



Australia Awards

Australia Awards in Indonesia

Short Term Award Completion Report

Human Rights Leadership to Influence Policy, Monday
29 September -Thursday 24 February 2022

UNSW Australian Human Rights Institute, Diplomacy Training Program,
Institute for Global Development





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Glossary

AAI	Australia Awards in Indonesia
AHRI	Australian Human Rights Institute
COS	Civil Society Organisation
DTP	Diplomacy Training Program
HR	Human Rights
IGD	Institute for Global Development
NHRI	National Human Rights Institutions
STA	Short Term Awards
UN	United Nations
UNSW	University of New South Wales, Sydney

1 Course overview

1.1 Overview

The Australia Awards in Indonesia ‘*Human Rights Leadership to Influence Policy*’ short course was an online learning program for Indonesian human rights professionals and advocates. The program was delivered by the Diplomacy Training Program (DTP) in collaboration with Australian Human Rights Institute (AHRI) and Institute for Global Development (IGD) at the University of New South Wales (UNSW). The primary course was delivered across two sessions per week for seven weeks, from Monday, 29 September 2021 to Wednesday, 3 November 2021. This was complimented by an additional 3-day pre-course workshop (23 – 25 August 2021), a 3-day post-course workshop (21, 23, 24 February 2022), and check-ins with participants.

The course sought to build the capacity of human rights leaders and their organisations. It was developed based on the recognition that human rights organisations and advocates could benefit from further strengthening their ability to work politically and strategically to influence key policy-makers and politicians, using policy analysis and communication tools and skills. Over time, more effective human rights advocacy can directly shape policy and facilitate coordination to ensure better outcomes for vulnerable communities.

The learning objectives for the course, as outlined in the scope of services, included to:

- Develop an understanding of how emerging and contemporary human rights issues are being advanced in Indonesia and Australia, regionally and globally.
- Compare Indonesian and Australian approaches to influencing policies and engaging stakeholders on human rights advocacy, comparing and drawing lessons from human rights activism in Australia.
- Strengthen existing partnerships and develop new connections to facilitate coordination between human rights organisations and activists in Indonesia and Australia.
- Develop strategies and practical approaches to influence policies and liaise with decision-makers.
- Benchmark and develop strategies to improve collaboration, coordination and communication between campaigns, programs, activists, organisations and government agencies.
- Analyse efforts to increase human rights activism.
- Develop understandings of, and critically discuss, human rights theory, international and regional human rights institutions and infrastructure.
- Build skills of advocates to be able to influence change, leverage resources, networks and to delegate and develop the capacity of their staff and organisations.
- Develop strategies to support human rights organisations and activists build campaigns and strengthen their digital security.

1.2 Introduction of the delivery organisation and the delivery team

The course was delivered as a collaboration between DTP, AHRI, and IGD at UNSW Sydney. DTP has over 30 years experience in developing and delivering practical human rights advocacy training programs in Asia and has over 200 alumni in Indonesia.

The Course Facilitation, Design and Leadership team included three experts: Professor Justine Nolan - Director, AHRI, Patrick Earle – Executive Director, DTP, and Dr Anna Nettheim - Research Consultant, DTP. Course delivery was further assisted by two Course Coordinators: Clare Sidoti - Communications and Office Coordinator, DTP, and Madison Williams – Legal Research Assistant & Administrative Officer, AHRI.

1.3 Brief overview of the participants

25 participants were selected by DFAT (17 women and 8 men), with most working for organisations based in Jakarta. They included junior, mid-level and senior staff at National Human Rights Institutions (NHRIs) and civil society organisations (CSOs) working in roles such as Commissioners, Monitors, Investigators, Executive Coordinators, Division Heads and Division Coordinators, Program Managers, Program Officers, Policy Analysts, Team Leaders, Researchers, Public Interest lawyers and advocates, Head of Media and Information, and Academics.

1.4 List of Australian organisations virtually visited, and experts virtually met

The course featured over 20 guest speakers, including a diverse and distinguished range of leading human rights academics, thought leaders and practitioners. The Keynote Lecture was given by the Hon Michael Kirby, former Justice of the High Court of Australia. Guest speakers and organisations engaged included:

- The Hon Michael Kirby – Keynote lecture
- Philip Chung, Executive Director, AustLII
- Chris Sidoti*, UN Commission of Inquiry on the Occupied Palestine Territory, including East Jerusalem, and Israel
- Patrick Walsh*, Human Rights Defender with extensive experience networking with Indonesian Civil Society Organisations
- Lucy Geddes*, Public Interest Advocacy Centre
- Ben Lee*, Australian lawyer, human rights consultant
- Natasha de Silva, Australian Human Rights Commission
- Graham Thom, Amnesty International Australia
- Nicholas Stewart*, Australian Lawyers for Human Rights
- Dani Larkin, Indigenous Law Centre
- Teina Te Hemara, National Native Title Council
- Pochoy Labog, Business and Human Rights Resource Centre
- Andy Symington*, KPMG Banarra
- Heather Moore, Salvation Army
- Noam Peleg, Child Rights Expert, Senior Lecturer, UNSW
- Andrew Byrnes, Emeritus Professor of International Law, UNSW
- Rosemary Kayess, Chairperson UN Committee on the Rights of Persons with Disabilities, Chairperson of the UN Treaty Body Chairpersons
- Therese Sands*, Coordinator of research and policy activities for the Chair of the UN Committee on the Rights of Persons with Disabilities
- Professor Vitit Munthabhorn, UN Special Rapporteur on Cambodia and First UN Special Rapporteur on Sexual Orientation and Gender Identity

- Marzuki Darusman, former Attorney General and former Chair of KomnasHAM.

* In addition to participating in the formal group sessions, those marked with an asterisk (*) and the following two experts were also engaged as mentors, supporting individuals or small groups: Allison Henry and Madeline Gleeson (The Kaldor Centre). Additional expert guests were also invited to participate in the post-course workshop as set out below.

1.5 Highlights of the online course sessions and virtual networking events

Highlights included:

- **The high calibre and diversity of the guest speakers:** The Opening Keynote Lecture by Hon Michael Kirby in the first session was very well received and set the tone for the course. The breadth of experience provided by the diverse guest speakers relevant to the work of the participants was acknowledged and appreciated by the participants.
- **Effective participant engagement and adult learning strategies:** The involvement of participants as facilitators of sessions, in presenting on their work, and presenting their Award Projects as individuals and groups was very effective in making the course dynamic and engaging. Participants demonstrated engagement through questions and input into each other's projects.
- **Commitment of participants and delivery team:** This was evidenced through the high level of participant attendance in sessions, despite the difficulty of working via Zoom, while meeting the demands of other work. Mentors and guest experts gave generously of their time and feedback.
- **Cross learning, linkages, and networking:** Individual participants and Award Project Groups were connected with people and organisations that would be useful to their Award Projects and their work more generally. It was also clear from content shared on the WhatsApp group that participants were actively sharing resources, information and networking opportunities with each other and making plans to meet in person after the course ended, suggesting an engaged and valuable peer network had been established.

"The most interesting part of this session was the issue of LGBTI rights and the sharing of experiences in Australia by Guest Speakers"¹

1.6 Overall assessment of the course

The course was a great success from the perspective of both the participants and the delivery team. Despite having been originally designed as an in-person course, and noting that the students expressed their disappointment that they could not visit Australia or meet in person, both staff and students felt the online delivery format nonetheless provided a valuable learning and networking experience. Participant feedback during the course was consistently excellent. Feedback via the online learning platform rated the 'Overall Experience' (53% @ 4/4 and 44.1% @ 5/5) and the 'Usefulness' (40.1% @ 5/5 and 56.6% @ 4/5) for every session. Comments submitted reflected the participants' appreciation of the guest speakers and the value of what they learnt. The students were engaged and supportive of one another. The award projects provided a useful practical focus, and DTP's participatory adult education approaches (e.g. co-facilitation, presentations) worked well online. New relationships were clearly formed between the participants, and also between the participants and peers and experts in Australia.

¹ This and other quotes in the report are taken from participant feedback provided over the course of the program unless otherwise indicated.

2 Course delivery

2.1 Course development

The course learning objectives were identified by the Australia Awards in Indonesia (AAI) through consultations between the Australian Embassy in Jakarta and relevant Indonesian stakeholders. These were captured in the Scope of Services and tender documentation. They were refined by the delivery team prior to delivery, as the course transitioned from a face-to-face (F2F) to an online format. Adjustment to session content continued after the participant selection process was finalised, and also in real time as the course was delivered, in order to respond to individual participant's and the groups' learning objectives, feedback, and specific Award Project topics.

The selection of guest speakers, and the selection and matching of mentors with participants was directly tailored to the objectives of the participants. Care was given to ensure that the matching of mentors with participants was also student-led where possible. Please find a detailed overview of the learning objectives, and how the course directly responded to each of these, in [Annex I](#).

The change to online delivery provided a range of challenges, opportunities and lessons. Some of the original course learning objectives and our initial ideas about how we would meet these through the course were not feasible in an online format. Adapting to an online course required a lot more additional work than originally anticipated. Further, many of the interactive teaching and learning methodologies which are standard DTP practice for Human Rights Training programs, were not possible online. While engagement was generally good, it was more difficult in the online course to generate the same level of organic engagement and discussion between guests and participants that occurs during F2F discussions and activities.

It is challenging to gauge the level of interest and engagement of participants online, especially due to internet difficulties. Obtaining feedback about what was working and what participants needed in terms of content was difficult online, with only a small percentage of participants responding to our requests for feedback and input regardless of the feedback mechanism modality - whether we made these requests verbally and directly, through the online learning platform, via email, or via WhatsApp.

Many participants had difficulties with their internet connections during the program. Over one third of participants who provided feedback via the online learning platform reported experiencing internet problems during sessions and they were understandably troubled by this. To help address this we recorded and shared the video recording of sessions, and written summary notes were also shared following each session.

However, some aspects of the F2F program transferred very effectively into the online course. For example, putting participants into small groups that differed from their Award Project groups and inviting them to take turns facilitating the sessions was effective and received many positive comments from participants. Another beneficial aspect of online delivery was the ability to invite in experts and mentors from across Australia and abroad, as well as those with busy schedules who may not have made time to travel to the university or other delivery venue in person.

One new practice was the detailed documenting and sharing of in-depth summaries of each of the course sessions, alongside a list of links to all the resources referred to in each session directly after the session. This provided a very comprehensive and timely record of the course content, materials and discussions. This practice was perhaps of even greater value given that English was a second language for many participants, and some participants were relying on translation between English and Bahasa and/or English and Bahasa Isyarat Indonesia (Indonesian Sign Language). Similarly, another beneficial

aspect of online delivery was that every session was recorded, meaning if participants wanted to listen to a session again, or could not attend one day due to timetable or internet issues, they could access the content later. However, this was only promoted as a back-up delivery mode – real time attendance is preferred to facilitate engagement and discussion.

The team also noted that the multi-week online delivery format provided the opportunity for a longer-term engagement with participants – it gave participants more time to digest the content and apply learnings and ideas to their work in real time. The longer timeframe also made it easier to adapt the program as the course progressed to respond to participant needs and interests. Similarly, having the sessions spaced out regularly over several weeks enabled relationships within the cohort and with the delivery team to develop a little more depth than may have occurred in five continuous days online.

2.2 Group composition

The course engaged 25 participants: 17 women and 8 men. The range of knowledge, experience and issues represented by the participants was a real strength of the course and added to its richness. All of the selected participants were able to participate and contribute.

The participants' specific advocacy focus areas were similarly varied. Their foci included: Gender (its interaction with religion, sexual violence), Children's rights (including sexual exploitation, trafficking, parenting and safeguarding issues), Advocacy for persons with disabilities (within the judicial process, job recruitment, education), Refugee rights and representation, Freedom of Religious Belief, Rights and safety of Environmental Human Rights Defenders, Social exclusion and violence towards the elderly, Indigenous peoples' rights, The autonomy law and rights of Papuan peoples, Digital rights (particularly legislative curtailments to the freedom of expression), Migrant workers, the rights of workers and the Omnibus Bill, and Education and vocational training for juvenile prisoners.

2.3 Pre-course workshop

The Award Project topics listed below were identified in the pre-course workshop, facilitated by the AAI team. Subsequently some minor amendments to topic titles and/or focus were made early in the course.

Group Projects

- Strengthening access to Justice for People with Disability in a Judicial process - Bestha Inatsan Ahila, Hari Kurniawan, Ni Putu Candra Dewa, Riski Purna Adi
- Child Safeguarding Guidelines - Andress Hamenda, Oviama Fathul Janah, Rita Pranawati, Putu Elvina Gani
- Indigenous People's Access to Justice - Latifah Buswarimba, Muhammad Syukron Anshori
- CEDAW and Sexual Violence in Educational Institutions - Alimatul Qibtiyah, Khotimun Sutanti, Hayati Setia Inten
- Development of Advocacy Guidelines for Refugee Communities- Endang Sri Melani, Vella Okta Rini, Julio Achmadi, Zico E.P
- Human Rights and Peace Building on Freedom of Religion and Belief - Fitria Sumarni, Siti Hanifah

Individual Projects

- A model for strengthening Policy Advocacy - Kania Rahma Nureda
- Advocacy for Revocation of Permenkominfo No.5/2020 to protect freedom of

expression in Indonesia - Nenden Sekar Arum N

- Anti-Slapp in Indonesia, is it possible? - Franky Butar
- Promotion of Protection of Migrant Workers - Siti Badriyah
- The legal and socio-political situation of Transgender people in Indonesia - Ririn Sefsani
- Mapping HR Issues in Indonesia - Nurrahman Aji Utomo

2.4 Online course content

Significant effort was made to ensure the course content was relevant to the participants, was of a high quality, and reflected a good balance of theory and practical exercises and opportunities for applied learning. Strengths of the course included the deep expertise, experience and diversity of the delivery team and guests, the breadth of material covered, the tailored nature of the mentoring, and the disability-inclusive delivery approach.

In advance of the sessions, all guest experts were well briefed. They were provided with information about the current situation of human rights in Indonesia, the participants, their work and their Award Projects. This ensured that content was tailored to meet the objectives of the participants.

The extensive networks of DTP and AHRI meant the team were able to engage numerous human rights practitioners in Australia who are world experts in their fields, with expertise directly relevant to the participants and their selected projects. The team invited several of these experts to subsequently return and join further individual or small group mentoring discussions with participants to help them gain a human rights perspective on their specific Award Projects and address challenges faced in developing their Projects. The high calibre of the course leaders, guest speakers, and mentors was recognised by the participants in their feedback.

The attention to matching mentors with directly relevant experience to each participant fostered a more meaningful and multifaceted mentoring experience. For example, following their mentoring session, participant Ririn asked mentor Nicholas Stewart if he would review the article she was writing about rights for transgender people, and he agreed to do so; participant Khotimun asked Nicholas for advice around cyber violence based on gender and how to deal with that and Nicholas shared information around this and links to relevant resources and laws - Khotimun is working on an article comparing laws about this issue in different countries, e.g. Philippines. Khotimun also asked about victim rights and recompense and whether there had been any developments in this area and Nicholas shared documents and invited both participants to make further contact if they wished. While generalist mentors can provide much motivational and process driven support, expert mentors with relevant professional experience added extra value to the process.

The selection of guest experts and mentors was guided by a desire to build organisational relationships and networks across the two countries. Australian NGOs and institutions involved in the program included:

- Australian Legal Information Institute
- Kaldor Centre on Refugee Law and Policy
- Public Interest Advocacy Centre (PIAC)
- Australian Lawyers for Human Rights
- Australian Human Rights Commission
- Indigenous Law Centre
- National Native Title Council

"I barely know that there is Australasian legal information institute which really helpful for researcher like me"

The team also made efforts in relation to fostering public and media engagement:

- The team linked one of the participants with Australian and NZ journalists
- The course was actively promoted via the DTP, IGD and AHRI newsletters, which are distributed to over 5000 addresses
- The course was promoted via the story "[New program launched to foster deeper ties between Australian and Indonesian human rights advocates](#)" (5.10.2021) which announces the course and provides a link to the keynote welcoming address by former Justice the Hon. Michael Kirby
- Participant Muhammad Syukron Anshori published his research in the article "[Indigenous peoples of Indonesia: Calling for recognition and respect](#)" (December 2021).

The team actively sought regular input and feedback in oral and written form from the participants about the course content and their needs in relation to their Award Projects in terms of support, advice, connections and resources.

With regard to delivery challenges, at the outset the team were a little unsure of AAI expectations regarding mentoring, as the mentoring sessions for individual or group Award Projects were introduced later in the design process, after the original course design and tendering processes. The team approached the supervision and mentoring of participants and their Award Projects in several ways. Initially, individual participants were invited to present on their work, their objectives for taking the course, and the challenges they faced, and course providers and/or guest speakers and, where time allowed, participants, were invited to engage in discussion and offer feedback and comments. During an early session we divided participants into their Award Groups and gave them some questions to consider around their proposed Award Projects in their breakout rooms. We then had the course leaders and several guest speakers who participants had met previously, enter the breakout rooms and respond to questions and provide input on the Award Projects.

Following this, we began to invite Award Groups to present on their projects to guest speakers with expertise in fields relevant to their projects. Guests were then able to provide direct input into how the projects were developing. In addition, we organised for many of the groups and individuals in the program to have further discussions about their projects with guests who returned in the role of mentors. We invited additional guests to engage directly with participants about their Award Projects either by making email introductions or by hosting Zoom meetings between guests and participants. Where it was needed, we requested support from AAI in the form of interpreters and sign language interpreters to allow full engagement of participants. In other cases, Course Lead Anna Nettheim, who hosted these meetings, acted as interpreter. Overall we felt the mentoring added significant value, but it also required a lot of coordination time.

Challenges relating more specifically to the online delivery format have been captured above in section 2.1 'Course Development'.

2.5 Post-course workshop

Following the end of the bi-weekly course delivery sessions on 3 November 2021, the team had committed to two additional mentoring sessions in the months leading up to the final post-course workshop. The first of these was held successfully in December 2021. The second was cancelled as participants were successfully progressing their projects individually and in their groups. However, as described above, the team organised and facilitated additional mentoring sessions for some of the groups/participants.

The team also worked closely with the AAI team in planning the post-course workshop in February 2022. Based on local health advice this took the format of a hybrid F2F and online program for participants. DTP reached out to local partner, Human Rights Working Group (HRWG) and its Executive Director Daniel Awigra to facilitate the workshop. DTP alumna and ASEAN Intergovernmental Commissioner on Human Rights (AICHR), Yuyun Wahyuningrum was invited as a special guest presenter to share lessons learned on influencing ASEAN for human rights.

The Award Project presentations by the groups and individuals were impressive. They demonstrated that significant work had been undertaken by participants on their projects, that the program had been useful to them, and that valuable relationships had been established. We note that the team did not feel that it was possible, nor desirable, to rank projects given that all the groups and individuals clearly worked hard and achieved a great deal, as was evidenced in their final presentations during the post course workshop.

2.6 Overall assessment

a) Effectiveness

"I learnt how human rights activists fight for Indigenous peoples and the right approach to take so that stakeholders can take sides and give rights to Indigenous peoples. This can be used as an example for Indonesia in fighting for the rights of Indigenous peoples as vulnerable groups."

Review of participant feedback, and the observations of the delivery team, indicate that the course was effective in terms of individual learning, supporting the completion of meaningful Award Projects and network building. Participant feedback demonstrated specific areas in which they had gained new perspectives and reflected on how this these impacted on their work.

Many participants mentioned in their feedback that they had new understandings of LGBT+ issues after listening to some of the guest speakers:

- *"For me the most interesting [thing] was the process and changing of the rights of the minority groups including LGBTQ in Australia."*
- *"Interesting topic about LGBT, Australia has solutions to reduce discrimination against LGBT, but in Indonesia this is a big problem because we have strict religious norms even Indonesia doesn't have regulations for LGBT. In Australia LGBT are treated as equals to other human beings, but in Indonesia they are still discriminated against."*
- *"As a resident of Yogyakarta, the discussions made by Mr. Vitit and Mr. Sidoti enriched my insight into the sexual orientation and gender identity movement. [We] learned from the good practice human rights are for everyone regardless of their sexual orientation or gender identity."*

Many participants also expressed the value of particular sessions to their own work:

- *"The idea of policy changes in Australia. Mr. Michael Kirby explained to us that the White Australia policy change was due to research and reported by the Media. So I think in the same way that can be duplicated by the Ahmadiyya Community in Indonesia to advocate the discriminative regulation against Ahmadiyya."*
- *"This session is interesting because we learn about Indigenous people and their rights that often violated by government, from the experiences of Australia we could learn how to make solutions for the right of Indigenous people."*
- *"I enjoyed the speaker's session, it helped me gain new perspective on CEDAW."*

- *"The UN Special Procedures as an HR mechanism opened my understanding of domestic advocacy strategies to explore this mechanism to gain international concern."*

Similarly, participants indicated a greater understanding of the intersection of Human Rights and Business and the relevance of this to their own work:

- *"As a deaf [person] now I understand the perspective of human right and business that I didn't understand before since that topic isn't familiar for us to discuss and talk about, due to the lack of information access for deaf people. I hope at the next meeting we will discuss and learn more about those topics after that i could disseminate it into deaf [communities] to raise awareness and understand about human rights and business and relate it to a deaf perspective. Also the group discussion is clear and the mentor is really an expert on disability rights, the input from Mr. Lee for our project is really useful and make us develop the project."*
- *"The interesting thing in this session was the issue of Business and Human Rights because there are many cases involving companies in Indonesia that violate human rights."*

b) How Award Projects evolved

Participants worked on a diverse range of Award Projects, in groups and individually. The focus areas for Award Projects responded to real areas of need. It was clear that the group projects helped to build collaboration among participants and organisations, and it was also clear that all of the Award Projects changed over the course – generally becoming more focussed, with clearer, achievable objectives – and informed by the knowledge and experience shared by speakers, mentors and other participants. Some of the participants were able to substantially implement their projects during the program, while for others they made progress/adjusted their objectives and timelines.

2.7 Financials and resources

The core course delivery team was engaged as per the proposal. Only one staff change was made, in the role of Course Coordinator, prior to the course commencement. This was a change from Michael Burnside to Madison Williams and was notified and approved by AAI via email. Madison went on to play a very important role in the course delivery and development.

As can be expected, given the online delivery format the Course Coordinator role took on a slightly different focus than may have been envisaged for an in-person program. This role helped with setting up online tools, establishing an extensive online resource library, and providing tech support for the Zoom sessions. Madison also participated in all the Zoom sessions, and subsequently provided participants with in-depth summaries of each session. It was noted by the team that for an online course, particularly at the start, at least two team members need to be engaged on each call, with at least one person to facilitate and one person to trouble shoot and support the technology aspects.

The course also took longer to plan and deliver than had been originally expected.

3 Participant administration and welfare

The delivery team thought that participant administration and welfare matters were well addressed through the established AAI processes and tools. As noted above, participant feedback about the entire course was generally positive. Some specific welfare and administration elements that worked well included:

- **Communication:** Communication with the cohort was established early on via a WhatsApp Group which proved effective, popular and user friendly. Questions were responded to in a timely manner by AAI team members and/or the course facilitators as relevant.
- **Longer course duration:** The longer course duration over several months gave more time for participants to digest information and apply the learnings to their work. It also made it easier to adapt the program to respond to participant needs, and gave time for deeper peer and participant-facilitator relationships to develop. Conversely, running the program online over an extended period of time during which participants were busy with their work and many other obligations also meant their focus on the course was at times lacking or interrupted.
- **Interpretation/signing:** The simultaneous translation worked well and the team greatly appreciated the amazing translators and signers. In addition, we found it very advantageous to have team members with Indonesian language skills within the course delivery team, who could monitor the WhatsApp group and share key insights across the team in both English and Indonesian as necessary. We believe this also aided faster rapport building with the participants. This was particularly useful in small group discussions with guests and mentors where some participants were more comfortable using Indonesian but were not in the main room with the AAI interpreters. It was also important for discussions between participants and mentors outside of the sessions.

*"Supportive learning from Australia Award Indonesia, for example: there are interpreter, live transcript and sign language interpreter. As a result, there is no discrimination for all of participants. The Committee is very open and helpful too"*²

- **Disability inclusive approach:** Pleasingly, one of the participants with a hearing disability complimented the disability support provided:

"My personal impression during the short course was that it was very useful and provided a broader perspective on human rights and the conventions that overshadow it, the discussions were also very interesting and not boring, the DTP team was very good at bringing in experts in their fields and always appreciated and answered questions from participants, the AAI was very responsive, especially Mas Candra, whom I often asked for help regarding access to interpreters and other needs, JBI interpreters were very clear in translating the speakers and working together, the disability award project team was very solid and worked as hard as they could, the Compass provided by the DTP team really helped me to revise and understand the material, the short course that was carried out was really inclusive. It was an honor for me to be selected for this short course."

In terms of administration or welfare challenges, we note the following:

- **Varied internet access:** As noted above, some participants faced internet connectivity issues, which the team addressed by providing video recordings and written session notes.
- **Scheduling & competing demands:** Feedback was received that trying to juggle the weekly two 3-hour sessions within busy working days/weeks was difficult. Several requests were made for changes to times that the team were unable to accommodate mid-course. Many participants had to take part in sessions from vehicles, while travelling for or during work, and some had to miss sessions or parts of sessions due to competing work schedules including travel.

² Participant quote from Final Feedback Survey (see annex)

"Barriers to online courses and are conducted regularly on weekdays, making it difficult to focus on taking courses because they are divided into work schedules."

"Is it possible to move the Monday schedule to Saturday sessions since it really difficult to manage the time in office."

"I am suggesting that we change the Monday session to the weekend/Friday morning since many works need to be done in the first day of the week. It is quite hard to manage the work with the morning session on Monday."

- **Zoom Fatigue:** Participants reported Zoom fatigue, something we can all relate to. We feel that 90 minutes is the maximum desired time for any single online session.
- **Location:** Understandably, participants were disappointed not to be able to participate in an in-person course and visit Australia.

4 Lessons learned and recommendations

We have reflected on all phases of the course delivery, and summarise below our key lessons learned and suggested changes:

- **Engagement in participant selection:** The team suggest there could be benefits from greater involvement of the delivery team in the participant selection process. Being involved in the selection process would give the delivery team a strong sense of the cohort well in advance, which could in turn help inform the detailed course design, selection of trainers/mentors and engagement around Award Projects, and networking with others (DTP has a number of key partners and over 200 alumni in Indonesian CSOs/NHRI etc).
- **Pre-Course Survey:** In order to better understand the cohort and tailor the program in advance, it would also be beneficial to incorporate some specific training needs assessment questions that we use in our own human rights training programs into the AAI pre-course survey.
- **Pre-Course Workshop Roles and Responsibilities:** It would be useful for course providers to have some meetings with AAI several weeks prior to the pre-course to gain a better understanding of how the pre-course workshop will be run, the expectations of course providers during the pre-course workshop, and the level of engagement between participants prior to the pre-course – and to begin the working relationships.
- **Award Project Group Formation Process:** There was some disconnect between the projects that participants had nominated when selected as participants and what they decided to focus on in the pre-course workshop. As the award projects are such an important part of the course and are so relevant to course design, the delivery team would have liked to have been more involved in this process. Therefore, we suggest that:
 - the focus of the Pre-Course Workshop could be centered on learning about the participants, their work and their objectives in undertaking the course, and that forming Award Project Groups could take place between the pre-course and the start of the course.
 - the course providers would be available in this period to provide advice and input. In this way course providers would be better able to assist participants to explore and determine what groupings would be most beneficial to all group members and their objectives, with the aim of

successfully implementing their Award Projects and building ongoing connections with group members.

- the Award Project groupings are only finalised after week 2 of the course, to give participants more time to get to know each other and explore options before confirming these.

“For pre-course workshop I think about the assignment given on the day 2 was too early.”³

- **Mentor Role Definition:** The mentor role was added into the delivery plan following the original course design process. The team felt the mentor role added value and developed organically throughout the program. If this is to be a standard role for future courses, it would be helpful to add the mentor role into the scope of services staff role outline and to include some documented guidance regarding the role, and preferred approaches to integrating mentoring into the course. It would also be helpful to document guidelines and expectations around the roles of mentors and mentoring and share these with participants so they can frame their expectations and engagement.
- **Review utility of LMS:** With regard to the Online Learning Platform or Learning Management System (LMS), the team found it useful to have a central LMS in which to share and store course readings, videos, recordings and materials. It seemed however that the LMS was less necessary for other functions – such as group communication or participant surveys - as a WhatsApp group had been formed prior to course start, and that remained the primary tool and communication channel for the entire course. Participants did not use the LMS as a way of engaging with each other or responding to the course leaders and coordinators. They responded best to engagement on WhatsApp. On reflection, while a LMS is useful, the materials sharing function could alternatively be managed via other means, such as a shared document google drive, or by emailing participants materials on a weekly or periodic basis. We felt the effort put into developing the LMS was not matched by participant engagement with the tool. As such, the value of developing an LMS for future online courses may require further consideration as potentially a mix of email, WhatsApp, and Zoom (or similar) may be sufficient.
- **Length of sessions:** The team felt that the 3-hour sessions were too long for an online format. In future, we would suggest 3 x 2-hour sessions per week. Further, one of those sessions would be dedicated to the development of the Award Projects within Award Groups, and with mentors, without the provision of any additional content.
- **Length of course:** The team felt that seven weeks was too long for an online program and note that it was difficult for participants to juggle competing work demands over such a long period. We felt a shorter course of four weeks would be an optimum duration, with a maximum of six weeks. We therefore suggest that online courses be delivered in 2 segments of 3 weeks each with a break in the middle in which participants could progress their Award Projects outside of the program would be a more useful schedule format, which would enable participants to better sustain their engagement with the course.
- **Translation Services:** The team greatly appreciated the support of the interpreters including the sign interpreters. This is the first time that we have used these in an online course and we felt it worked very well.

Finally, we would like to acknowledge the excellent support and engagement of the AAI team. Liaison with AAI was excellent once the pre-course had begun and for the duration of the

³ Participant quote from Final Feedback Survey (see annex)

course. All questions by the course providers were responded to in a timely fashion. AAI team members were actively involved in supporting participants to gain maximum benefit from the course sessions by encouraging them to join the sessions on time, ask questions in either English or Indonesian by chat or by raising their hands, and contribute to discussions in whichever manner suited them best. The AAI team provided the delivery team with useful feedback via email and during discussions throughout the course and as requested. We would like to thank all the individual members of the AAI team for their engagement, collaboration and support.

5 Annexes

- Annex 1: Participant list (photos included)
- Annex 2: Individual stories and vignettes on linkages
- Annex 3: Award Project Overviews
- Annex 4: Course program included in the tender proposal
- Annex 5: Course program as delivered
- Annex 6: Addressing Course Objectives
- Annex 7: AAI Participant Feedback Survey Data

5.1 Participant list





Photo	Participant Information
	<p>Alimatul Qibtiyah Leader of Sub Commission of Education Komnas Perempuan alimatul.qibtiyah@uin-suka.ac.id</p>
	<p>Andress Hamenda Founder & CEO Punya Harapan andress.hamenda@punyaharapan.com</p>
	<p>Bestha Inatsan Ashila Deputy of Knowledge Management Indonesia Judicial Research Society (IJRS) besthainatsan@ijrs.or.id</p>
	<p>Endang Sri Melani Coordinator Division of Monitoring and Investigation Komnas HAM besthainatsan@ijrs.or.id</p>





Photo	Participant Information
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	<p>Hari Kurniawan, SH Vice Director Indonesia Inclusive Institute (Institut Inklusif Indonesia/I3) hari_kurniawan@yahoo.com</p>
	<p>Hayati Setia Inten Coordinator of Law and Policy Reform Division National Commission on Violence Against Women (NCVAW) inten.kp@gmail.com</p>





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Photo	Participant Information
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	<p>Ni Putu Candra Dewi Human Rights Defender Bumi Setara and YLBHI LBH Bali candra.dewi5@gmail.com</p>
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Photo	Participant Information
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	Rita Pranawati Commissioner Indonesian Commission on Child Protection rita.pranawati@gmail.com
	Siti Badriyah Coordinator Policy Advocacy Migrant CARE makchik@migrantcare.net

Photo	Participant Information
	Siti Hanifah Program Manager The Asian Muslim Action Network (AMAN) Indonesia makchik@migrantcare.net
	Vella Okta Rini Human Right Monitors and Investigators The National Human Rights Commissions (Komnas HAM) vellakomnasham@gmail.com
	Zico Efraindio Pestalozzi Campaign and Public Awareness Coordinator SUAKA zico@suaka.or.id
	Putu Elvina Commissioner Indonesian Commission on Child Protection putu.elvina@gmail.com

5.2 Individual stories and vignettes on promising Award Projects and linkages

1. **The value of applying a comparative lens:** The project examining 'CEDAW and Sexual Violence in Educational Institutions' led by Alimatul Qibtiyah, Khotimun Sutanti, and Hayati Setia Inten was illustrative of the value of conducting this work through a comparative lens. The team connected these participants with an Australian expert, Allison Henry, who has conducted similar research in Australia. The group was able to assess comparative obstacles, identify key stakeholders and develop a strategic advocacy approach that applied the lessons from the Australian experience.
2. **A regional lens on anti-slapp cases:** The project focused on the possibility of developing 'anti-slapp' laws in Indonesia by Franky Butar benefitted from the in-depth class the team held on business and human rights led by Justine Nolan. This is a critical issue that has broad resonance for human rights defenders and is critical to creating a rights environment that does not penalise individuals for critiquing business and/or government policies and practices. The class highlighted some of the anti-slapp cases in the region which was a useful resource for this project.
3. **Mentoring by a Global Expert:** The value of the mentor program was exemplified by the engagement of one of our human rights experts, Chris Sidoti. Chris provided valuable input to many projects and helped people understand links between their projects/work and HR frameworks and provided valuable international and HR perspectives which will impact their work more broadly. For example, one participant commented after one of his sessions:

"The most interesting thing in this session was hearing the experience of speaker, Mr. Chris Sidoti about the history of human rights cases in Australia that befell the Aboriginal Tribes (separation of aboriginal children). This case is similar to what happened in East Timor during the conflict. Komnas HAM has also been involved with the Timor Leste Human Rights Commission (PDHJ) and NGOs in both countries to identify and reunite East Timorese children who were separated and brought to Indonesia to be reunited with their families in Timor Leste."

4. **Intersectional Approach:** An example of the intersectional nature of the course and the award project is illustrated by the research on 'Strengthening access to Justice for People with Disability in a Judicial process' led by Bestha Inatsan Ahila, Hari Kurniawan, Ni Putu Candra Dewa and Riski Purna Adi. This project directly benefitted from the discussion on the rights of persons with disabilities delivered by Rosemary Kayess but also intersected with the class on business and human rights, regarding the responsibility of both business and states to ensure their rights are protected.
5. **Disability inclusive approach:** Pleasingly, one of the participants with a hearing disability complimented the disability support provided:

"My personal impression during the short course was that it was very useful and provided a broader perspective on human rights and the conventions that overshadow it, the discussions were also very interesting and not boring, the DTP team was very good at bringing in experts in their fields and always appreciated and answered questions from participants, the AAI was very responsive, especially Mas Candra, whom I often asked for help regarding access to interpreters and other needs, JBI interpreters were very clear in translating the speakers and working together, the disability award project team was very solid and worked as hard as they could, the Compass provided by the DTP team really

helped me to revise and understand the material, the short course that was carried out was really inclusive. It was an honor for me to be selected for this short course."

- 6. Exploring the Foundations of Human Rights, and Building Peer Networks:** A LinkedIn Post by Nenden Sekar Arum, Head of Freedom of Expression Division, Southeast Asia Freedom of Expression Network, 8 March 2022:

"I would like to start this week (after a pretty long break last week) with a piece of good news. I recently became one of [Australia Global Alumni in Indonesia](#) after finishing the Short Term Award course Leadership in human rights to influence policy by [Australia Awards](#).

An important 6-months series of online courses led by [UNSW](#) and the [Diplomacy Training Program](#) gave me a broad perspective regarding the foundation of human rights and international mechanisms in reporting its violation. I received many resources and met with prominent human rights activists in Australia.

As someone who only had education on technical matters, pursuing a career nothing on social things, and never had any proper knowledge related to human rights, this course is more than essential. It helps me strengthen my skills in advocating the cases of digital rights violations in Indonesia.

Besides that, another thing to be appreciated in this course was meeting and learning from other fellow human rights activists in Indonesia. We discuss and even plan to have a project together in the near future. This practice (collaboration within civil society and government organisation) is one of the most critical activities in monitoring and advocating human rights and ensuring that the government fulfils, protects, and respects all Indonesian citizens' human rights without exception. #australiaawards #humanrights"

- 7. Early feedback on award project plans** by guests and mentors helped participants shape their projects. The group working on Child Safeguarding Guidelines consisting of Putu Elvina, Rita Pranawati, Oviani Fathul Janah, and Andress Hamenda commented on the constructive feedback and input they received from guest speaker and mentor Ben Lee:

"Our group gained insights from Ben Lee to adapt and improve the scope of the project. He commented based on our brief presentation that whether or not our group will provide assessment tools to measure the effectiveness of the guidelines and to track which institutions utilise the guidelines.

The mentoring session assisted our group to move ahead with our award project to target the guidelines to 15 clusters of the most vulnerable group of children which are required to be protected. We will start from each institution we are working with. Therefore, the aspects of our project which we are following up are to brainstorm issues of children in conflict with the law which have been long ignored and their digital rights. Ben Lee also provided his email address and some useful links".

- 8. Additional tailored mentor sessions provided groups with focussed input** that contributed to successful delivery of Award Projects. The group working on Human Rights and Peace Building on Freedom of Religion and Belief made up of Siti Hanifah and Fitria Sumarni had separate mentor sessions with guest speaker/mentors Lucy Geddes and Patrick Walsh in which they discussed aspects of their project plan and where they received advice and material input such as a Risk Matrix to adapt and work through due to the high risk nature of their project environment. The group's post-course presentation evidenced that they had been able to carry out their project safely and foster valuable discussions between various parties concerned in the conflict.

5.3 Award Project Overviews

Title of Project	Name	Objectives	State of Implementation
Access to Justice for people with Disability	Bestha Inatsan Ahila	The objectives were good – quite ambitious but were refined over the period of the of the program.	Great collaboration between the members who pulled a project together that would help further all of their individual goals, great engagement with our expert guests and mentors, clearly learnt a lot they felt was useful for their future work. The participants in this group were clearly self-motivated and committed. Some may continue to work together – but each will certainly continue in their work and apply what they have learnt and the work that they are doing is needed, valuable and worthy of further support. The project is also timely as Indonesia is currently reporting under CRPD.
	Ni Putu Candra Dewa		
	Hari Kurniawan		
	Riski Purna Adi		
Child Safeguarding	Andress Hamenda	The objectives were directly related to the work of most of the participants, and the institutions that they work for. The objectives were initially ambitions but became more realistic.	They made good progress over the period of the project. Some of the participants joined DTP's webinar series on the CRC. There is clearly a need to invest more in this area and there is potentially for collaborative learning and exchange with organisations in Australia.
	Oviama Fathul Janah		
	Rita Pranawati		
	Putu Elvina Gani		
Sexual violence in universities	Alimatul Qibtiyah	The objectives became more focused and addressed an area of real need.	This group also worked together really well and took up opportunities with and advice from guest experts and mentors to further their project.
	Khotimun Sutanti		
	Hayati Setia Inten		
Indigenous People's Access to Justice	Latifah Buswarimba	As with other projects, the objectives sensibly shifted and narrowed over the period of the course.	The final presentation showed impressive progress – as well as the need for further work. Exchange and engagement on Indigenous peoples issues between Indonesia and Australia has considerable potential and positive value for both countries – with valuable lessons and opportunities.
	Muhammad Syukron Anshori		
	Endang Sri Melani		

Development of advocacy guidelines for refugees for creating policy brief	Vella Okta Rini	The group had clear, focused and realistic objectives from the beginning, although these objectives evolved over the course, based on what was learnt and engagement with mentors and organisations in Australia.	This group were all individually and collectively impressive with knowledge and experience. They made significant progress in achieving their objectives and advancing their work with some of the most vulnerable and marginalised groups in Indonesia.
	Julio Achmadi		
	Zico E.P		
Training on HR, Freedom of Religion and Belief, and Peace Building	Fitria Sumarni	Their objectives developed and were informed by their engagement with key groups and the participation of community representatives.	Very successful collaboration, took up opportunities and advice to work with guest mentors and very successful implementation of their difficult project. There is clear need here to keep investing in initiatives that will reduce community conflict, develop understanding and support for human rights as shared values of communities with different backgrounds and beliefs and support the role of women as peacemakers.
	Siti Hanifah		
A model for strengthening Policy Advocacy	Kania Rahma Nureda	Objectives were refined over time.	Yes progress was made and offers potential to improve the work of KomnasHAM
Demanding revocation of Permenkominfo No.5/2020 to protect freedom of expression in Indonesia	Nenden Sekar Arum N	Clear and focused objectives	Yes progress was made and good linkages established with organisations in Australia and regionally. Nenden is working on a key issue in relation to democracy and the space for civil society in a digital age.
Anti-Slapp in Indonesia, is it possible?	Franky Butar	Objectives evolved over the program	Yes progress was made
Promotion of Protection of Migrant Workers	Siti Badriyah	Clear objectives	Significant progress made. Siti very impressive.
Transgender Rights	Ririn Sefsani	Objectives evolved.	Yes progress was made towards meeting objectives. Clear that Ririn and her work and the course engaged

			and shifted views of other participants in this key area of human rights in Indonesia
Mapping HR Issues in Indonesia	Nurrahman Aji Utomo	Initial objective was a little vague and overly ambitious, but the course helped in making objective more realistic and achievable.	A work in progress. Achievement of the objective dependent on many factors, inside the institution and beyond.

5.4 Course program included in the tender

Indicative Detailed Online Delivery Schedule (Revised 15.7.2021)

Date (2021)	Time	Online Format	S/A*	Theme	Team Lead	Guests	Description / Notes
“Pre-Course” Orientation Week							
Monday, 23 August	11-12:30pm AEST	Online Group Session (1.5 hours)	S	Welcome & Introduction Session	<i>Delivery Team (all)</i> <i>(Anna Nettheim, Patrick Earle, Justine Nolan, Michael Burnside, Clare Sidoti)</i>	n/a	Welcome & Introduction Session Staff/Facilitator Introductions Participant introductions to each other Course Expectations Key Human Rights Issues Course Overview Logistics Expectations / Protocols: Safe space, co-facilitation of specific daily activities all introduced
	12.30-1pm AEST	Online Group Session (1/2 hour)	S	IT Session	<i>Course Coordinators and Course Leader</i> <i>(Clare Sidoti, Michael Burnside & Anna Nettheim)</i>	n/a	IT Session Setting up clear instructions and running a workshop on technical aspects (not running three Zoom sessions concurrently etc) Sending a technical support checklist (as above) Seeking more detailed technology feedback from the participants before the start of the course about technical issues (which programs work, are there certain times of day when internet slows down etc) Developing a system to track technical problems, possibly including using WhatsApp to report to the course provider so that the

							sessions can be adjusted if participants drop out.
Tuesday, 24 August	11am-2pm AEST	Online Group Session (3 hours)	S	Participant Check-in & Presentation Preparation & Mentoring	<i>Course Leader (Anna Nettheim)</i>	n/a	Participant Check-in, Australia Awards Presentation Preparation & Mentoring Check in with participants – questions re course outline/areas of knowledge they would like to focus on etc – discussion of expectations of participation. This session will help in process of participants getting to know each other and having sense of ownership of course. Go over guidelines on participant presentations etc
Wednesday 25 August	11am-2pm AEST	Online Group Session (3 hours)	S	Participant Check-in & Presentation Preparation & Mentoring	<i>Course Leader (Anna Nettheim)</i>	n/a	Participant Check-in, Australia Awards Presentations
Week 1							
Monday 20th September	11am-12pm AEST	Individual Online Engagement - Quiz & Videos (1 hour)	S	Official Welcome, Keynote and Key Human Rights Issues	<i>Course Leader Patrick Earle and (Anna Nettheim) available online for questions / info re course and logistics</i>	The Hon Michael Kirby	Official Welcome, Keynote Speech and Key Human Rights Issues – the Hon Michael Kirby There will be a welcome on behalf of the organisations – and a keynote address by the Hon Michael Kirby reflecting on his work on human rights at the domestic and international level – picking up some of the key contemporary human rights issues.
	12-1pm AEST	Individual Online Engagement	AS	Key Human Rights Issues in Australia	<i>Course Leader (Anna Nettheim) available</i>	n/a	Key Human Rights Issues in Australia This quiz will help to build levels of knowledge of human rights in Australia that will be a helpful foundation for future sessions on

		- Interactive Quiz (1 hour)			<i>online for questions / info re course and logistics</i>		experience sharing and building links etc. The quiz will include content on IP rights, Migrants, Gender, Disability, Racism, BHR/Modern Slavery, NHRIs, human rights acts
	1-2pm AEST	Online Group Session (1 hour)	S	Key Human Rights Issues: Building Research Skills	<i>Course Leader (Anna Nettheim)</i>	<i>Philip Chung, Director of Austlii</i>	Key Human Rights Issues: Building Research Skills, and using AsianLii and the Internet This session will build familiarity with how to search the internet and online databases in a way that is safe and useful for human rights defenders
Wednesday 22nd September	11-12pm AEST	Online Group Session (1 hour)	S	Strategic Approaches to Influencing Change	<i>Course Leader (Patrick Earle)</i>	<i>Chris Sidoti, & Patrick Walsh</i>	Intro to Strategic Approaches to Influencing Change Enable some sharing of experience and introduce some tools for strategy development that participants will be asked to use in developing their AA projects
	12-2pm AEST	Online Group Session – Participant Presentations (2 hours)	S	Human Rights in Indonesia	<i>Course Leaders (Patrick Earle, Anna Nettheim)</i>	<i>Chris Sidoti</i>	Human Rights in Indonesia Participant Representations on Human Rights in Indonesia. Participants are given time to make short, structured 5-minute presentations about their work and the challenges they face. There is also time made for questions & discussion on the previous day’s session.
Week 2							
Monday 27 September	11-12pm AEST	Online Group Session – Presentation and Discussion (1 hours)	S	Introduction to Human Rights & Frameworks	<i>Course Leader (Justine Nolan)</i>	n/a	Intro to Human Rights Definitions & Frameworks – Theory This session will include a discussion on how human rights are defined – including their roots in anti-colonial struggles and movements for self-determination – which gathered momentum during and because of WWII. It is notable that the Australian Labour Movement

							<p>were supportive of Indonesia’s struggle for independence against the Dutch – and collaboration between human rights defenders in the two countries dates back at least until this time. There will be a focus on the UDHR and the two Covenants as the foundational documents.</p> <p>Presenters/facilitators will use polls and quizzes to engage participants.</p> <p>Participants will compare Indonesia and Australia’s record in ratifying human rights treaties.</p>
	12-2pm AEST	Online Group and Breakout Groups Session (2 hours)	S	Implementation of Human Rights (challenges and case studies)	<i>Course Leaders (Justine Nolan, Patrick Earle, Anna Nettheim)</i>	n/a	<p>Implementation of Human Rights (challenges and case studies)</p> <p>This session will focus on the implementation of human rights – introducing the role of the UN’s human rights mechanisms and their relationship/interaction with implementation at the domestic level through legal and political processes – including the role of NHRIs and civil society</p> <p>Participants will be split into groups and tasked with identifying the barriers to implementing human rights in Indonesia. They will share the outcomes of these group discussions with other participants.</p> <p>The identification of these challenges will be used as a reference in relation to the development of AA projects.</p>
Wednesday 29 September	11-12pm AEST	Online Group Check-in Session – (1 hours)	S	Check in re. Aust. Award Projects, linkages & Participant	<i>Course Leader (Anna Nettheim)</i>	<i>Chris Sidoti</i>	<p>Check in re. Aust. Award Projects, linkages & participant presentations & mentoring</p> <p>Check in</p> <p>Aust. Award Project</p> <p>Development of links and relationships</p>

				Presentations & Mentoring			Participant Presentations
	12-2pm AEST	Online Group Session – Presentation and Discussion (2 hours)	S	Human Rights Issues in Australia: The Role of the Australian Human Rights Commission	<i>Course Leaders (Patrick Earle, Anna Nettheim)</i>	<i>Rosalind Croucher/ Ed Santow / Darren Dick</i>	<p>Human Rights Issues in Australia: The Role of the Australian Human Rights Commission</p> <p>The presentation will be divided into two. The first part of the presentation will present the key human rights issues in Australia as reflected in the specialised mandates of the Commissioners (in contrast to KomnasHAM) - this will include Women’s Rights, Children’s Rights, Disability, Racism, the Rights of Indigenous Peoples.</p> <p>The second part of the presentation will share how the AHRC has and can act on human rights – e.g. complaints mediation, public enquiries, HRE, reports to parliament, amicus curae</p>
Week 3							
Monday 4 October	11-2pm AEST	Online Group Seminar, Panel discussion & Working Groups (3 hours)	S	Key Human Rights Issues & Advocacy in Australia: Indigenous Peoples’ Rights – Uluru Statement from the Heart and Constitutional Recognition	<i>Course Leaders (Patrick Earle, Anna Nettheim)</i>	<i>Megan Davis / Mick Dodson / Pat Dodson / Teela Reid / Joshua Creamer/ Sandra Creamer</i>	<p>Key Human Rights Issues & Advocacy in Australia: Indigenous Peoples’ Rights – Uluru Statement from the Heart and Constitutional Recognition</p> <p>Indigenous Peoples’ Struggle for Recognition – Land, Culture, Knowledge and Language – Uluru Statement from the Heart.</p> <p>This session will provide both an introduction to different aspects of Indigenous struggles for recognition with an emphasis on areas which may have relevance for Indonesia’s Indigenous peoples – recognitions of communal rights to land, indigenous knowledge systems, shared</p>

							<p>custodianship/management of national parks etc</p> <p>Participants will be provided with resources including UNDRIP and guide from AHRC, DTP's Guide on Indigenous Peoples Advocacy in Australia – Free and Equal – and suggested links to learn more about Indigenous peoples history and cultures</p>
Wednesday 6 October	11-2pm AEST	Online Group Check-in Session (3 hours)	S	Check in re. Aust. Award Projects, linkages & Participant Presentations & Mentoring	<i>Course Leader (Anna Nettheim)</i>	<i>Guest Discussant</i>	<p>Check in, Aust Award Project Development of links and relationships, participant presentations & mentoring</p> <p>Set out the week ahead – suggested readings/videos etc / address questions and issues etc – discussion re Award Project focus</p>
Week 4							
Monday 11 October	11-2pm AEST	Online Group Seminar (3 hours)	S	Key Human Rights Issues: Business and Human Rights	<i>Course Leader (Justine Nolan)</i>		<p>Key Challenges to Human Rights Today – Indonesia & Australia & Globally: Business and Human Rights</p> <p>Frameworks on BHR - UNGPs / NAPs / Treaty on BHR</p>
Wednesday 13 October	11-2pm AEST	Online Group Seminar (3 hours)	S	Influencing Business on Human Rights – Strategies for Engagement and Accountability	<i>Course Leader (Anna Nettheim)</i>	<i>Brynn O'Brien, Richard Boele, Walk Free Representative, Global Compact Representative / Indonesia-Australia Business Council</i>	<p>Influencing Business on Human Rights – Strategies for Engagement and Accountability</p> <p>Following on from the previous session on BHR this session will include a panel of diverse views, perspectives and approaches to influencing businesses on human rights – including litigation, investor strategies, modern slavery legislation, NHRIs</p> <p>Participants will be encouraged to look at BHR standards and strategies in relation to the</p>

							issues they are working on – disability, gender, Indigenous peoples rights, trafficking etc.
Week 5							
Monday 18 October	11-12pm AEST	Online Group Check-in Session (1 hour)	S	Check in re. Aust. Award Projects, linkages & Participant Presentations & Mentoring	<i>Course Leader (Anna Nettheim)</i>	<i>Guest Discussant</i>	Check in, Aust Award Project Development of links and relationships, participant presentations & mentoring Set out the week ahead – suggested readings/videos etc / address questions and issues etc – discussion re Award Project focus
	12-2pm AEST	Online Group Seminar (2 hours)	S	Key Human Rights Issues: The Convention on The Rights of Persons with Disability and Advocacy in Australia	<i>Course Leader (Anna Nettheim)</i>	<i>Rosemary Kayess (CRPD) & Therese Sands</i>	Key Human Rights Issues: The Convention on The Rights of Persons with Disability and Advocacy in Australia. This session will include content on the treaty and some of its key concepts, and how they reflect the evolution of understanding of human rights and interpretations of human rights standards. The session will also include content on the disability movement in Australia – its promotion of rights based approach to policy, the participation of DPOs and its links to the global disability movement.
Wednesday 20 October	11-3pm AEST	Online Group Seminar (3 hours)	S	Key Human Rights Issues: Gender and Women’s Rights - Using CEDAW and different strategies on violence against women and discrimination	<i>Course Leader (Anna Nettheim)</i>	<i>Natasha Stott Despoja & Representatives of AHRC</i>	Key Human Rights Issues: Gender and Women’s Rights - Using CEDAW and different strategies on violence against women and discrimination This session will look at women’s rights and strategies to address gender based violence – using CEDAW and the role of NHRIs and CSOs

Week 6							
Monday 25 October	11-12pm AEST	Online Group Check-in Session (1 hour)	S	Check in re. Aust. Award Projects, linkages & Participant Presentations & Mentoring	<i>Course Leader (Anna Nettheim)</i>	<i>Guest Discussant</i>	Check in, Aust Award Project Development of links and relationships, Participant Presentations & Mentoring Set out the week ahead – suggested readings/videos etc / address questions and issues etc – discussion re Award Project focus
	12-2pm AEST	Online Group Seminar (2 hours)	S	Key Human Rights Issues: The Role of Parliaments and Parliamentarians	<i>Course Leader (Anna Nettheim)</i>	<i>Janelle Saffin & Charles Santiago (APHR) Member of Federal Parliament's Human Rights Sub-Committee</i>	Key Human Rights Issues: The Role of Parliaments and Parliamentarians This interactive session will focus on the role that parliaments and parliamentarians can play in promoting human rights – as individual elected representatives and institutionally. The focus will be on Australia but Charles Santiago will bring in a regional ASEAN perspective.
Wednesday 27 October	11-2pm AEST	Online Group Seminar (3 hours)	S	Building Coalitions for Change – Marriage Equality in Australia	<i>Course Leader (Anna Nettheim)</i>	<i>Rodney Croome/ Representatives of Marriage Equality Campaign</i>	Building Coalitions for Change – Marriage Equality in Australia This session will include practical insights into the successful campaign for marriage equality in Australia – with lessons learned on influence mapping, issue framing and coalition building – including reaching out to faith communities
Week 7	Final week of Course Delivery						
Monday 1 November	11-12pm AEST	Online Group Check-in Session (1 hours)	S	Check in re. Aust. Award Projects, linkages & Participant Presentations & Mentoring	<i>Course Leader (Anna Nettheim)</i>	<i>Chris Sidoti</i>	Check in, Aust Award Project Development of links and relationships, Participant Presentations & Mentoring Set out the week ahead – suggested readings/videos etc / address questions and issues etc – discussion re Award Project focus

	12-2pm AEST	Online Group Seminar (2 hours)	S	The Role of Think Tanks in Promoting Change	<i>Course Leader (Anna Nettheim)</i>	<i>Leanne Smith, Director, Whitlam Institute. Australia Institute. Centre for Policy Development</i>	The Role of Think Tanks in Promoting Change The Whitlam Institute Roundtable: The Role of the Think Tank: Research and Engagement with Policy Makers
Wednesday 3 November (Final Day)	11-2pm AEST	Online Group Seminar (3 hours)	S	Building Collaboration for Human Rights in Indonesia and Australia – Follow-Up	<i>Course Leader (Anna Nettheim)</i>	<i>Nick Moraitis – Foundation for Young Australians and Panel including Chris Sidoti Environmental Defenders Office</i>	Building Collaboration for Human Rights in Indonesia and Australia – Follow-Up This session will provide an opportunity to hear from the new Director of one of the key organisations in Australia in the area of youth policy and engagement and with a long background. This session will seek to draw out some of the areas where future collaboration and coordination can be built between Australia and Indonesia on Human Rights.
Monday 6 December	11-3pm AEST	Online Group Seminar (3 hours)	S	AA Project Check In	<i>Course Leaders (Anna Nettheim, Justine Nolan)</i>	n/a	Australia Award Project Check In
2022							
Wednesday 19 January	11-3pm AEST	Online Group Seminar (3 hours)	S	AA Project Check In	<i>Course Leaders (Anna Nettheim, Justine Nolan)</i>	n/a	Australia Award Project Check In

'Post-Course' Australia Award Project Reflection and Conclusion Week (November 2021)							
Monday 7 February	1-3pm AEST	Online Group Seminar (2 hours)	S		<i>Delivery Team (all)</i>	n/a	Post-Course Australia Award Project Reflection and Conclusion session Participant Award Project Presentations
Tuesday 8 February	1-3pm AEST	Online Group Seminar (2 hours)	S		<i>Delivery Team (all)</i>	n/a	Post-Course Australia Award Project Reflection and Conclusion session Participant Award Project Presentations
Thursday 9 February	1-3pm AEST	Online Group Seminar (2 hours)	S		<i>Delivery Team (all)</i>	n/a	Post-Course Australia Award Project Reflection and Conclusion session Participant Award Project Presentations Certificates of attainment

5.5 Course program as delivered

The course consisted of four elements:

1. **Pre-course Workshop:** 23-25 August 2021 – An online introductory workshop convened by the Australia Awards in Indonesia team, with participation from the DTP, AHRI and IGD delivery team.
2. **Online Course:** Monday 29 September 2021 - Wednesday 3 November 2021 – led by the DTP/AHRI team - see detailed session and content outline below.
3. **Additional Award Project Check in Sessions:** Monday 6 December & Tuesday 19 January 2022 – two online check in/ Award Project mentoring sessions led by the DTP/AHRI team.
4. **Post-course Workshop:** 21 February 2022 online and 23-24 February 2022 – hybrid online/face to face conclusion and presentation workshop convened by the Australia Awards in Indonesia team, with participation from the DTP/AHRI delivery team.

Detailed Session Outline (as delivered)

Week	Dates	Theme		Session 1		Session 2
Week 1	September 20-23 9.00-12.00 WIB 12-3pm AEST	Official Welcome, Keynote Welcome, Human Rights Laws and Values and Why They Matter	Monday	Monday 20 September: 9.00-12.00 WIB, 12-3pm AEST Keynote address by the Hon Michael Kirby Key Human Rights Issues: Building Research Skills, and using AsianLii and the Internet Philip Chung	Wednesday	Wednesday 22 September: 9.00-12.00 WIB, 12-3pm AEST Human Rights Issues in Indonesia, Participant Group Presentations with Guest Speakers providing feedback Intro to Strategic Approaches to Influencing Change Chris Sidoti, Patrick Walsh, Lucy Geddes
Week 2	September 27-29 9.00-12.00 WIB 12-3pm AEST	Introduction to Human Rights & Frameworks		Monday 27 September: 9.00-12.00 WIB, 12-3pm AEST Intro to Human Rights Definitions & Frameworks – Theory Implementation of Human Rights (challenges and case studies) Professor Justine Nolan and Ben Lee Individual Participant Presentations		Wednesday 29 September: 9.00-12.00 WIB, 12-3pm AEST Human Rights Issues in Australia: Professor Justine Nolan In Focus: Refugee Rights in Australia - Graham Thom The Role of the Australian Human Rights Commission - Natasha de Silva Individual Participant Presentations

Week 3	October 4-6, 2021 9.00-12.00 WIB 1-4pm AEDT	Key Human Rights Issues & Advocacy in Australia: Indigenous Peoples' Rights	Monday 4 October: 9.00-12.00 WIB, 1-4pm AEDT Check in, Aust Award Project Development of links and relationships, participant presentations & mentoring Patrick Earle, Nicholas Stewart Individual Participant Presentation	Wednesday 6 October: 9.00-12.00 WIB, 1-4pm AEDT Indigenous Peoples' Rights – Uluru Statement from the Heart and Constitutional Recognition Dani Larkin, Teina Te Hemara Award Project Group on Rights of Indigenous Peoples Groups and Individuals Report Back on Award Projects
Week 4	October 11-13, 9.00-12.00 WIB 1-4pm AEDT	Key Human Rights Issues: Business and Human Rights	Monday 11 October: 9.00-12.00 WIB, 1-4pm AEDT Overview of some key business and human rights (BHR) issues Internationally and case studies Professor Justine Nolan Award Project Check In Individual Participant Presentation	Wednesday 13 October: 9.00-12.00 WIB, 1-4pm AEDT Influencing Business on Human Rights – Strategies for Engagement and Accountability, Panel Discussion Professor Justine Nolan, Guest Speakers: Ponchoy Labog, Andy Symington, Heather Moore Individual Participant Presentations
Week 5	October 18-20, 9.00 – 12.00 WIB 1-4pm AEDT	Key Human Rights Issues: Child Rights	Monday 18 October: 9.00-12.00 WIB, 1-4pm AEDT Child Rights Guest Speaker/s: Noam Peleg Award Project Group on Rights of the Child	Thursday 21 October: 9.00-12.00 WIB, 1-4pm AEDT Gender and Women's Rights - Using CEDAW and different strategies on violence against women and discrimination Guest Speaker/s: Andrew Byrnes Award Project Group on Gender
Week 6	October 25-27 9.00 – 12.00 WIB 1-4pm AEDT	The Convention on The Rights of Persons with Disability, Gender and Intersectionality and Advocacy in Australia	Monday 25 October: 9.00-12.00 WIB, 1-4pm AEDT The Convention on The Rights of Persons with Disability and Using the Treaty Reporting Process in Advocacy Guest Speakers – Rosemary Kayess and Therese Sands	Wednesday 27 October: 9.00-12.00 WIB, 1-4pm AEDT Building Coalitions for Change –, Refugee Rights Guest Speaker/s – Professor Vitit Munthabhorn and Chris Sidoti –

			Award Project Group on Disability	Realising Human Rights and Marginalised Communities - The Yogyakarta Principles – What, Why, How and How to Use Award Project Group on Peacebuilding and Human Rights
Week 7	November 1-3 9.00 – 12.00 WIB 1-4pm AEDT		Monday 1 November: 9.00-12.00 WIB, 1-4pm AEDT The Role of Think Tanks in Promoting Change Guest Speaker/s – Marzuki Darusman and Chris Sidoti Seeking Peace and Human Rights – Lessons from The UN Fact Finding Mission Myanmar Plus Award Project Group on Refugee Issues	Wednesday 3 November: 9.00-12.00 WIB, 1-4pm AEDT Building Collaboration for Human Rights in Indonesia and Australia – Follow-Up Justine Nolan, Patrick Earle Human Rights Quiz Award Project Groups Report Back on Lessons Learned and Action Points
Post Course	December 6	Award Projects Mentoring / Check-in	Monday 6 December: 9.00-12.00 WIB, 1-4pm AEDT Follow up support on development of Award Projects	
Post Course	January 19 2022	Award Projects Mentoring / Check-in	Tuesday January 19 2022: 9.00-12.00 WIB, 1-4pm AEDT Follow up support on development of Award Projects	

5.6 Addressing Course Objectives

Objective 1: Identify ways human rights organisations can work more strategically and develop skills of policy analysis and communication tools

Participants were introduced to practical approaches to developing strategic advocacy strategies, including the need to analyse political and social contexts and identify advocacy targets, decision makers and those that influence them. Experienced civil society advocates and academics shared their research and experience in relation to populism and human rights. Participants worked together to develop strategies on specific issues (including their Award Projects) to identify how to build support for specific change objectives. The project team leveraged DTP's and UNSW's Australian and Indonesian alumni and trainer networks to draw on their experience of working on diverse human rights issues including the rights of migrant workers and trafficking, Indigenous peoples' rights, addressing religious intolerance, LGBTQI+ rights, the death penalty, modern slavery and business and human rights. The schedule included discussions on the use and impacts of technology, and the sharing of experiences in its use in social media advocacy and campaigning and challenging the use of anti-social media to spread hatred and intolerance.

Objective 2: Compare Indonesian and Australian approaches to influencing policies and engaging stakeholders on human rights advocacy

The project partners worked with UNSW and DTP's extensive Indonesian network of trainers and partners to develop different strategies and mapping tools to identify the key actors influencing human rights and policy on human rights issues in Indonesia. We engaged key Australian advocates to deliver the lessons from various advocacy campaigns. Our program leveraged the participation of representatives from the Australian Human Rights Commission, government, NGOs, the media, private sector and policy think tanks. Our approach was hands-on utilising participant presentations, in-class discussions and group work. Participants developed their Award Projects, applying research methodologies and program learnings to devise action plans for engagement and impact.

Objective 3: Benchmark and develop strategies to improve collaboration, coordination and communication between campaigns, programs, activists, organisations and government agencies

Participants were provided content on advocacy theory and strategy, including the need to build campaign alliances and collaborative relationships. We used case studies to focus class discussion and participants developed familiarity with advocacy mapping tools to identify and target potential allies. Case studies in Australia included: the successful marriage equality campaign that engaged and developed collaboration between the private sector, unions, faith-based communities, media and others; Australian and NSW campaigns to develop Modern Slavery Acts; and the campaign for constitutional recognition of Indigenous peoples and the Uluru Statement. Guest presenters from diverse ethnic/religious groups and organisations were invited to share learnings.

Objective 4: Analyse efforts to increase human rights activism

Participants were asked to identify the human rights movements in Indonesia and the region and encouraged to analyse the causes for the success or failure of these campaigns. Participants were encouraged to consider the strengths and weaknesses of different human rights movements and campaigns in Indonesia – including campaigns on SOGI, the rights of Indigenous peoples, the rights of migrant workers, labour rights and the death penalty. In Australia participants engaged with the environmental, climate change, marriage equality, modern slavery, Indigenous and Black Lives Matter campaigns to learn lessons and techniques on building constituencies of support.

Objective 5: Develop understanding of and critically discuss human rights theory, international and regional human rights institutions and infrastructure, drawing on recent historical and regional developments to understand the contemporary drivers and trajectory of human rights protection and promotion

Our program was led by Australia's leading human rights academics. These expert practitioners included current and former members of the UN human rights treaty bodies (Rosemary Kayess) and Commissions of Inquiry (Chris Sidoti) and UN Special Procedures (Michael Kirby). In 2020 the Institute was a key collaborator in developing the Shadow Report for Australia's UPR which involved coordinating a large number of civil society organisations. UNSW and DTP drew on decades of experience of teaching international human rights standards and mechanisms, including strategic engagement with the UN Human Rights Special Procedures, Human Rights Treaty Bodies and the

Universal Periodic Review. The program included sessions that unpacked practical case studies from the region.

Objective 6: Identify ways to improve leadership skills of activists to be able to influence change, leverage resources, networks and to delegate and develop the capacity of their staff and organisations, including managing staff wellbeing and security.

Participants engaged with guests from human rights and activist organisations and policy think tanks in Australia. Through the course, guest speakers were invited to share experiences of mobilising the community in policy advocacy. Guest speakers were invited to exchange experiences with participants during formal sessions and informal additional mentoring sessions.

Objective 7: Develop strategies to support human rights organisations and activists build their campaigns and strengthen their digital security

Our approach to learning is hands-on and the program built on the Institute's applied research approach and DTP's case study techniques to link theory with practice.

Objective 8: Develop an understanding of how emerging and contemporary human rights issues are being advanced in Australia, regionally and globally

Participants were guided in the development of key advocacy skills. Through engagement with the work of the course leaders and their organisations, and the work of guests and mentors they gained an understanding of how HR issues are being advanced in Australia, regionally and globally.

5.7 AAI Participant Feedback Survey Data

Participant survey data was collected and collated by the AAI team at several points across the course and shared with the course delivery team. Please see for example the excel document attached, capturing the results of the feedback gathered after the pre-course workshop.

Summary of Pre-Course Survey Feedback

A high percentage (22/25) participants completed that survey. The feedback has been reviewed, and some quotes from the survey have been included in the body of this report and also below.

The feedback captured indicated that participants:

- Would prefer a course delivered F2F in Australia (at least 10 participants made comments relating to this and about the limitations of online courses)
 - o *Run the course offline. Maybe wait for a short time is ok until the covid 19 end.*
 - o *Hope future courses can be done offline*
 - o *If not pandemic, visiting to stakeholder in Australia*
- Had some trouble with internet and online access
 - o *During the course sometimes my internet unstable*
 - o *Sometimes, I have a bad signal*
- Would prefer longer advance notice period for any tasks / assignments, primarily the initial Award Project presentations in the pre-course workshop (at least five people commented about this)
 - o *For pre-course workshop I think about the assignment given on the day 2 was too early.*
 - o *The time for the given task is very short*
 - o *The structure of the pre-course was not maximized to engage all participants. The sudden deadline of tasks were burdening the participants because they had to do it beside of the daily works they already have. Too packed as well as it is 3 days in a row, should have been distributed over 2 weeks."*
 - o *Please give us more time (if possible) for the assignment collection.*
 - o *Please give us information as much as possible in advance for us to be able to prepare better*
 - o *The very little time given by AAS for us to prepare our award project's plan*
- Appreciated the feedback on Award Projects
 - o *Presentation from the participant and Facilitator always gave responses to the participant project*
 - o *The information provided by the facilitator even if it's a feedback for other's project but it helps me to reflect on my own project.*

Summary of Post-Course Survey Feedback

Around ten participants completed AAI's post-course survey. Some quotes from the survey have been included below. The post-course feedback indicated that participants felt that their general knowledge of Human Rights had been strengthened, and that valuable linkages had been formed, and that they had plans to continue to collaborate, share and apply their new knowledge in future.

- o *As a researcher, this course provided me with an understanding of aspects of human rights that I had not explored before. I will offer my project to Komnas HAM. While in the network between course participants, I will invite several other participants for research collaboration.*
- o *I will employ all knowledge and useful information from the courses to strengthen my position as a commissioner at Komnas Perempuan.*

- *I am very grateful to have met human rights activists. I want to contact [them] via email for consultation on the case I'm working on. I also hope to have the opportunity to study human rights more deeply in the master's program at UNSW university.*
- *In the course I get a lot of material, especially in the terms of disability rights, I continue this by discussing and sharing the knowledge I gain with Deaf organizations and communities in Yogyakarta and the Yogyakarta Disability Committee. We can do shadow reporting from communities and institutions to the CRPD Committee, before that I didn't really know about this and the mechanism. Through this course, I hope that institutions and society can come together and work together on human rights issues.*
- *... knowing many participants and exchanging knowledge gave me a lot of new perspectives and new networks in my work, I hope that in the future there will be collaboration between participants. In the disability group project, each member has expertise in disability issues in group discussions, always sharing insights and networking with each other, we hope for further discussions with experts in the field of disability in Australia to enrich our research*

6 Attachments

6.1 AAI Online Post-Course Workshop Survey Report March 2022 (pdf)

6.2 AAI Online Post-Course Workshop Survey Data (excel)

