Ethical issues (such as safety and protection) during the rehabilitative process.
 - c. Possible challenges, and approaches to addressing them.
 - D. Summary [10 min]
 - Facilitator to check in with the group – what will they take away with them?
 - Key points captured on flipchart.
 - Facilitator to sum up.

Procedure:

- A. Introduction to activity: a quick transition from the more theoretical therapeutic focus of the morning to a look at what this means in practice.
- B. A case study is a good way to bring the theoretical session of the morning to life and make the focus of the discussion more practical. The aim is also to help remind all participants that we need to think holistically when working with survivors of torture and bear in mind any therapeutic, medical and safety/protection issues at all stages of our work. The case study also reminds us that it is not just the issue of what we do to help (as a lawyer, thinking about the legal interventions; as clinicians focusing on clinical interventions); we must also remember that how we work with survivors is important. All our engagements with survivors should strive to be rehabilitative, from interviews to the delivery of verdicts.

- C. You may find that the discussion from the case study raises the key speaking points for part C. If so, you do not need to make a structured transition to this ‘panel discussion’, but can instead facilitate the case study discussion so as to ensure the key issues are raised.
- D. Closing of the discussion with a review of key topics and what has been learned.

Comments:

Key messages that we want to come out of the session:

- The process of rehabilitation takes time and multiple interventions; a web of support is needed. Lawyers need to remember the clinical needs; clinicians need to remember the legal needs.
- Lawyers, clinicians etc must ask the client what they want and need, and follow the client’s priorities, to be survivor led (and we must continue to check whether the client’s priorities have changed).
- Community workers, social workers and activists are often the specialists who first meet and identify potential survivors and their families. Are they aware of your service? Are you liaising with them to keep them up to date on what work you are doing to support their clients?
- How you ask and explore is important and part of the rehabilitation, Are your assessment interviews or legal interviews more like interrogations which could potentially re-traumatise? Or do you find ways to build trust and rapport with the client

and structure your interviews/ assessments so the pace and depth of questioning feels safe to the client?

15 minute Break

Analysing the local and national context within which we work (what is possible?)

Timing: 45 mins

Materials: Flipchart, paper and pens.

Aim: To map services and professions and how they relate and support a client’s journey towards rehabilitation, as well as to identify gaps in this network.

Activities:

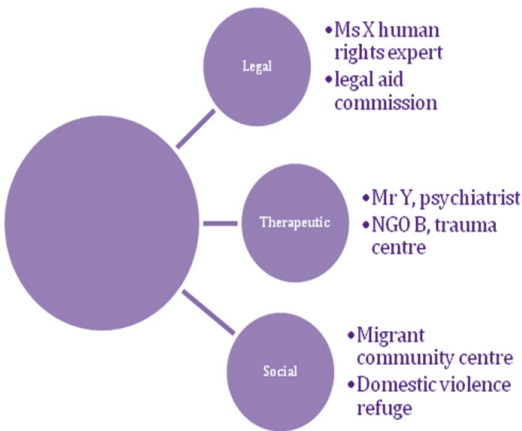
Individual reflection:

- Introduction to individual reflection and planning session. [2 min]
- Bridges – building a web of support (mind map activity). [25 min]
 - Break participants into 3 small groups (by discipline/training/profession).
 - Have each group (by profession) reflect on what they can do to support more holistic rehabilitation in their community/region, by identifying what their role is in the wider picture. Place this in the middle of the map.
 - Then have the small groups identify the individuals, services and professions that are needed as partners or links to ensure their rehabilitation support is holistic and comprehensive.
- Feedback and discussion. [15 min]
- Close the activity.

Procedure:

- A. This is an activity that allows participants to transfer the theory of the day into a plan for how they can potentially expand their rehabilitation work to be more holistic.
- B. By putting their service in the centre, they can each think of the bridges or connections they can make to other services or specialists, to ensure that their clients are able to access holistic rehabilitation support.

For example, if I am a doctor who provides forensic services and can document torture, I may have a map that includes bridges to



- C. Share ideas and discuss.
- D. Summary of key findings.

Comments:

This is only a quick brainstorm which aims to generate ideas and inspire new connections we can make to help the survivors we work with. This activity can also remind participants that the model of holistic rehabilitation does not expect each of us to provide all support for all survivors,

but instead asks for us to engage as part of a web of support.

This activity can focus on specific local experts and services, or participants may also include national and international bodies that can help (UN, international NGOs, National Human Rights Institutes, etc.).

Facilitator’s tip: to save time, you can have each group report back only the top three of their new ideas for bridges.

Good practice exchange

Survivor voice and rehabilitation

Timing: 40 mins

Materials: None needed, unless specified by guest speakers.

Aim: To provide an opportunity for participants to engage in dialogue with survivors of torture who are actively supporting or leading on rehabilitation efforts in their communities.

Activities:

- A. Introduction of representatives from a local survivors’ network or group. [2 min]
- B. Presentations by representatives from this group on the work that they are doing by supporting or leading on rehabilitation efforts in their community. [30 min]
- C. Large group – Q&A and discussion. [15 min]
- D. Summary and recap of learning [3 min]

Procedure:

- A. Facilitator introduces guest contributors and explains how the session will run. (Facilitator will be responsible for holding the frame

of this session: keeping time and segueing between activities.)

- B. Representatives from a local survivors' network, or individual survivors, give presentations on the work that they are doing with survivors in raising awareness about survivors' rights and rehabilitation. Prior to the session, the contributors would be briefed on issues that would be good to cover, such as:
- How the group was formed.
 - What are some of the challenges that they face.
 - What are some of their approaches to addressing these challenges.
 - What benefits their group members have experienced from being part of this group,
 - What advice they would give for others wanting to start similar groups, (Ref: Freedom from Torture 'Holistic Rehabilitation' Content manual chapter 3, Rehabilitation as a process)
- C. Facilitator opens the session up for the group to ask questions of the contributors.
- D. Facilitator summarises the key points and recaps the learning from the session.

Comments:

You may not have a survivors' group or network in your area. If this is the case, you may wish to look for individual survivors who are activists. If you aren't able to identify a group and instead find

individuals, then we would recommend that you include between one and three in number.

The focus of this session should be on the activism work that the survivors are doing, rather than on the details of their experiences of torture. You can brief the survivors/contributors to address this in their presentations. In discussing the session with the contributors before hand, ask them how they would like you as facilitator to handle the situation if training participants ask about their torture experiences. For example, the survivor/contributor may decide that they are happy to remind the participant of the focus of the session, or that they would prefer that you as facilitator do this.

Reflection on the day and evaluation

Timing: 45 mins

Materials: Flipchart, paper and pens.

Aim: To hear and summarise learning from Day 3, feed back on the methods of the day and check participants are ready and prepared for Day 4.

Activities:

- A. Recap of achievements and topics of the day. [5 min]
 - Overview of what will be covered on day 4 and the rest of the programme.
 - Assign any homework.

B. Group reflection on the day. [15 min]

- Learning they will take away?
- Feedback on methodology?
- Any outstanding questions? New

issues to put on the map?

C. Evaluation forms. [5 min]

Procedure:

See Day 2 for details

Day 4 – Communicating rehabilitation externally

Objectives

By the end of the day, participants will be able to:

- Recognise the role human rights actions can play in promoting rehabilitation, and describe the range of effective tools and approaches.
- Investigate/explore how to make their public-facing work more ‘survivor led’ and inclusive of survivors’ voices.

Design a context-specific plan of action for advocating holistic and comprehensive programmes of rehabilitation, based on existing models of international good practice in their communities.

Preparing and set-up for Day 4:

- Check training room is ready and set up –
 - Table/chairs cleaned and back in order.
 - Refreshments/lunch ready.
 - Handouts.
 - Guidance notes - Action plan for promoting holistic rehabilitation in your context.
 - Equipment Needed: PowerPoint/projector; flipchart and pens.
- Confirm all contributors and facilitators have participants’ names and details. Ensure that each contributor is fully briefed on what their input will entail.

Welcome and setting the programme

Timing: 30 mins

Materials: Flipchart, paper and pens.

Aim: Review of day 3 and overview of day 4

Activities:

- Review Day 3.
- Any outstanding questions or feedback?
- Review aims and objectives for Day 4.
- Energiser - can be mapping self confidence/skills/ability exercise - see page 6 energiser.

Procedure:

See Day 2.

Comments:

This opening mapping energiser gets the participants standing up, moving around, talking amongst themselves, and reflecting visually on their progress and development.

Communicating ‘holistic rehabilitation’ externally

Timing: 30 mins

Materials: None needed, unless specified by guest experts.

Aim: To introduce the range of human rights outputs (activities?) that can help promote the rehabilitation needed by survivors.

Activities:

A. Introductions:

Each panel member to introduce their role/function [1 minute].

Potential panel members can include:

- Research specialists.
- Lobbyists.
- Policy Officers/negotiators.
- Media specialists.
- Training specialists.
- Campaigning specialists.

B. Showcase of human rights advocacy experts who can help to promote holistic rehabilitation.

Each panel member briefly to explain how his/her work can advocate, or help to promote, holistic rehabilitation.

Ideally, each expert can briefly use one case history to illustrate how their function works (especially as it relates to the following common 'steps' for creating change): [30 min total]

- Identify the problem or risk.
- Identify specific opportunities to create change or reduce risk.
- Gather evidence.
- Take action. Examples could include:
 - Publishing research/findings.
 - Negotiating at policy level.
 - Using media or campaigning to pressurise or promote
 - Raising awareness, building skills e.g. in campaigns, communications, training
- Evaluate findings – did change happen?

C. Summary and close.

Procedure:

This activity is an opportunity to highlight the range of interventions that can help promote change at political and/or community levels.

As with Day 3, the aim is not to train participants how to be, for example, expert researchers or media specialists, but to raise their awareness and encourage them to work in collaboration with experts who can more publically promote messages relating to the rehabilitation of survivors of torture.

Comments:

Think creatively about whom you can call on to contribute to your panel. You may have experts already in your organisation, but don't forget also to call on experts from different organisations whom you know to have created change successfully in law and practice, and who have managed to promote the needs and rights of vulnerable or marginalised groups. You want experts who will be able to comment first-hand on successes that worked in your context, and focus on realistic solutions to specific challenges in your context such as public apathy, lack of awareness among civil servants, etc..

15 minute Break

Communicating 'holistic rehabilitation' externally (continued)

Timing: 1 hour 15

Materials: Flipchart, paper and pens.

Aim: To explore key ethical issues that

should be considered when sharing client data or stories externally.

Activities:

- A. Quick introduction to the aim and format of the activity. [2 min]
- B. Panel Discussion: reflective multidisciplinary discussion. [60 min]

Facilitator to guide the discussion, based on pre-agreed topics:

- **Ethical issues** to consider in your role while communicating externally about holistic rehabilitation and the rights of survivors (e.g. confidentiality, client consent, safety).
- **Survivor voice/participation** (how do you include them in your external work of communicating holistic rehabilitation and the rights of survivors?).
- **Practical** issues to consider (e.g. media training; training of trainers; capacity for carrying out the work).

- C. Facilitator to check in with the group – what will they take away with them? [10 min]
- D. Facilitator to summarise key points and close the session. [2 min]

Procedure:

- A. Facilitator explains to the participants that this session will include the same panel of experts as the previous session. The facilitator will introduce a series of pre-agreed topics on which the experts/ contributors will speak. Participants are welcome to ask questions as they arise. Facilitator to guide the discussion based on pre-agreed topics: (see point B under 'Activities').

- B. Please see the previous activity/panel: "Communicating 'holistic rehabilitation' externally" for a description of the panel.
- C. Facilitator to check in with the group – what will they take away with them? Facilitator helps the group to draw out their learning from the session.
- D. Facilitator to write up key points on the flipchart.

Comments:

(See previous section – "Communicating 'holistic rehabilitation' externally")

Developing a plan of action, part 1

Timing: 1 hour

Materials: Flipchart, paper and pens.

Handout: action plan instructions.

Aim: To review the learning of the programme and to provide guidance and time to enable participants to begin preparing a proposed action plan for Day 5.

Activities:

- A. Review of learning and inspired ideas (game). [30 min]
- B. Participants to begin work on action plan [30 min]

Procedure:

- A. Have the participants break into two teams. Each team should come up with three questions for the other team, which draw out some of the main learning points from the 4 days. Each team to alternate asking the other team their questions. Facilitator to summarise the main points.

B. Instructions for action plan:

Facilitator to give instructions to participants:

- Participants should work individually, or in pairs by region.
- Participants should prioritise areas on which they want to focus for the development of holistic rehabilitation in their local context.
- Refer participants to their maps:

What areas have they identified for developing holistic rehabilitation? What aspirations and opportunities have they identified?

Comments:

The action plan activity is intended to consolidate the learning from the four days by providing the participants with an opportunity to put what they have learned 'into action.'

We also hope that the participants will take their action plans back to their organisations where they can look at the possibility of implementing them. The overall aim is to promote holistic rehabilitation in the participants' local contexts.

15 minute Break**Developing a plan of action, part 2**

Timing: 1 hour 20

Materials: Flipchart, paper and pens.

Aim: Desired outcome: personalised action plans for advocating holistic rehabilitation in their communities.

Activities:

- A. Participants each to design a context-specific plan of action for advocating holistic and comprehensive programmes of rehabilitation (based on existing models of international good practice) in their communities. [60 min]
- B. Review of plans so far: Q&A. [20 min]

Procedure:

- A. Facilitator gives out 'Guidance notes - action plan for promoting holistic rehabilitation in your context'. Facilitator explains the expectations for the action plan to the participants and answer any questions they have.
 - Facilitator explains that the participants are to draft their action plans according to the instructions provided. Participants are instructed that they will give presentations on their action plans on Day 5.
 - Facilitator gives time for the individuals and/or regional pairs to work on drafting their action plans and presentations.
 - Facilitators circulate amongst the participants, providing feedback and guidance on their action plans.
 - Facilitators include the following guidance: action plans should
 - Reflect the principles of the human rights-based approach.
 - Reflect the application of our wider understanding of 'holistic rehabilitation'.
 - Include ideas for how to make their rehabilitation work more 'survivor led' and inclusive of survivors' voices.

- B. Participants then come together as a large group. Participants can ask questions and discuss any areas on which they would like input in further developing their action plans.

Participants who require more time to work on their action plans can use their own time in the evening.

Comments:

You might find it helpful to ask all relevant facilitators and contributors to provide one-on-one support to the participants while they are working on their action plans. You can ask the facilitators and contributors to circulate amongst the participants, chat to them about their plans and answer any questions they might have.

Please help the participants to ensure their ideas are appropriately ‘SMART’: (Specific, Measurable, Attainable, Relevant, Time-bound) for their contexts.

Please help the participants think about whether or not they are meeting the criteria as described in the handout (‘Guidance notes: action plan for promoting holistic rehabilitation in your context’).

Reflection on the day and evaluation

Timing: 25 mins

Materials: Flipchart, paper and pens.

Aim: To hear and summarise the learning from Day 4, feed back on the methods of the day and check participants are ready and prepared for Day 5.

Activities:

- A. Recap of achievements and topics of the day.
 - Overview of what will be covered on Day 5.
 - Assign homework: to complete action plan and presentation.
- B. Group reflection on the day.
 - Learning they will take away?
 - Feedback on methodology?
 - Any outstanding questions? New issues to put on the map?
- C. Evaluation forms

Procedure:

See Day 2 for details

Day 5 – Putting it into practice

Objectives

- To articulate with confidence their personalised action plans for advocating holistic rehabilitation in their contexts.
- To articulate their learning from the programme

Preparing and set-up for Day 5:

- Check training room is ready and set up –
 - Table/chairs cleaned and back in order.
 - Refreshments/lunch ready.
- Handouts
 - 1 – Extra copies of Guidance Notes for action plans.
 - 2 – Giving and receiving feedback.
 - 3 - Evaluation form for the overall programme.
- Equipment needed: PowerPoint/projector; flipchart and pens.
- Confirm all contributors and facilitators have participants' names and details. Ensure that all contributors are fully briefed on what their input will entail.

Welcome and setting the programme

Timing: 20 mins

Materials: None

Aim: Review Days 1-4 and overview of Day 5.

Activities:

- Any outstanding questions or feedback from Days 1- 4? [5 min]
- Review aims and objectives for Day 5. [3 min]
- Set itinerary/agenda for the day: how the day will work. [2 min]
- Reminder of ground rules and discussion of 'giving and receiving feedback' (see handout). [10 min]

Procedure:

- Because of the more extensive review of learning carried out in the afternoon of Day 4, there should be no need to have an in-depth review again this morning. However, it is important to provide the opportunity for participants to ask any outstanding questions, or share any new thoughts or reflections from the week.
- As before, a quick review of the aims of the day.
- It is important to reiterate very clearly and concisely how the day will work. Key points include:
 - Timing. Participants are strictly limited to 10 minutes for their presentations, and the feedback session for each participant should be limited to 20 minutes. This timing will be strictly enforced to ensure equity among all participants.
 - Breaks. Again, to ensure everyone is given equal time to speak, the timing of the breaks will have to be enforced.
- We recommend reminding participants of the group's agreed ground rules, which may include 'actively listening to each other', 'no side conversations', 'no mobile phones'.

The reminder can help ensure that everyone feels respected and heard when they are presenting. A quick discussion about giving and receiving feedback can be helpful for a group. The aim is to create a safe environment for all participants, so that everyone feels confident in presenting their ideas, and everyone feels confident in sharing their thoughts and concerns regarding the action plans.

Good practice in giving feedback has taught us that instead of open criticism, feedback and suggestions that are kind, clear and specific as well as 'constructive' reduce the risk of the recipient becoming defensive. In addition, constructive feedback can foster more learning and exchanges between participants.

Comments:

Warning: as facilitator, your role will be to model and demonstrate good practice in giving and receiving feedback.

Presentation of action plans

Timing: 2 hours 30

Materials: None needed, unless requested by the participants giving presentations. (Computer and projector? Flipchart and pens?)

Aim: To provide an opportunity to share individual action plans for advocating holistic rehabilitation and to receive feedback from facilitators and fellow participants.

Activities:

Participants' presentation of action plans: Participants 1 – 4 each have 10 min to present action plan (including translation if required), followed by 20 min Q&A and feedback. [30 min total per participant]

Procedure:

- As facilitator, you will need to keep a close watch on the timing to ensure equal time for all participants to present (10 min) and to receive feedback from the group (20 min).
- We recommend that you open the feedback on each presentation by asking the group to give feedback or ask clarifying questions; then close with the facilitators' feedback (allowing you to say whether or not you agree with the feedback so far, and why); and that you focus the remaining time on additional feedback or comments.
- You will need to include a 15 min break during the morning session - the group's energy levels may determine the timing of this break.

Comments:

We recommend using a timer with an alarm so that participants know that you, as facilitator, are not being subjective in your time-keeping (allowing 'favourites' to have more time or 'holding back' other participants, etc.)

45 minute Lunch Break

Presentation of action plans (continued)

Timing: 2 hours 30

Aim: To provide an opportunity to share individual action plans for advocating holistic rehabilitation and to receive feedback from facilitators and fellow participants.

Activities:

Participants' presentation of action plans (continued).

Participants 5 - 8 each have 10 min to present action plan (including translation), followed by 20 min Q&A and feedback.

[30 min total per participant]

Procedure: As above

Reflection on the programme overall and evaluation

Timing: 30 mins

Materials: Flipchart, paper and pens.

Aim: To share feedback on the overall training programme.

Activities:

- A. Closing comments relating to the day's presentations of action plans, and review of the topics and achievements of the week.
- B. Group reflection on the day:
 - Reflections on how they feel about the week overall?
 - Key learning moments from across the week that they will take away?
 - Anything they will do differently or plan to start doing following the training?
 - Feedback on methodology?
- C. Evaluation forms
- D. Closing ceremony:

- Thank you to any support staff (volunteers, interpreters etc), where relevant.
- Thank you facilitators/guest experts.
- Certificates of attendance.

E. Closing statements.

Procedure:

- A. Facilitator officially to 'close' the training with comments on the action plan session and review of the whole programme.
- B. Facilitator to ask for verbal feedback from the group about the overall training. Questions can include those listed above and/or:
 - Identify positive points and highlights for the participants.
 - Ask for any problems or any questions to be identified.

Tip: Write up all points onto the flipchart to create a summary of the week to which they can refer when completing the evaluation form and/or reflecting on whether or not the training met their expectations.

- C. Evaluation forms. This evaluation form is more detailed and includes each of the week's intended learning objectives. This should provide a way for participants to comment anonymously on the training's topic and methodology.
- D. The closing 'ceremony' can be designed as you feel appropriate, including time to thank everyone involved as speakers and those who provided practical or logistical support.

Comments:

Everyone will be tired, so we recommend keeping any closing comments brief! However, the intensive week together exploring holistic rehabilitation may have created a strong group connection which

should be acknowledged, and used to encourage participants to continue working together and exchanging ideas and expertise (the ultimate aim of the programme!)

Part Five

Participant pack materials and handouts

Freedom from Torture delivered this training programme in London over the summer of 2011 to multidisciplinary groups of professionals working with torture survivors in 9 of the CIS states. Below is a list of the handouts and documents distributed to participants during the 2011 training programme. We have included a few samples that you can use to inform the creation of new documents which would be more relevant to your local context. Otherwise, we encourage you to research the latest writing and research on the various topics and make reading lists and/or distribute the articles (within copyright laws!). We have provided a few useful web links for your information.

DAY 1

Participants' packs (collated into a folder to give to participants before the training begins):

Holistic Rehabilitation content manual by Medical Foundation for the Care of Victims of Torture

1. Itinerary / agenda for participants (make sure you draft a document for participants with the expected start and end times as well as scheduled breaks)
2. Copy of powerpoint or slide presentations [you will want to create your own slides for your context. You can use the information from the *Holistic Rehabilitation* content manual as a guide. If you would like copies of the slides used in the 2011 training programme delivered by Medical Foundation for the Care of Victims of Torture, please email training@freedomfromtorture.org]

freedomfromtorture.org]

3. Activity Day 1 - Case study (You will need to write a case study that fits your context. See sample on page 13 in the *Holistic Rehabilitation* 'content manual')
4. Activity Day 1 - Rehabilitation approaches – global review [you will need to research good practice in your region or globally that demonstrate a range of holistic and multidisciplinary rehabilitation projects. We encourage you to also seek out creative and alternative approaches to the traditional therapeutic and judicial rehabilitation programmes. See our examples in chapter 1 of the contents manual]
5. Activity Day 1 - Matrix of initiatives (see 'Participant Handouts' – provided in separate document)

DAY 2

Handouts

1. A Remedy for Torture Survivors in International Law - Interpreting Rehabilitation: by Medical Foundation for the Care of Victims of Torture (<http://www.freedomfromtorture.org/news-blogs/3386>)
2. What is Transitional Justice? by the International Centre for Transitional Justice (<http://www.ictj.org/publication/what-transitional-justice>)
3. The Role of Lawyers in the Prevention of Torture by the Association for the Prevention of Torture (See chapter 2 of the content manual or download from: <http://www.ap.t.ch/index>.)

php?option=com_docman&task=cat_view&gid=115&Itemid=260&lang=en)

4. Rehabilitation as a Form of Reparation Under International Law by Redress. (<http://www.redress.org/downloads/publications/The%20right%20to%20rehabilitation.pdf>)
5. UN Basic Principles on the Right to Remedy (<http://www2.ohchr.org/english/law/remedy.htm>)

Day 3

Handouts

1. Activity Day 3 - Case study (You will need to write a case study that fits your context. See sample page 66 in the content manual)
2. About Rehabilitation by International Rehabilitation Council for Victims of Torture (<http://www.irct.org/what-is-torture/rehabilitation.aspx>)
3. Impact of working with victims of violence and trauma and care of self - (there is ample research and writing on

this topic available on various websites, we recommend you find articles relevant to your context and in your language)

4. Survivor Activism (see pages 50- 51 of the contents manual)

Day 4

Handout

Guidance Notes for action plans (see 'Participant Handouts' – provided in separate document)

Day 5

Handout

1. Simple evaluation form for days 1-4 (see 'Participant Handouts' – provided in separate document)
2. Evaluation form for the overall programme for day 5 (see 'Participant Handouts' – provided in separate document)



Freedom from Torture
Medical Foundation for the Care of Victims of Torture

Activity – day 1:

Matrix of initiatives: Evaluating holistic rehabilitation initiatives from around the world

Review case examples of rehabilitation programmes

A folio of example from around the world has been shared to demonstrate the wide variety of approaches to rehabilitation based on varied contextual constraints and opportunities.

Evaluate the programmes in light of

- a) our group understanding of holistic rehabilitation; and
- b) the human rights based approach
- a. Rights – how well does this programme link to specific rights that have been violated or not fulfilled/respected?
- b. Accountability – does the programme hold primary and/or secondary duty bearers to account?
- c. Inclusive and non-discriminatory – does the programme include the voices and needs of all relevant groups?
- d. Participatory – how is the survivor's voice included? How much power do the survivors have in participating in the decisions that affect their lives as they relate to the project?
- e. Empowering – how well does the rehabilitation approach promote self-sufficiency and 'enable' survivors?

**Freedom from Torture**

Medical Foundation for the Care of Victims of Torture

Note your comments below

Project location	Strengths	Weaknesses
Project 1		
Project 2		
Project 3		
Project 4		
Project 5		



Capacity Building programme: Holistic rehabilitation

Guidance notes for action plan (Day 4)

You are to create an action plan with the aim to help build on existing rehabilitation experience, as well as to develop potential rehabilitation capacity where this does not yet exist.

The focus is on sustainability, thus a key component of the small grant programme is on how the projects will advocate for adequate rehabilitation services for survivors of torture to be mainstreamed or incorporated into legislation.

The project action plans should also include activities that demonstrate national needs for and international obligations regarding the provision of rehabilitation services.

The specific activities will vary depending on local and national contexts and the current stage of the project. Thus, the activities can include

- evidence gathering and analysis (identifying the typology of torture, victims, perpetrators, locations, methods);
- collecting and collated data on survivors' needs and/or rehabilitation support available;
- creating a database (which will be provided if an internationally accredited one is not in place);
- advocacy and lobbying national and regional bodies;
- training and capacity building of relevant statutory and voluntary organisations;
- facilitating contact with survivors of torture in the community;
- developing more psycho-social services for survivors.

Criteria for positive assessment will include:

- An inter-disciplinary approach rather than a legal or medical model;
 - Willingness to document and not disclose anonymised data,
 - Operation within a human rights framework,
 - Commitment to advocacy over service delivery,
 - Willingness to be trained (participation in the exposure visit to London facilitated by Medical Foundation and in the later training of trainers in-country is obligatory),
 - Ability to articulate a plan of action.
-



Preparing your action plan

Ensure your action plan is relevant and appropriate to your specific context

Ensure your action plan is clear and has specific aims and objectives

Please provide a brief rationale for your action plan, explaining the identified need

Specify the targets for each of your activities (survivors, civil society, national legislators etc)

Provide a brief description of your key activities for communicating and advocating for holistic rehabilitation

Example

<p>Aim</p> <p>To increase national provision of rehabilitation services for survivors of torture by regional health departments</p>	<p>Rationale</p> <p>Currently, country X national legislation incorporates right to rehabilitation, but regional application of this right is inconsistent</p> <p>Timeline – 3 years</p>
<p>Objectives (desired outcomes)</p> <p>A. To conduct research into the regional needs of survivors</p> <p>B. To raise awareness rehabilitation needs of survivors among regional health departments</p> <p>C. To increase commitment to statutory duty to provide rehabilitation services for survivors of torture</p>	<p>Timeline – medium to long term</p> <p>A. Year 1</p> <p>B. Year 2</p> <p>C. Year 3</p> <p>Measurable indicators</p> <p>A. Mapping of needs and priority regional health bodies to target</p> <p>B. 4 regional health bodies identified; 2 partners identified to support project as co-facilitators and co-lobbyers</p> <p>C. 4 regional health bodies commit to reviewing their budgets and services for survivors</p>



Freedom from Torture

Medical Foundation for the Care of Victims of Torture

<p>Activities /outputs</p> <p>D. To conduct research on psycho-social health needs of survivors of torture in four regions</p> <p>E. To circulate research findings to regional health department representatives</p> <p>f. To offer training and awareness raising initiatives to promote dialogue about rehabilitation needs of survivors statutory duty to provide rehabilitation services for survivors of torture</p>	<p>Timeline – short to medium term</p> <p>A. Year 1</p> <p>B. Year 1</p> <p>C. Years 2-3</p> <p>Estimated budget and resources required</p> <ul style="list-style-type: none"> • Research consultants x2 = \$3,000 • Publication of report – design, printing = \$1,000 • Training venue hire and catering = \$3,000 <p>Staff input and volunteer time required Additional funds needed for lobbying activity</p> <p>Key targets</p> <ul style="list-style-type: none"> • Regional health bodies
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Capacity Building programme: *Holistic rehabilitation*

Evaluation form – Days 1-4

1. How Useful have you found the training programme?

Not at all
Very

Somewhat

2. What did you find most useful?



3. What did you find least useful?

4. What will you do differently after this course?

Additional comments

Evaluation Form

Course Title	Capacity Building programme: Holistic rehabilitation
Date (please circle)	
Venue	

Please complete this form as fully as possible to help us assess this course and plan for the future. On a scale of **1 – 5 (1 being poor and 5 excellent)** please indicate your level of satisfaction with a 'tick' on different aspects of the event. Add comments if you wish.

	Evaluative Criteria	Comments
1.	How well do you think that this course met its stated objectives?	
	Objective 1 Define holistic rehabilitation 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	Comments:



	<p>Objective 2</p> <p>Recognise the key components necessary for rehabilitation models to be holistic and comprehensive in order to fulfil the rights and meet the needs of survivors of torture in their community</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
	<p>Objective 3</p> <p>Assess the relationship between protection, justice and rehabilitation</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
	<p>Objective 4</p> <p>Evaluate current and proposed holistic rehabilitation approaches and models in the legal and clinical sectors based on existing models of international good practice</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
	<p>Objective 5</p> <p>Analyse the local and national context within which they work and the opportunities and constraints which may foster or hinder the application of holistic rehabilitation models</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>



	<p>Objective 6</p> <p>Evaluate current domestic and regional legislation in light of international standards</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
	<p>Objective 7</p> <p>Evaluate current domestic and regional legislation in light of international standards</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
	<p>Objective 8</p> <p>Link holistic and comprehensive rehabilitation approaches and theories to their national context</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
	<p>Objective 9</p> <p>Investigate/explore how to make their rehabilitation work more 'survivor lead' and include the voice of survivors</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
	<p>Objective 10</p> <p>Identify the individuals, services and professions that are needed as partners or links in order to ensure their rehabilitation support is holistic and comprehensive</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>



	<p>Objective 11</p> <p>Design a context specific plan of action for advocating for holistic and comprehensive programmes of rehabilitation based on existing models of international good practice in their community</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
<p>2</p>	<p>How well did the course meet your individual objectives/expectations?</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
<p>3</p>	<p>How effective were the presenters in the following areas:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	
<p>a)</p>	<p>Encouraging you to share experiences and learn from each other</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
<p>b)</p>	<p>Their presentation style?</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>
<p>c)</p>	<p>Variety of training methods used?</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>	<p>Comments:</p>



Freedom from Torture

Medical Foundation for the Care of Victims of Torture

d)	Their course content and materials used 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	Comments:
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4	What aspects of this course were most useful?	
5	What changes, if any, would you make to this course?	
6	Name three things that you will do differently after attending this training.	

For more information on PRI's work on the Holistic Rehabilitation for survivors of torture please contact:

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