

About part II of the training guide

This publication constitutes part II of the *Reporting under the International Convention for the Protection of All Persons from Enforced Disappearance Training Guide*.

Part II aims at assisting training facilitators in preparing a training course to assist States in understanding and fulfilling obligations under the Convention, in particular the obligation of reporting.

1. How does part II complement part I of the training guide?

Part I provides facilitators with the main information to be transmitted to participants of a training course on reporting on the Convention and part II equips them with the tools to plan and deliver such a course, in-person or remotely, based on the substantive information provided in part I.

2. Who will take the training and how many persons will participate?

It is expected that a lead facilitator familiar with human rights standards, terminology, and human rights mechanisms will take a training course to assist States in understanding and fulfilling obligations under the Convention, with a particular focus on reporting. The facilitator would ideally have assistance. Preferably, a training course should be designed for relatively small groups (a maximum of 25 participants) to ensure an active role for everyone throughout the course.

3. Who is the target audience of a treaty reporting training course?

The main beneficiaries of a training course are in principle, government officials responsible for engaging with the international human rights mechanisms. However, individuals or representatives of organizations or institutions who also have a role to play in the reporting procedure, such as United Nations staff, national human rights institutions or civil society organizations may also benefit from such a course.

4. Which training methodology is used?

The training guide is based on training methodology of OHCHR, which encourages participants to play an active role during a training course. Facilitators should ensure that the training session turns into discussions and an exchange of information and experience with and among the participants and not into a one-way monologue in which the facilitator imparts information and the participants take notes. Moreover, facilitators should encourage participants to contribute their professional expertise to the joint analysis of how to engage sustainably and meaningfully with the Committee on Enforced Disappearances. Facilitators should respect this peer-learning approach throughout the training session.

5. How is part II structured?

Part II contains two preliminary sections aimed at helping facilitators plan a training course on treaty reporting training on the Convention and organize its opening and introductory sessions. It then proposes interactive training sessions comprised of a mix of computer slides, quizzes and group activities. All the proposed training sessions

are based on the following two documents, which, unless otherwise stated, are available electronically on the website of OHCHR (www.ohchr.org) under the publication and resources web page.

- (a) A note for the facilitator, which explains the session preparations and sequence, the training materials required, including the answers to exercises and quizzes; suggestions for background reading, as appropriate; and tips for the presentation of the computer slides;
- (b) A sample computer slide presentation provides a series of slides to help the facilitator present the various concepts in the relevant chapter of part I (available only on the website).

Some of the training sessions also include group activity handouts, and, where relevant, samples of materials (available only on the website) to be prepared for the group activity and, in particular, details of room arrangements.

The session can follow two different sequences:

- (a) A group activity, followed by a computer slide presentation seeking to fill in any knowledge gaps; or
- (b) A computer slide presentation incorporating questions and answers, followed by a group activity.

The proposed training materials should in no way limit the facilitator's freedom to adapt them or introduce other useful and thought-provoking questions and exercises if they are aimed at meeting the learning objectives of the training course and the corresponding training sessions. The important issue facilitators must bear in mind is that a training course should meet the needs of each specific audience to ensure its relevance and that the training content and methodology should be tailored to the needs and experience of the target audience it is addressing. For more comprehensive guidance on human rights training methodologies, facilitators are encouraged to refer to: [*From Planning to Impact: A Manual on Human Rights Training Methodology*](#) and [*Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*](#).