Organisation of activities

Problem analysis, methods, tools, Target Audience

Critical thinking in everyday situations can be enabled by encouraging reflection on actions to protect and ensure the rights of every human being. This means developing activities that promote respect for the opinion of each participant and encourage their expression.

All participatory methods, such as non-formal education methods, are very suitable for the development of critical thinking, as they encourage the acceptance of the fact that all people have the right to their opinions and respect the differences of others, but also the ability to separate opinions from facts.

In order to develop skills, attitudes, values and encourage action, **horizontal training structures** are required where the educator or lecturer feels as an equal partner to the members involved in the activity. Such a democratic structure enables everyone to think independently.

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The basis of human rights education is the development of critical thinking and the ability to resolve conflict situations and take action. Young people can have a positive impact on their environment, the community. Non-formal education is the best suited for the development of critical thinking in the community because:

1. Is is based on the principle of respect for human experience and recognition of different approaches to the same issue;
2. The expansion of each participant's personal knowledge, self-esteem and respect for others is encouraged
3. Each participant is empowered to discover what they want to know and is encouraged to search for information independently;
4. Active involvement of all participants in the learning process with a minimum contribution of passive listening;
5. It promotes a democratic, collaborative learning environment;
6. Reflection, analysis, critical thinking is encouraged;
7. It enables subjective and emotional responses, as well as cognitive thinking;
8. It promotes behavioural and attitudinal change;
9. Empathy in skills development and practical learning is encouraged;
10. It includes the importance of humour, laughter and creative games in learning.

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Recommendations for organizing non-formal education

Involve participants in the design, observation, development and application of newly learned skills in practice;

Empower participants to address specific societal challenges by: providing information and developing the ability to put new skills into practice;

To strive for greater independence so that the participants can communicate with the local community, solve the challenges independently;

Encourage networking, joint projects and activities, as well as the involvement of different social actors in cooperation.

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Problem analysis

The goal of developing human rights and critical thinking, is usually to build community knowledge, skills, or attitudes. The easiest way to do that through non-formal education session is to solve specific problems such as:

- Freedom, justice, equality, human dignity, non-discrimination, democracy, universality, law, responsibility, independence and solidarity;
- Relationships in the family, school, community, around the world;
- The influence of history on people, the community and the world;
- Social / political and social / economic rights;
- Different social groups in society, community;
- Cooperation activities, representation and consolidation of human rights in the community;
- Cooperation with different community organizations in the implementation of human rights.

Methods

Many methods can be adapted according to the readiness of the group, the age, the skills and the context in which the participants live. When organising non-formal educational activities for participants, it should be emphasized that we talk about problematic situations not as unsolvable problems, but as everyday life skills.

There are two different ways to achieve the goal of the activity: **global and local.** For example, we can talk about human rights issues in general, but we can also talk about the rights of people living in the community. While local goals complement global goals, it is worth setting goals that reflect the expectations or needs of your community.

It is important to note that the organisation of non-formal education activities can often develop into community initiatives.

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Selection of participants

Depending on the analysed topic and the goals of the non-formal education activity, there are different ways to select participants. The way you select participants is also determined by the community in which you live or where you want to make an impact.

Some of the most traditional ways include:

1. Organizations working with the target group;
2. Social networks;
3. Bulletin boards;
4. Media
5. Other.

Before announcing the selection of participants, create a potential portrait of your target group. Who is the activity for? What methods will you use? What style of communication will you use?

Selection of participants

Tools. Depending on the method of engagement chosen, different tools will need to be prepared. We recommend that you choose clearly described educational activities at the beginning, which also indicate the necessary tools. Prepare them a few days before the session. We recommend that you choose a little more than the planned tools, try them out at least a few minutes before the start of the session.

Outcomes

Human rights and critical thinking education programs and activities are those that promote or pay attention to human dignity, to interactions with other programs, and to intercultural cognition, participation, and the empowerment of minorities.

Human rights and critical thinking education training should focus on:

- the growth of the individual as a personality and on strengthening respect for human rights and freedoms.
- promoting understanding, tolerance and friendship between all nations, racial or religious groups, and should promote peace.
- creating a culture in which human rights are understood, protected and respected.

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