



International Human Rights Training Program June 7-26, 2015



Evaluation Report

October 1, 2015

Executive summary

This is the evaluation report for the 36th annual International Human Rights Training Program (IH RTP) offered by Equitas – International Centre for Human Rights Education (Equitas). The Program took place at John Abbott College, in Ste. Anne de Bellevue, Québec, June 7 – 26, 2015. This report is mainly addressed to all Program stakeholders, which include participants, facilitators, co-facilitators, resource persons, Equitas staff as well as IH RTP alumni, funders and Canadian Embassies, Consulates and High Commissions.

The 2015 session of the IH RTP brought together eighty-six (86) human rights defenders and educators, including four (4) returning alumni who attended as co-facilitators. Forty-nine (49) countries were represented. It also included six (6) facilitators, fourteen (14) resource persons, twenty-seven (27) Equitas staff members, and ten (10) student interns who participated in running the Program. In addition, nine (9) volunteers contributed time, services or goods

The findings of this report are based on responses of the participants to the General Evaluation questionnaire administered on the last day of the Program and recommendations are supported by feedback received from facilitators and co-facilitators as well as Equitas staff.

The IH RTP is a central activity of the Strengthening Human Rights Education Globally (SHREG) Project. This intensive three-week training is an intermediate-level Program intended primarily for representatives of non-governmental organizations (NGOs), national and regional human rights institutions and government bodies involved in the advancement of human rights through human rights education (HRE).

The focus of the IH RTP is oriented towards strengthening the capacity of human rights organizations to undertake human rights education efforts (e.g., training, awareness campaigns, information dissemination, and advocacy) aimed at building a global culture of human rights. The Program uses a participant-centered approach, called the participatory approach that encourages reciprocal learning through an exchange of experiences among participants, facilitators and resource persons. A participatory approach encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards.

The three fundamental characteristics – or pillars – of a participatory approach are:

- Starting with the participants' experience
- Critically analyzing and reflecting
- Developing strategies for action

The main findings from the IH RTP evaluation indicate that participants were highly satisfied with the IH RTP and that they felt confident in their ability to implement their learning with respect to the seven (7) Program objectives.

One hundred percent (100%) of participants felt that the Program addressed (93%) or somewhat addressed (7%) the needs they identified prior to attending and eighty-two percent (82%) of participants that completed the General Evaluation reported that they were very satisfied (54%) or satisfied (28%) with the 2015 IH RTP.¹

Ninety-nine percent (99%) of participants on average strongly agreed (57%) or agreed (42%) that they were able to achieve the overall objectives of the Program. Ninety-eight percent (98%) of participants strongly agreed (58%) or agreed (40%) that the topic of gender equality was adequately addressed throughout the IH RTP. Disaggregating the results by gender reveals no significant differences between men and women's total ratings (98% of women and men strongly agreed or agreed). More men than women, however strongly agreed that the topic of gender equality was adequately addressed (48% of women strongly agreed and 50% agreed whereas 64% of men strongly agreed and 34% agreed).²

One hundred percent (100%) of participants said that the Program's integrated approach to learning, which combines human rights content and human rights education methodology, has increased their capacity to design and/or facilitate HRE activities.

¹ 16% of participants reported being very dissatisfied and 2% dissatisfied. However, the positive explanations provided contradict this. For example, one of these participants noted "IH RTP is the best one I have taken part in the program on HRE. I hope more opportunities can be provided to my colleagues." It should be noted that all of the participants who reported being very dissatisfied or dissatisfied with the Program also reported meeting all the program objectives, with the exception of one participant who noted only one of the objectives (employing a basic evaluation process) was not met. This indicates that these responses were likely a misreading or misinterpretation of the ratings scale.

² The data indicates that 40 women responded to this question. In fact there were 39 female participants (not including co-facilitators who did not fill out the questionnaires). As no duplicates were observed, there appears to be one man who may have listed their gender as female in error. This did not significantly alter the data.

The IH RTP continues to be a Program that is highly recommended by participants: ninety-six percent (96%) indicated they would recommend the Program to others from their organization or country.

As one participant noted: *“I am grateful for the learning opportunity given to me by Equitas. It totally changed my perspective about human rights education. I have been teaching human rights for some years and by being introduced to the participative approach has given me some sort of a fresh start. I must also thank the staff and the organizers for the well organized training, for giving us such wonderful learning environment. The Community Online platform has been a great helped too. I know that I will cherish this learning experience I have with equitas. This is so different from the other trainings I have attended before. I am challenge and I am energized to go back to my country”*³

-Philippines



Photo: Participants from the 2015 IH RTP



Gouvernement
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Government
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Canada

Program undertaken with the financial support of the Government of Canada provided through Foreign Affairs, Trade and Development Canada (DFATD).

We also appreciate the generous support of American Jewish World Service (www.ajws.org) as well as Aimia (www.aimia.com) and the Donner Canadian Foundation (donnerfoundation.org).

³ The citations from participants have not been adapted or corrected for spelling or grammar.

Organization of this Report

Part I of the report contains basic information related to the IH RTP. More specifically, this part covers objectives, process and content of the IH RTP as well as the practical and administrative aspects of delivering the Program.

Part II describes the results of the IH RTP evaluation.

Part III provides conclusions and recommendations based on all the feedback received.

Part I: Program Description

Program Goal

The goal of the 2015 International Human Rights Training Program (IH RTP) is to strengthen the capacity of human rights organizations and institutions to undertake human rights education efforts (e.g. training, awareness campaigns, information dissemination and advocacy) aimed at building a global culture of human rights.

Program objectives

By the end of the IH RTP, participants should be able to:

- Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of their organizations
- Identify ways in which human rights education can increase the effectiveness of their human rights work
- Integrate a participatory approach into their human rights and human rights education work
- Indicate appropriate ways for putting their learning from the IH RTP into practice in the work of their organizations
- Explore networking opportunities essential for furthering the cause of human rights
- Determine strategies for promoting gender equality in their human rights education work
- Employ a basic evaluation process for assessing the results of their human rights education work

PHOTO:

*Participant from the
2015 IH RTP*



Program methodology

The IHRTTP empowers participants to use a systematic approach to human rights and HRE work. This involves using a human-rights based approach, a gender perspective and the participatory approach, discussed above. These approaches are interconnected, and brought together by a systems approach to HRE.

Systems approach

A systems approach helps us understand the broader context in which HRE work happens. It helps us understand where HRE as a social change action is situated in terms of human rights work leading to social change, situate a particular HRE activity within this broader context and determine the connections/relationships among the different components of the system and their effect on each other. The systems approach is introduced to participants in the first week of the Program and is a crosscutting approach used throughout.

Human rights based approach

A human rights based approach (HRBA) is a conceptual framework based on international human rights standards that sets the achievement of the full range of human rights as the objective of social actions. (HRE is a social action – educating about, for and through human rights). HRBA is directed towards respecting, protecting and fulfilling human rights.⁴

HRE like all the actions for social change has a fundamental role to play in the realization of human rights and needs to be guided by HRBA. In terms of HRE, international, regional and national human rights instruments and documents taken together outline the human rights education commitments made by States and provide the basis for the right to human rights education.

One of the objectives of the IHRTTP is for participants to integrate a human rights-based approach into their human rights and HRE work.

The participatory approach

The IHRTTP is based on a participatory approach to learning. The participatory approach is an educational approach based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options. It is the way we implement HRBA in HRE.

A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human rights and enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other. It is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the learners in the learning process. This approach encourages critical reflection on individual beliefs and values and encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards. For these reasons a participatory approach is particularly important for human rights and HRE work.⁵

It also enables participants to experience in the learning setting what living by human rights, looks and feels like and how to do it both in an HRE setting and in their daily lives.

⁴ Strengthening Human Rights Education Globally, Baseline Evaluation Report (June 30, 2014) pp.27.

⁵ Strengthening Human Rights Education Globally, Baseline Evaluation Report (June 30, 2014) pp.28.

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- Critically analyzing and reflecting
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Learning Spiral design model

The Learning Spiral illustrates how a participatory approach can work. It is the instructional design model that guides how the participatory approach is implemented in the IH RTP and all other Equitas training programs (see the following page). It is applied at various levels, from individual activities to the whole training Program. The Learning Spiral is based on concepts developed by Paul Freire and presented in “Educating for Change” – Doris Marshall Institute.

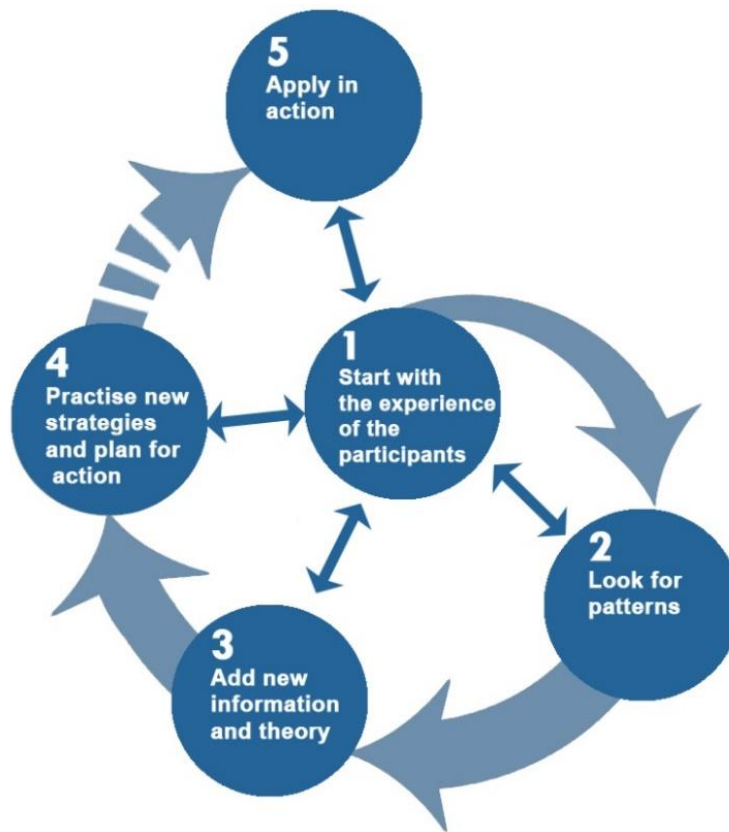
The Program as a whole as well as each Stream follows this design model. As human rights educators working with adult learners, we need tools that can help us to put the concepts of a participatory approach into practice. The Learning Spiral is such tool.

The underlying premise is that much of the content will come from the participants and the Program serves as the framework for drawing out this content. Participants and facilitators commit to engaging in a process of mutual teaching and learning which results in collective knowledge creation. The emphasis is on practical application and on the development of strategies for future action. Continual reflection and evaluation are central to the learning process. This design includes many of the essential practices and conditions conducive to transformative learning that Equitas would like participants to incorporate into their own human rights education work

The participatory learning context is a knowledge-generating context. In the IH RTP, the Learning Spiral is presented as a generator of new knowledge. It is founded on participants' individual and collective knowledge. It creates new knowledge as participants analyze their experience and develop strategies based on this new knowledge. A key part of taking action is applying this knowledge beyond the learning context, including dissemination for broader impact. The more aware human rights educators are of this knowledge-creating process, the better equipped they and their participants will be at using the knowledge strategically to take action

There are additional methods, tools, processes and perspectives within the Program that enable the implementation of HRBA. A gender perspective is one such example, which is a cross-cutting concept that is integrated throughout the Program. .

The Learning Spiral



Source:
Arnold, R., et
al. (1991).
Educating for
a Change.
Doris
Marshall
Institute for
Education and
Action.
Adapted with
permission.

PHOTO:
2015 IHRT
Participants
engaging in
an activity
about the
Learning
Spiral



Group setting for transformative learning

During the IHRTP, participants worked in six (6) working groups of 10 to 15 members for most of the Program. There were **four (4) English language groups and two (2) French language groups**. The guiding principle for the formation of groups was maximum diversity in terms of professional background, type of organization, and country of origin while at the same time ensuring a gender balance.

Each group was assigned a facilitator, and, in most cases, a co-facilitator, who was an alumnus of previous sessions of the IHRTP invited back to further develop their HRE/facilitation skills. The role of the facilitators and co-facilitators is to provide guidance in achieving the objectives of the IHRTP as the participants work through activities, which include large and small group discussions, critical reflection activities, and case studies. Facilitators and co-facilitators are selected for their ability to effectively support the learning process, for their knowledge of human rights and their experience in adult education. At various points during the IHRTP, the six (6) working groups are reorganized into different groupings to further promote exchange of experiences and networking among the participants.

Program overview

The IHRTP is an intermediate-level Program that focuses on international human rights standards, current human rights issues and human rights education strategies. The exploration of human rights principles and instruments, ongoing critical reflection and inquiry and extensive sharing of experiences allow participants to strengthen their capacity to engage in effective HRE.

Pre-training assignment

All participants selected were asked to complete and return to Equitas a pre-training assignment before the start of the Program. The assignment enabled participants to:

- Rate their pre-training knowledge of the international human rights system and their level of expertise in human rights education
- Reflect on their training needs and what they could offer in terms of knowledge and experience
- Prepare a description of the situation in their respective countries with regard to human rights and rights education

Information from participants' pre-training assignments was used at different points throughout the training.

Week 1 (Streams 1-4)

Week 1 focused on the current human rights context and defined what positive social change looks like. Participants got to know the members of their working group and engaged in activities that lay the groundwork for developing a productive group dynamic based on mutual respect. They began a process of reflection on human rights in their societies, the human rights work of their organizations and their own role within those organizations. They also explored the global human rights context and how it influences and is influenced by issues at the local level. Principles and values of the Universal Declaration of Human Rights and their importance in human rights education were examined as well as the key elements of a culture of human rights and gender equality and non-discrimination. Using systems analysis, participants then looked at the role of human rights education in the process of social change and compared their roles as human rights activists/educators. Participants ended the week by examining how personal values and deeply held assumptions about "right and wrong" influence the actions and reactions of individuals.

Week 2 (Streams 4-5)

Week 2 focused on actions for social change in line with human rights values and principles. Participants began the week by exploring the universality of human rights and effective human rights education strategies for dealing with culturally sensitive issues in their work. They explored how adopting a human rights-based approach could help ensure that actions undertaken by governments, civil society and communities can lead to positive social change and make human rights a reality in their societies. Participants also explored the topic of the online and offline security of human rights defenders as well as the rights of Indigenous Peoples. Through case studies and discussions, participants were introduced to a number of key international human rights instruments and the potential relevance in their work.

During this week, the regional thematic sessions were held. This year, the theme was the participation of young women and girls in decision making. The purpose of these sessions is generally is to give participants the opportunity to share their work with other participants from their region and in the past few years, these sessions have been thematically focused. This year, participants were asked to provide examples of and barriers to the meaningful participation of young women and girls in decision making, and identify practical strategies to overcome these barriers. During this week, the participants also participated in a session on the rights of LGBTQI people.

Week 3 (Streams 6-7)

Week 3 focused on skills building for action. Participants explored strategies for using monitoring and advocacy to educate about human rights. They also became familiar with methods of evaluating educational activities. Participants also had the opportunity during this final week to further hone their training skills through designing an HRE initiative using the Learning Spiral.

Individual Plan for putting learning into action

During the Program, every participant is required to prepare an Individual Plan for putting their learning into practice once they return to their home organizations. By reflecting on the content of each Stream of the Program, the Individual Plan helps the participants determine how content is transferable to their own context, resulting in a planned integration of new knowledge, skills, attitudes and behaviours in the future activities of their organization. Throughout the Program, participants had opportunities to discuss their Individual Plans with other participants, their facilitators and Equitas staff for feedback.

Follow up

Generally, four (4) months after the IH RTP, participants receive the IH RTP Evaluation Report and can access the Program proceedings on the Equitas website. Equitas follows up with participants via e-mail by sending them follow-up questionnaires at intervals of six (6) months and twenty-four (24) months after the IH RTP. Participants are asked about their progress on their Individual Plans, whether the IH RTP experience has been relevant, and whether they have incorporated their learning from the Program into the work of their organizations. Participants are also asked whether any networking or partnership activities are taking place as a result of their organization's participation in the IH RTP, and to provide Equitas with examples of any direct or indirect impact of their HRE activities on the broader community.

Participant profiles

This year's Program brought together eighty-six (86) participants, including four (4) returning alumni who attended as co-facilitators. Forty-nine (49) countries were represented. Fifty-six (56) participants were English-speaking and thirty (30) were French-speaking. These human rights educators and activists represented civil society organizations, international organizations and educational institutions working on a diversity of human rights issues. **Table 1** outlines the breakdown of participants by region and gender.



PHOTO: Participants from the 2015 IHRTF

Table 1: 2015 IHRTF Participants by region and gender (including co-facilitators)

Region	Men	Women	Other	Number of Participants
South Asia	9	4	0	13
Middle East and North Africa	3	7	0	10
South East Asia	5	8	0	13
English Africa	9	6	0	15
French Africa	13	7	0	20
Caribbean	4	1	0	5
Latin America	1	3	0	4
Canada	0	1	0	1
Central and Eastern Europe and Former Soviet Union	2	3	0	5
TOTAL	46	40	0	86

Equitas would like to acknowledge that the participation of twenty-nine (29) individuals was made possible through the support of the following sponsors: Aimia, American Jewish World Services; Donner Canadian Foundation; Brian Bronfman Family Foundation; Canadian Embassy in China; Canadian High Commission in Malaysia; Canadian High Commission in Nigeria; Embassy of Canada in Mongolia; Embassy of Canada in Vietnam; Oxfam Novib; Cuso international; CECI; Global Conscience initiative; Cour de Justice de la Communauté Economique des Etats de l'Afrique de l'Ouest; Réseau des organisations de la société civile pour la promotion de la citoyenneté (RPC); Women's Health and Equal Rights Initiative, Nigeria; International Centre for Ethnic Studies; Guangzhou University Research Centre for Human Rights; The Center for Education & Study of Human Rights in Southwest University of Political Science and Law (SWUPL) and the Administrative college of SWUPL; Partenariat pour le développement local; Commission Nationale des Droits de l'Homme du Togo

Changes made to the 2015 Session of the IH RTP

The following content changes were made to this year's IH RTP (2015). These changes are based on the recommendations put forward in the 2014 IH RTP evaluation report and the IH RTP team's reflections.

Major activity changes

Stream 5

Case study on applying a Human Rights Based Approach

- Reviewed in light of feedback received from facilitators.

Stream 7

Presentation and Activity on Designing HRE for social change at the community-level

- Focus of the presentation was the design of the sample program presented (Speaking Rights) and not the content of the program.
- Simplified the instructions and the template used for the activity on designing HRE for social change at the community-level and linked this activity with the regional thematic session.

Other content changes

Regional Thematic Session

- In building on the theme of last year (Youth Participation in Decision Making), the theme this year was Participation of Young Women and Girls in Decision Making.
- Identified new opportunities for knowledge sharing through the Equitas Community before, during and after the session.

Physical Security of Human Rights Defenders

- Created an information sheet on the physical security of human rights defenders.
- Added discussion questions on the physical security of Human Rights Defenders.

Sustainable Development Goals

- Created a fact sheet on the Sustainable Development Goals, with a focus on Education Goal 4.7 and Goal 5 on gender equality.
- Included the Sustainable Development Goals in the discussion of the global human rights context.

Individual Plan

- Revised the staff coach orientation session to clarify expectations, explain the Individual Plan process, as well as a focus on the importance of critical reflection throughout the Program.
- Reviewed the Individual Plan workbook to ensure consistency in both English and French.
- Added a question regarding direct and indirect beneficiaries as part of the Individual Plan
- Presented the 6-month follow-up questionnaire to participants as part of the introduction to the Individual Plan process and included the 6-month questionnaire in the workbook.

Sexual harassment

- Provided an overview of the Policy against Sexual Harassment, Gender Discrimination and Harassment because of Sexual Orientation during the facilitator orientation ("the Policy").
- Included the Policy in the discussion around ground rules for group interaction.
- Included an overview of the Policy in the IH RTP design presentation given to participants in the first week of the Program.

New resource people

- A number of new resource people were selected this year, including experts on Indigenous people's rights and the online security of human rights defenders.

LGBTQI rights session (and related content)

- Attendance at the session on LGBTQI rights was required.
- Additional information regarding laws related to LGBTQI rights were provided during the session.
- Additional discussions and coaching with facilitators was provided to address LGBTQI rights with participants.

Scheduling

Schedule Review

- Extensive schedule review to ensure additional space in the schedule for rest.

Other Program changes

Facilitators and Facilitator's orientation

- Focus of the orientation was critical reflection and the various approaches used during the Program.

Part II: Program Evaluation

Evaluation Method

To ensure that the IH RTP remains at the forefront of human rights education and continues to meet the needs of human rights educators from different regions of the world, Equitas evaluates the content, educational approach and delivery of the Program from various perspectives. This Evaluation Report is based on information gathered from the following sources:

- A General Evaluation questionnaire completed by participants at the end of the IH RTP, that covered all aspects of the Program (100% response rate).
- Completed evaluation grids of the Individual Plans developed by participants throughout the course of the Program and submitted to Equitas at the end of the IH RTP.

A key component of the IH RTP is to enable participants to reflect on their own work and their own learning through the Program. To ensure this, additional feedback and evaluation data were collected for formative purposes through:

- Seven (7) End-of-Stream Evaluation questionnaires
- Daily debrief meetings with facilitators and co-facilitators
- Informal feedback gathered through discussions with participants and resource persons

Equitas used Survey Monkey (www.surveymonkey.com) to administer all of the evaluation questionnaires.

Evaluations assess the content, educational approach and delivery of the IH RTP focusing specifically on:

- Overall Program goal and objectives
- Program content, educational approach
- Formal presentations
- Training materials
- Facilitators and co-facilitators

Participants' Perspective of the Program

In this section of the report, participants' perspectives of the Program content and educational approach will be presented drawn mainly from information from the General Evaluation.

2015 IH RTP participants engaged in an activity on international human rights instruments



Overall satisfaction and level of the Program

The main findings from the IH RTP evaluation indicate that participants were highly satisfied with the IH RTP and that they felt confident in

their ability to implement their learning with respect to the seven (7) Program objectives.

One hundred percent (100%) of participants felt that the Program addressed (93%) or somewhat addressed (7%) the needs they identified prior to attending and eighty-two percent (82%) of participants that completed the General Evaluation reported that they were very satisfied (54%) or satisfied (28%) with the 2015 IH RTP.⁶

Ninety-nine percent (99%) of participants on average strongly agreed (57%) or agreed (42%) that they were able to achieve the overall objectives of the Program. Ninety-eight percent (98%) of participants strongly agreed (58%) or agreed (40%) that the topic of gender equality was adequately addressed throughout the IH RTP. Disaggregating the results by gender reveals no significant differences between men and women's total ratings (98% of women and men strongly agreed or agreed). More men than women, however strongly agreed that the topic of gender equality was adequately addressed (48% of women strongly agreed and 50% agreed whereas 64% of men strongly agreed and 34% agreed).⁷

One hundred percent (100%) of participants said that the Program's integrated approach to learning, which combines human rights content and human rights education methodology, has increased their capacity to design and/or facilitate HRE activities.

⁶As stated in note 1, 16% of participants reported being very dissatisfied and 2% dissatisfied. However, the overwhelmingly positive explanations provided contradict this. This indicates that these responses were likely a misreading or misinterpretation of the ratings scale. See note 1 for further details.

⁷As stated in note 2, the data indicates that 40 women responded to this question. In fact there were 39 female participants (not including co-facilitators who did not fill out the questionnaires). As no duplicates were observed, there appears to be one man who may have listed their gender as female in error. This did not significantly alter the percentages in the disaggregated data and the data was therefore not altered.

The IH RTP continues to be a Program that is highly recommended by participants: ninety-six percent (96%) indicated they would recommend the Program to others from their organization or country.

Representative participant comments included:

“Thanks to IH RTP, Equitas, all participants and the people i met here, i had a phenomenal experience and i am going back with memories, learnings and much more energy to take up my work from a wholesome human rights based approach. for a 24 year old, this was a remarkable experience to step out of my context zone and embrace experiences of others and learn from them. ”

- Nigeria

“De manière gènèral c’est le meilleur programme de l’èducation en droit humains.”

-Algeria

“During all the training, I feel very surprised about how simple could be to build a culture of human rights in the world, just we have to touch the exactly people with the exactly way to start a huge human ball that will help to achieve our purpose. Thank you for the opportunity to grow up on knowledge, personality and profesional. My skills have been increased since my arrive to the program. ”

-Columbia

“Le PIFDH est une tribune par excellence de rencontre et de culture des droits humains mais aussi un pole de croissance des droits humains dans le monde... Vive le PIFDH Vive les Organisateurs et les Bailleurs de Fonds ALLONS DE L'AVANT!!!! ”

- Burkina Faso

“I will be taking experiences of working in human rights in different contexts and applying some of the good practices in my work. I have made a good network of human rights defenders who can contribute in jointly creating pressure to further the cause of human rights. I have gained knowledge on designing actions to effectively address human rights issues in my local context.”

- Nepal



PHOTO: Participants from the 2015 IH RTP

When asked to rate the overall level of the Program, eighty-three percent (83%) reported that the Program was advanced; seventeen percent (17%) reported it was intermediate. There were no participants who reported that it was basic. The top five (5) reasons participants reported for their rating of the Program included:

1. Amount and breadth of content covered, the focus, rhythm, approach or process of the Program
2. The quality of the Program including: the quality of program design, manuals, activities, the organization of the Program, the high quality of resource persons and/or the facilitators, the quality of Equitas staff
3. The pedagogical methodology and/or tools
4. The practical aspects of the program including the Individual Plan (and the fact that the program is aligned with the needs of organizations)⁸
5. The level of participants/the diverse experience of participants



PHOTO: Participants from the 2015 IHRTF

⁸ 2 participants mentioned the Individual Plan specifically.

Program objectives

At the end of the Program, participants felt they had improved their knowledge and skills, overwhelmingly strongly agreeing or agreeing that all workshop objectives were met:⁹ **Table 2** below indicates the participant ratings for the Program objectives.

Table 2: Overall Program Objectives			
Program elements	Strongly Agree	Agree	Total Strongly Agree and Agree
Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization	54%	46%	100%
Identify ways in which human rights education can increase the effectiveness of my human rights work	63%	37%	100%
Integrate a participatory approach into my human rights and human rights education work	69%	31%	100%
Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization	57%	43%	100%
Explore networking opportunities essential for furthering the cause of human rights	50%	49%	99%
Determine strategies for promoting gender equality in my human rights education work	54%	46%	100%
Employ a basic evaluation process for assessing the results of my human rights education work	51%	46%	97%

⁹ For the objective “Explore networking opportunities essential for furthering the cause of human rights” one participant disagreed stating: “Il n’y a pas eu réellement le temps de partager ce que nous faisons pour voir où se situeraient des possibilités de réseautage entre participants. Cependant j’ai pu quand même avoir quelques espaces d’échanges: rencontres avec quelques membres d’Equitas, et avec d’autres participants des groupes non francophones au cours du TFO.” and for the objective “Employ a basic evaluation process for assessing the results of my human rights education work” two participants disagreed. One of these participants commented on their ratings for the Program objectives by stating: “Ma participation au programme EQUITAS a été une vraie école pour moi. J’ai appris beaucoup de choses en trois semaines mais que je vais utiliser toute ma vie. Je retourne chez moi outillée. Ce que j’ai bien assimilé, je vais chercher à le parfaire. Mes lacunes dans certains courants je vais me donner les moyens de les comprendre et relisant les documents reçus aussi continuer à demander l’aide à la communauté EQUITAS.”

Participants' learning

At the end of the Program, all participants (100%) felt that their learning needs were either met completely (93%) or somewhat (7%).

Photo: IH RTP 2015 participant



When asked to specify the “most important learning” from the Program, the participants responded as outlined in **Table 3**.

Table 3: Most important learning¹⁰	
Program elements	Percentage of Respondents (n =80)
Participatory approach and/or the Learning Spiral	40 (50%)
Tolerance, respect for others (LGBTQI, race, different culture, for diversity, different religions), universality of human rights, culture of human rights	16 (20%)
Human rights based approach	10 (12%)
International instruments	9 (11%)
Skills, tools, techniques, approaches, methodologies and/or process of program in general	8 (10%)
Importance of HRE, more knowledge of HRE in general	6 (7%)

¹⁰ Some participants mention more than one reason in their response. When this was the case, both reasons were included in the calculation of the percentage. Percentage was calculated based on the total number of respondents to the question. The remaining 10 participants (13%) listed various responses.

Participatory approach

HRE is typically defined as all learning that:



1) builds knowledge, 2) develops skills, and 3) attitudes and behaviours in line with the principles and values of human rights. A participatory approach is a key element of this learning process and participants consistently report that it is one of the IH RTP's most important contributions to their work. Aside from being cited most often as the most important learning (50% of respondents, see **Table 3** above),

forty-two (42) participants (52% of respondents) also mentioned the participatory approach as the “most useful element” from the IH RTP for their work.

PHOTO: 2015 IH RTP participants

Key elements of the IH RTP's participatory approach are the sharing of experiences among participants and critical reflection with others

Representative participant comments on the participatory approach included:

-Through my participation in this course, I find the participatory approach a very useful way to carry out human rights education and advocacy work. This approach promotes better participation and engagement through various methods among the participants and is extremely useful in the context of my work.

- Malaysia

“L'approche participative, qui peut être utile pour aller d'un groupe avec des niveaux de connaissances différents, à construire des connaissances mutuelles et les utiliser à passer à l'action; et réaliser le changement.”

-Morocco

“Treating human rights education as a process of learning, and in a participative way is one way of providing space and opportunity for integrating human rights into practice. This is my learning and having done many human rights trainings in the past so far this is the best form of training on Human Rights.”

-Phillipines

“Ce qui m'a le plus retenu dans la formation est l'approche participative. Je me suis tout le temps posé la question de savoir quelle serait la meilleure méthode à adopter non seulement pour sensibiliser mais de stimuler un changement, poussé à la critique. Sur ce l'approche ... répond à ces questionnements, un véritable outil de changement social.”

-Lebanon

“Participatory approach: in my country education system is always the expert model therefore when the people facing problems they can't easily think out of the box. so this approach is very much useful to lead us into critical thinking.”

-Sri Lanka

Most significant change in perception

Participants were asked to identify the most significant change in their perceptions or ideas as a result of the IHRT. The most common changes participants mentioned related to:

Table 4: Most significant change in perception ¹¹	
Program elements	Percentage of Respondents (n =81)
Perception of LGBTQI community and LGBTQI rights-as human rights	16 (19%)
Respect, honesty and tolerance	13 (16%)
Knowledge and understanding of the participatory approach including the Learning Spiral and its importance in HRE	10 (12%)
Perception of gender equality/using a gender perspective	9 (11%)
Increased knowledge of, ability and confidence to use or apply human rights instruments, accessibility and understanding of the United Nations human rights system	8 (9%)
Importance of HRE and HRE tools, techniques and approaches for HRE, confidence to carry out HRE work	6 (7%)

¹¹ The remaining 29 participants (36%) listed various responses. Some of the more prevalent of these include: the Human rights based approach (4%) the universality of human rights specifically (4%), networking, working together and sharing experiences (3%), approaches to working with children and youth, role of children and youth in the resolution of human rights issues (3%). The others had varied responses that were not easily grouped together.

Photo: Participant from the 2015 IH RTP



Representative comments on participants' change of perception or ideas included:

"Le but d'atteindre le terrain d'attente au lieu de convaincre seulement et tout gagner. Il aide mieux à minimiser les conflits et à prendre en compte les conceptions et valeurs des autres aussi."

-Democratic Republic of Congo

"les LGBTI .c'est à l'issue des activités que je me suis rendue compte qu'ils ont des droits et c'est un groupe faisant partie des groupes à protéger lorsque leurs droits sont violés du fait de leur orientation sexuelle. Ils sont avant tous des êtres humains et que leur dignité doit être respectée. "

-Senegal

"The activities in the IH RTP has encouraged me to look at human rights issues through gender perspectives and what role can youth, women and children play in resolution of human rights issues and furthering the cause of human rights issues. "

-Nepal

"Perception au niveau de l'importance cruciale de l'EDH pour une meilleure transmission des valeurs universelles des DH. "

-Morocco

"Realizing that change happens from the individual level before it can happen in our communities. Human rights is a culture that begins with me. "

-Canada

"HR instruments are not unapproachable and are useful in the daily basis. "

-Columbia

“The understanding of participatory approach in HRE. I used to have concerns and doubts on the implementation of PA, but now I understand its logic and principles and how to design it appropriately according to different learning needs. ”

-China

“I learned that in the world there are many HR defenders and some of them are lucky to be active in countries where they feel safe, some of them are the middle like me, and the others are taking a great risk everyday. I now think that sharing and keeping in touch with those people is so important for them to keep the spirit up, to continue their work and in the same time to be safe. ”

- Moldova

Individual Plan

The “Individual Plan for Putting My Learning into Action” (Individual Plan) provides participants with the opportunity to plan how they will apply the human rights as well as human rights education knowledge, skills and techniques acquired during the IH RTP in their own work, once back in their countries.

Participants are assisted by coaches from among Equitas staff and their facilitators and co-facilitators throughout the development of their plan. They present their final plan during the third week of the IH RTP.

This year 81 out of 82 participants, or ninety-nine percent (99%) of IH RTP participants produced an Individual Plan.

Co-facilitators were also tasked with producing their own Individual Plan. The purpose of the Co-Facilitator Individual Plan is to provide an opportunity to critically reflect on the experience and learning of being a co-facilitator at the IH RTP and to plan how they will put their learning in this area into practice in their work.

This year, all 4 co-facilitators, therefore one hundred percent (100%) of co-facilitators produced an Individual Plan.

The total number of Individual Plans completed for both co-facilitators and participants was 85 out of 86, or ninety-nine percent (99%).

Participants were asked to provide an approximate number of people that will benefit directly and indirectly from their Individual Plan. Participants reported 2121 direct beneficiaries and 13363 indirect beneficiaries. The average number of direct beneficiaries was 40 and indirect beneficiaries was 460.

As indicated in **Table 5**, participants were overwhelmingly positive about the usefulness of the Individual Plan and the support they received from their coaches and peers..

Table 5. Individual Plan for putting my learning into action¹²

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Preparing the Individual Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the IH RTP. (n=81)	0%	0%	32%	68%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=81)	0%	0%	49%	51%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=81)	0%	2% ¹³	25%	73%

Representative participant comments on this learner product included:

“The individual plan was a like a summary of the whole training process because it referred to all parts of the IH RTP thus making the planning process smooth, the support of the EQUITAS staff, coaches and facilitators was very helpful.”

- Kenya

“A mon avis, l'élaboration d'un plan individuel m'a permis de mettre en pratique l'essentiel des thèmes développés dont, entre autres, la méthode participative, la spirale de l'apprentissage et autres. L'appui des animateurs a été d'un grand apport et les exposés individuels par les participants autour de ce plan ont été très enrichissants.”

- Nigeria

“Preparing the plan was one of the most exciting exercise that made me reflect on all the stream that was taught in the training. I had not had the opportunity to study project management but with this exercise, i learned a lot in managing my programs. My coach really helped me in achieving my plan and i have promised to keep in touch with him to see that this my plan is materialized.”

-Cameroon

“I have attended many trainings and I have never had a plan to implement what I learnt so most of what I learnt falls on the way side. This plan has given me an opportunity to reflect the steps I will take to implement what I learnt. The facilitator and Equitas staff were very helpful in making sure that my plan was practical and easy to implement.”

- Zimbabwe

¹² This data does not include input from co-facilitators who did not complete the general evaluation questionnaire.

¹³ 2 participants disagreed noting respectively: “Très peu utile au départ mais dans la phase d'écriture du plan cela a permis de mieux orienter mon document” and the other participant commented: “the individual plan worksheet is comprehensive but a lot of questions seem to be repeated in the course of it. the worksheet involves a lot of text-based writing, we can look at incorporating more tables and specifics expected from the participants or to ease the designing of the plan. we should also be supported with examples of individual plans of IH RTP alumni that were successfully incorporated by the participants. ...”

“The Individual Plan was a practical method for planning how to put my practice the knowledge and skills I gained from the IH RTP. and how to transfer it for my organization , how to transfer also to the rights holders and defenders , how to measure the results and how to develop it and improve my strategies.”

- Egypt

“En fait, je vois en ce plan, un exercice pédagogique qui, non seulement nous a initié au transfert des apprentissages, mais qui permet aussi de faire une révision globale de tous les apprentissages du programme. Il oblige le participant à revenir sur ses apprentissages même les plus anciens (les premiers) et de fixer ainsi les notions ratées.”

- Democratic Republic of Congo



PHOTO: 2015 IH RTP participants

Coaches, facilitators and co-facilitators at the IH RTP rate the quality of the Individual Plans developed by participants along a number of criteria including: 1) whether the plan integrates appropriate content from the IH RTP 2) integration of the participatory approach into their plan, 3) whether a gender perspective is effectively integrated in the plan and; 4) whether the plan clearly outlines a process for evaluating results.

The majority of Individual Plans produced fully met or partially met the above criteria¹⁴:

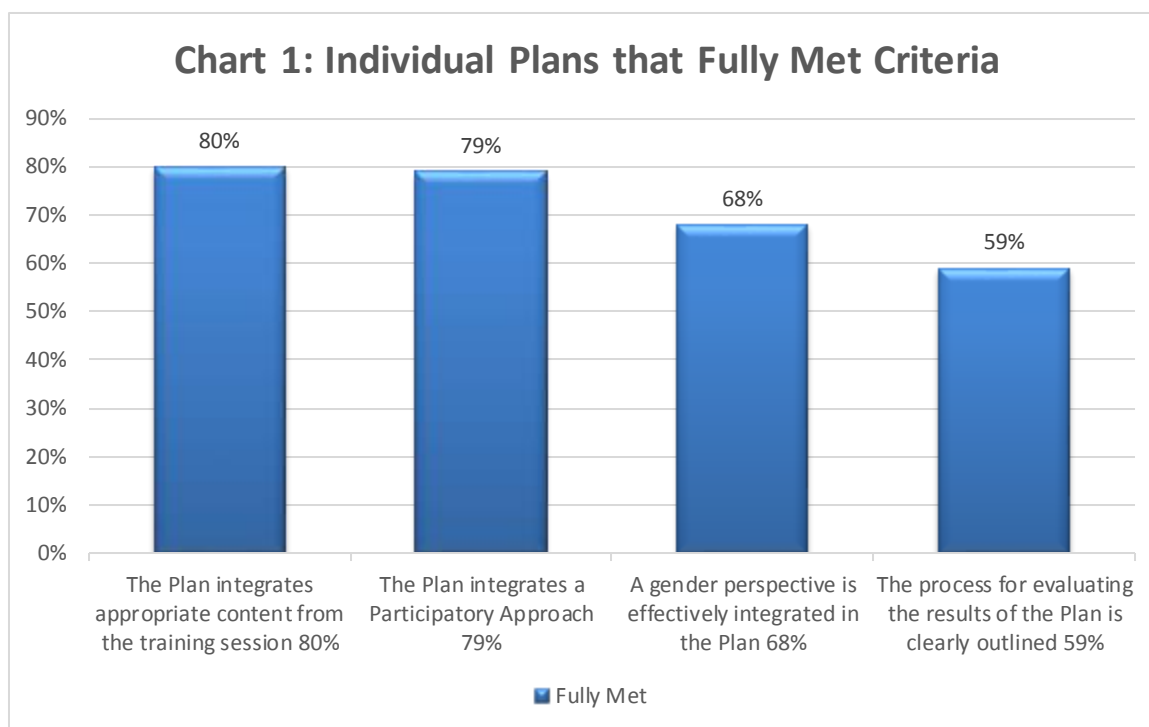
Table 6. Individual Plan Criteria¹⁵			
	Fully Met	Partially Met	Fully and Partially Met
The Plan integrates appropriate content from the training session (n=77)	80%	19%	100%
The Plan integrates a Participatory Approach (n=78)	79%	19%	98%
A gender perspective is effectively integrated in the Plan (n=76)	68%	28%	97%
The process for evaluating the results of the Plan is clearly outlined (n=76)	59%	35%	94%

¹⁴ N=the total number of plans that were rated for each criteria. These percentages were calculated based on the total number of plans rated for a particular criteria. Given that certain plans were not evaluated for certain criteria, the total number of plans for the purposes of this calculation varies slightly.

¹⁵ Where ratings were not clear from the Individual plan evaluation grids, clarification was sought from the Individual plan coach whenever possible.

The four criteria in **Table 6** are considered good measures of plan quality. Ninety-eight percent (98%) of Plans on average, either fully (72%) or partially met (26%) these criteria. The quality of the Individual Plan is seen as an indicator of the potential degree to which knowledge will be transferred to the organization as well as to the community.¹⁶

Below is a visual representation of those Individual Plans that fully met the criteria in **Table 5**:



In terms of the content of the Individual Plans, the majority involved a plan to conduct training. Some of the focuses of the training included: integrating a gender perspective into the organization's work, training for staff on integrating a human rights based approach and/or a participatory approach and training on international human rights instruments.

In terms of direct beneficiaries of the Individual Plans, they are generally members of staff of the participants' organization, and some specifically involve working with youth (for those organizations who work with youth).

Some examples of plans include:

- Training prison officials on international human rights instruments.
- Workshop on sexuality and gender with human rights educators from Armenia.
- The introduction of the participatory approach in teaching a human rights course in a university setting.
- Introductory training for staff of the participant's organization on gender equality and the participatory approach.

¹⁶ Evaluation of the Global Program on Human Rights Education (January 23, 2013) pp. 76. Note that these values are expressed as averages.

Part III: Conclusions and recommendations

This section outlines some key conclusions and recommendations coming out of the 2015 IH RTP.



Program content

To remain at the forefront of human right education, Equitas reviews the Program content on an annual basis. Changes to the content are made in light of the previous year's evaluation and recommendations, and to ensure the Program is coherent with the current trends in human rights and human rights education. The next five (5)-year review of the IH RTP is currently underway. Further changes are expected as a result of the findings of the review.

Designing HRE for social change at the community level

Participants have consistently mentioned the participatory approach and the Learning Spiral as very important learning from the IH RTP. To give participants the opportunity to actually practice using the approach, an activity was piloted over the last three (3) years which involved presenting an example of a program designed for community level-change, i.e.: Equitas' Speaking Rights Program and then having participants practise designing an HRE initiative for community-level change.

This year, this was well-evaluated by the participants overall, indicating that changes made to improve the presentation (i.e. focusing the presentation on the design of Speaking Rights, simplifying the template used during the activity and integrating the theme of the regional thematic session) were beneficial.

It is therefore recommended that Equitas maintain the changes made to improve the presentation and activity on HRE for social change at the community level.

Regional Thematic Session

This year, the theme of the regional thematic session was the Participation of Young Women and Girls in Decision Making. Participants were regrouped for the most part, by region. As usual, this was well-received by participants. As noted in the data below in Appendix, A, 94% of participants found the session very useful (58%) or useful (36%).

A few participants noted the need for more time to share experiences of people working on the topic and a general lack of time to cover activities planned in the time frame allotted. The participants who noted this tended to be in regional sessions with a larger number of participants, for example, Anglophone Africa, (18) and South Asia (14).

It is recommended that Equitas consider the differences in the number of participants in the regional groups and provide options to ensure enough time for the activities and discussion.

In recent years, the regional thematic sessions have been an opportunity for knowledge building with participants around specific themes in line with current Equitas programming. Work from these sessions has led to the development of knowledge products subsequently shared on the Equitas community and website (Equitas Shares It!)

It is recommended that Equitas continue to explore the potential for knowledge building through these regional sessions.

Physical and online security of human rights defenders

Equitas has for several years, invited a resource person to discuss the topic of online, and often, the physical security of human rights defenders.

Given comments from participants and facilitators last year indicating a need for more content and resources specifically focusing on the physical security of human rights defenders, Equitas made the decision to integrate content on this topic further into the Program this year, in addition to the plenary session focusing specifically on online security.

In terms of physical security, time was allotted in the schedule for discussion guided by specific questions. A fact sheet on the physical security of human rights defenders was also added which was subsequently shared on the Equitas Community.

In terms of online security, a separate plenary session on this topic was given. This year, it was made clear that this session focused solely on online security. Participants responded positively to this session, as evidenced by the ratings and comments in the end of stream 5 evaluation. For example, 71% of participants said that the relevance of the presentation to their work was very good (29%) or good (42%).¹⁷

Given the precarious security situation of many IH RTP participants, issues of both physical and online security of human rights defenders are highly relevant. It is recommended that Equitas continue to provide space in the program to discuss both these issues, and that they continue to be addressed separately to discuss both issues in depth.

Resource manual

Overall, participants indicated that the resource manual is a useful tool for learning. As noted in the data in **Appendix 1**, 97% of participants indicated that the texts in the resource manual were very good (67%) or good (30%). In their suggestions for improvement, participants most often noted that it would be beneficial to reduce the number of readings. Several facilitators agreed with this. Further, some participants suggested that more practical case studies could be included in the resource (or participant) manuals. It is recommended that Equitas review the readings in the resource manual to ensure their ongoing relevance and to maximize their value to participants' learning.

¹⁷29% indicated that the relevance to their work was fair (23 participants). No participants rated the relevance as weak. N=79.

International instruments

During the IH RTP, stream 5 in particular, participants have the opportunity to deepen their knowledge of the United Nations Human Rights System, and their knowledge of particular human rights instruments.¹⁸

Some facilitators and resource persons suggested that it would be beneficial to review the instruments covered and consider including others, for example regional instruments.¹⁹

Given the importance of knowledge on human rights mechanisms and instruments for HRE, it is recommended that in light of the 5-year review of the Program, Equitas review the international instruments that are covered during the Program to ensure they are the most relevant for the participants.

Individual plan

The Individual Plan is a key tool for participants to plan for how to transfer their learning from the program and put it into action. It also serves as a useful tool for a step by step critical reflection on their learning from the Program, with the assistance of Equitas staff and facilitators who provide coaching during the entire process. As is noted above, many changes were made to the Individual Plan process this year, including a more in depth orientation session with Individual Plan coaches to clarify expectations and explain the content of the Individual Plan workbook and process.

As is noted in **Table 5**, participants were overwhelmingly positive regarding the Individual Plan as a practical method for planning how to put their knowledge and skills gained from the IH RTP into practice, as well as the value added of the coaching and the Individual Plan workbook.

With regards to the Individual Plan workbook, some participants (as noted in some of the comments above following **Table 5**) highlighted the usefulness of the workbook in helping them review their learning from the IH RTP as well as in elaborating a plan for action. Other participants suggested areas for improvement (15%).²⁰ Some of these participants suggested that more time be provided to work on the Individual Plan template, and less time be spent on the workbook reflection questions (6%). Other participants expressed confusion by some questions in the workbook and noted that they felt some of the questions appeared to be repetitive (5%).

¹⁸ These include:

- International Declaration on Human Rights Defenders
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic Social and Cultural Rights (ICESCR)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- Convention on the Rights of the Child (CRC)
- Universal Periodic Review (UPR)

¹⁹ Participants did not make suggestions in this regard. This may be due to multiple factors, including the fact that many participants come to the program with a different level knowledge on human rights instruments than do facilitators and resource people. Therefore, many participants may not be in a position to suggest updates in this regard. Comments from participants on the international instruments covered during the IH RTP related to their deeper understanding of the instruments covered, notably, the Declaration on Human Rights Defenders and the Universal Periodic Review and the process undertaken during activities on the international instruments.

²⁰ N=62.

With regards to the Individual Plan criteria, in reviewing the data in **Table 6** and **Chart 1**, only fifty-nine (59%) of participants had a clear process for evaluating the results of their Plan and only sixty-eight (68%) integrated a gender perspective adequately into their Plan. These results were considerably lower than other criteria evaluated in **Table 6**.

With regards to coaching on the Individual Plan, some participants (2) and co-facilitators (2) mentioned that ongoing coaching after the Program would be beneficial, in addition to the 6-month and 24-month follow-up to participants of the IHRTP (which includes follow-up on the Individual Plan)

Given the above results, it is recommended that more time be allotted to the orientation session for Individual Plan staff coaches to discuss the following topics:

- Integrating a gender perspective
- Follow-up and evaluation
- Focus on the meaning of change in the Individual Plan and how to concretely measure that change
- A thorough review of the Individual Plan workbook
- An explanation of the importance of the repetition of certain questions (allows for incremental reflection on learning)
- Sharing and reviewing past examples of strong Individual Plans
- The importance of critical reflection throughout the Program and during the Individual Plan process
- A second session focusing more specifically on coaching

In addition, in light of the 5-year Program review, and given the general importance of follow-up and evaluation for HRE and in Equitas' work, a general recommendation is that Equitas review the Individual Plan follow-up process in order to ensure participants are supported in implementing their Individual Plans after the Program.

Stream 6

While the stream was well-evaluated by participants overall, one of the main comments for improvements was that more time should be given to the topic of evaluation. Some facilitators also echoed these comments, while another suggested a reorganization and perhaps, removing certain content.

In light of the 5-year Program review, and given the importance of evaluation in HRE, it is recommended that Equitas review this stream in depth and how evaluation is addressed in the Program, to determine whether any changes/additions should be made in this area.

Stream 7

Stream 7 focusses on skills building for action, including using monitoring and advocacy to educate about human rights and designing an HRE initiative using the Learning Spiral. In the end of stream 7 evaluation, participants had mostly positive comments, and all but one participant strongly agreed or agreed they had met the objectives. Some participants noted their appreciation of how monitoring and advocacy can be used to educate about human rights.

Some facilitators suggested a review of this stream be conducted to determine what should be covered given the large breadth of content. Others suggest that more time be allotted to the stream.

In light of the 5-year Program review, it is recommended that Equitas review stream 7 and how monitoring and advocacy are addressed in the Program to determine how to do so most effectively.



PHOTO: 2015 IH RTP participants at the International Evening

Gender Equality including LGBTQI rights

For many years, Equitas has been building knowledge and pushing its thinking around gender equality. Aspects of this learning have fed into the Program and the Program has also informed this learning, for example, the language around gender equality.

When asked if there was there a subject (content or methodology) that they wanted to discuss in more detail during the IH RTP, the most prevalent response of participants was wanting to spend more time on exploring gender and/or LGBTQI rights. There may be various reasons for this, including a larger number of participants working on this issue, and the increased focus on LGBTQI rights and gender equality this year. As noted in **Table 4**, participants also listed LGBTQI rights as their most significant change in perception and as seen in **Table 3**, their second most important learning. Some participants specifically commented on their increased knowledge of the concept of gender equality (notably, that this includes LGBTQI rights).

As noted above, disaggregating the results by gender reveals no significant differences between men and women's total ratings (98% of women and men strongly agreed or agreed) that they felt the topic of gender equality was adequately addressed in the IH RTP. However, more men than women strongly agreed that the topic of gender equality was adequately addressed throughout the IH RTP.

Some participants (12 %) noted that gender equality could have been explored in more depth.²¹ Specific suggestions included: providing more concrete case studies related to gender equality, exploring specific themes regarding discrimination and violence against women and sharing strategies of how to deal with these issues, a deeper questioning of values around gender equality and its links to religion and culture.

²¹ N=60. 4 women and 1 man from this group of participants work specifically on gender equality and/or LGBTQI rights. Note that there is one person who likely identified themselves wrongly as woman in their questionnaire. This does not substantially affect the data. See notes 2 and 7.

In terms of facilitators, some have suggested adapting the approach to gender equality in the Program. Some facilitators suggested introducing a stream on non-discrimination, for example, which could be a space to integrate specific discussions related to LGBTQI rights and discrimination against women, as well as other grounds of discrimination, such as disability.

Some facilitators also recommended a review of terminology used regarding gender in the Program.

In terms of LGBTQI rights specifically, Equitas made the decision to require attendance to the LGBTQI rights session this year given that the rights of LGBTQI people are an ever emerging issue. While overall well-evaluated by the participants, there are some concrete suggestions to improve this session.

It is recommended that in reference to the session on the Rights of LGBTQI people:

- Equitas explore an alternate evaluation method for this session other than a public continuum to assess learning.
- Equitas revisit the grouping to ensure that translation does not detract from the session.

Given the above, it is also recommended that:

- Equitas review the gender-related terms throughout the IH RTP manuals to ensure internal consistency throughout the Program and in order to assure it is in line with current thinking around gender equality.
- In light of the 5-year Program review, it is recommended that Equitas review how gender equality including LGBTQI rights is addressed in the Program, and explore ways to deepen the discussion around these topics.

Program evaluation

Online evaluation platform

For the second year in a row, Survey Monkey online evaluation platform was used to administer all evaluations during the IH RTP. As was the case during the 2014 IH RTP, participants generally had a positive experience and facilitators were also able to receive feedback in a timely manner.

Equitas should continue to use this online platform as the evaluation tool for the IH RTP as it facilitates and significantly decreases time spent on data entry and analysis as well as enhancing knowledge capture and storage. In addition, it familiarizes participants with an online evaluation platform which has a basic free version available.

In terms of data analysis, there are a number of good practices Equitas should continue when using this online evaluation platform which include:

- Explaining clearly to participants how to fill out the questionnaire and pre-empt technological issues with alternative options for completion (i.e. the computer lab and paper copies).
- All evaluations should be checked to ensure there is coherence and consistency with the paper version.
- It is recommended that Equitas carefully review with participants how to avoid creating duplicate incomplete evaluations. It is also crucial to check final results on Survey Monkey to ensure that there are no duplicate incomplete questionnaires before completing data analysis. Duplicate incomplete questionnaires needed to be deleted this year to ensure the accuracy of the data.

As in past years, there has been some confusion around the rating scale, particularly on the first question of the questionnaire regarding the overall satisfaction with the Program. For example, those who noted they were “very dissatisfied” generally offered positive comments that contradict this rating, illustrating that some participants assumed that the rating scale goes from positive to negative, which is not the case.

It is recommended that in order to avoid this rating scale issue, Equitas:

- Include written instructions regarding the rating scale at the beginning of every questionnaire
- Facilitators should provide a demonstration of how to fill out the survey during the first end of stream evaluation and pay particular attention to the rating scale.

With regards to integrating a gender perspective in evaluation, Equitas is continuing to advance its knowledge. As such, this year, some data from the general evaluation was disaggregated by gender. It is recommended that as a best practice, and wherever relevant, evaluation data be disaggregated by gender to determine whether there are significant gender differences in experiences and learning during the Program.

Program schedule

Timing

Significant efforts were made following feedback from last year's participants to ensure that the overall Program schedule provided adequate time for learning, rest and social activities. However, participants, facilitators, and co-facilitators indicate in their comments a lack of time for various Program activities, and the need for a "lightening" of the schedule, with consideration given to appropriate time for rest. When asked to list what recommendations participants had for the IH RTP, this suggestion was prevalent (20%).²²

Another salient suggestion from participants across both English and French working groups was to add field visits to Canadian NGOs, and cultural visits (12% of participants indicated this in their recommendations for the IH RTP). In the past, these visits were offered, for example, a visit to Kahnawake or the Holocaust Museum. Some facilitators have also expressed an interest in these visits.

In light of the five-year Program review, an overall recommendation therefore is to ensure that when entertaining additions and/or changes to the Program, the repercussions on the overall schedule be fully considered to ensure that critical opportunities for discussion and reflection are not reduced in favor of the addition of more content.

Equitas may also wish to consider reviewing the timing and spacing of activities to provide opportunities for rest and to process learning. It is recommended that Equitas also pay special attention to when readings from the resource manual are assigned and how the work assigned correlates with other activities during the Program. Given the feedback received, Equitas may also consider reintegrating field visits into the Program and consider which are most appropriate for the participants' learning and in the context of the Program.

Facilitator orientation

This year, the facilitator orientation received particularly positive evaluations. What was most appreciated was an increased focus during the orientation on critical reflection and explaining the links between the different systems and approaches used during the Program.

This appeared to be beneficial to participants and the Program overall, as was evidenced in participant comments in the evaluations which revealed an increased understanding of the various approaches used in the Program. In addition, less confusion was expressed by facilitators regarding the various approaches used throughout the Program.

²² N=81.

It is recommended therefore, that the facilitator orientation continue to include a focus on critical reflection and a thorough overview of the various approaches used in the Program.

Sexual Harassment

Equitas made a concerted effort this year to address the Policy against Sexual Harassment, Gender Discrimination and Harassment because of Sexual Orientation (“the Policy”) within the context of the values of respect and non-discrimination which are central to Program. As usual, an overview of the Policy was included in the welcome kit provided to participants. This year, Equitas reviewed the Policy with the facilitators during their orientation, who also discussed it with participants when addressing guidelines for group interaction. In addition, an overview of the Policy was included in the IH RTP design presentation given to the participants in the first week of the Program.

Positive feedback was received by facilitators overall on the Policy and the process for addressing sexual harassment. It is therefore recommended that Equitas continue to address sexual harassment in the manner undertaken during the 2015 IH RTP.

2015 Major Program Review

With a review of the Program already taking place, this evaluation report serves as one element contributing to the overall revision of the IH RTP.

Appendix A: Results from general evaluation (quantitative)

Group #: _____ Sex : F (n=39) M (n=43) Other (n=0) Participant ID _____

Reflect back on the IH RTP to answer the questions below.

1. General Satisfaction		Please indicate your response by checking (✓) the appropriate box.			
		Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a.	What is your general level of satisfaction with the IH RTP? (n=82)	15,85% ²³	2,44%	28,05%	53,66%
2. Objectives		Please indicate your response by checking (✓) the appropriate box.			
Now that we have completed the IH RTP, I feel I can:		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization (n=81)	0,00%	0,00%	45,68%	54,32%
b.	Identify ways in which human rights education can increase the effectiveness of my human rights work (n=81)	0,00%	0,00%	37,04%	62,96%
c.	Integrate a participatory approach into my human rights and human rights education work (n=81)	0,00%	0,00%	30,86%	69,14%
d.	Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization (n=81)	0,00%	0,00%	43,21%	56,79%
e.	Explore networking opportunities essential for furthering the cause of human rights (n=80)	0,00%	1,25%	48,75%	50,00%
f.	Determine strategies for promoting gender equality in my human rights education work (n=80)	0,00%	0,00%	46,25%	53,75%
g.	employ a basic evaluation process for assessing the results of my human rights education work (n=80)	0,00%	2,50%	46,25%	51,25%
Provide any comments you may have. Please be precise.					

²³ As stated in notes 1 and 6, 16% of participants reported being very dissatisfied. And 2% dissatisfied. However, the overwhelmingly positive explanations provided contradict this. This indicates that these responses were likely a misreading or misinterpretation of the rating scale. See note 1 for further details.

3. International Human Rights System				
Rate your current level of understanding of each of the following instruments by checking (✓) the appropriate boxes.	Same level of understanding as before attending the IHRTTP	Better level of understanding than before attending the IHRTTP	Much better level of understanding than before attending the IHRTTP	
a. Universal Declaration of Human Rights (UDHR) (n=81)	6,17%	39,51%	54,32%	
b. International Covenant on Civil and Political Rights (ICCPR) (n=81)	3,70%	49,38%	46,91%	
c. International Covenant on Economic, Social and Cultural Rights (ICESCR) (n=80)	2,50%	45,00%	52,50%	
d. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (n=81)	3,70%	41,98%	54,32%	
e. Convention on the Rights of the Child (CRC) (n=80)	1,25%	41,25%	57,50%	
f. Universal Periodic Review (UPR) (n=81)	6,17%	37,04%	56,79%	
g. Declaration on Human Rights Defenders (n=81)	6,17%	40,74%	53,09%	
Provide any comments you may have. Please be precise.				
4. Program Methodology				
	Never	Some of the Time	Most of the Time	All of the Time
a. Do you feel that your group followed the program as outlined in the manual? (n=81)	2,47%	0,00%	27,16%	70,37%
Provide any comments you may have. Please be precise.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
b. The integrated approach of the IHRTTP (covering content and process) has increased my capacity to carry out human rights education activities. (n=81)	0,00%	0,00%	32,10%	67,90%
Provide any comments you may have. Please be precise.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
c. The topic of gender equality was adequately addressed throughout the IHRTTP. (n=81)	1,23%	1,23%	39,51%	58,02%

Provide any comments you may have. Please be precise.					
5. Written Documentation					
Rate the quality of the following:	Poor	Fair	Good	Very Good	
a. Participant's Manual (n=77)	0,00%	1,30%	20,78%	77,92%	
b. Texts/articles in the Resource Manual (n=69)	0,00%	2,90%	30,43%	66,67%	
Provide any comments you may have. Please be precise.					
6. Other Program Activities					
Rate the following human rights education activities in terms of their usefulness for your human rights work:	Not Useful	Somewhat Useful	Useful	Very Useful	Did Not Participate
a. Open Space Technology (n=80)	1,25%	7,50%	32,50%	56,25%	2,50%
b. Thematic Regional Session (n=78)	0,00%	1,28%	35,90%	57,69%	5,13%
c. "Play it Fair" Toolkit Demonstration (n=77)	0,00%	3,90%	23,38%	57,14%	15,58%
Provide any comments you may have. Please be precise.					
7. Individual Plan for Putting My Learning into Action					
	Strongly Disagree	Disagree	Agree	Strongly Agree	
a. Preparing the Individual Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the IH RTP. (n=81)	0,00%	0,00%	32,10%	67,90%	
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=81)	0,00%	0,00%	49,38%	50,62%	
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=81)	0,00%	2,47%	24,69%	72,84%	
Provide any comments you may have. Please be precise.					
8. Facilitators					
Rate your FACILITATOR'S ability to:	Poor	Fair	Good	Very Good	
a. Explain activities and tasks clearly (n=81)	0,00%	1,23%	7,41%	91,36%	
b. Show connections among different activities (n=80)	0,00%	0,00%	15,00%	85,00%	
c. Synthesize key points (n=81)	0,00%	1,23%	11,11%	87,65%	
d. Debrief activities (n=81)	0,00%	0,00%	12,35%	87,65%	
e. Encourage participation of all group members (n=81)	0,00%	0,00%	9,88%	90,12%	

f. Keep discussions focused (n=81)	0,00%	0,00%	17,28%	82,72%
g. Balance needs of individuals and of the group (n=80)	0,00%	1,25%	25,00%	73,75%
h. Listen attentively (n=81)	0,00%	1,23%	12,35%	86,42%
i. Reserve judgment and keep an open mind (n=80)	0,00%	0,00%	15,00%	85,00%
j. Promote mutual learning and understanding (n=78)	0,00%	1,28%	7,69%	91,03%
k. Manage conflicts (n=80)	1,25%	1,25%	13,75%	83,75%
l. Comments and/or suggestions about the work of your main facilitator.				
9. Co-Facilitators (If applicable)				
Did not have a co-facilitator <input type="checkbox"/>				
Rate your CO-FACILITATOR'S ability to:	Poor	Fair	Good	Very Good
a. Explain activities and tasks clearly (n=51)	0,00%	0,00%	19,61%	80,39%
b. Show connections among different activities (n=51)	0,00%	0,00%	23,53%	76,47%
c. Synthesize key points (n=50)	0,00%	0,00%	22,00%	78,00%
d. Debrief activities (n=51)	0,00%	0,00%	25,49%	74,51%
e. Encourage participation of all group members (n=51)	0,00%	0,00%	15,69%	84,31%
f. Keep discussions focused (n=51)	0,00%	0,00%	19,61%	80,39%
g. Balance needs of individuals and of the group (n=51)	0,00%	0,00%	23,53%	76,47%
h. Listen attentively (n=51)	0,00%	1,96%	19,61%	78,43%
i. Reserve judgment and keep an open mind (n=50)	0,00%	0,00%	18,00%	82,00%
j. Promote mutual learning and understanding (n=50)	0,00%	0,00%	24,00%	76,00%
k. Manage conflicts (n=51)	0,00%	0,00%	23,53%	76,47%
l. Comments and/or suggestions about the work of your co-facilitator.				
10. Reflection on Your Learning				
	No	Somewhat	Yes	
a. Based on the needs you identified at the beginning of the IHRTP, do you feel that these needs have been met. (n=73)	0,00%	6,85%	93,15%	

Provide any comments you may have. Please be precise.				
b. What is the single most important thing you learned during the IH RTP? Please explain your response.				
c. Now that you have completed the IH RTP, please list what was most useful for you. Please explain your response.				
d. What has been the most significant change in your perceptions/ideas (in any area) as a result of the activities during the IH RTP?				
	Basic	Intermediate	Advanced	
e. Now that you have completed the program, what do you feel is the overall level of the IH RTP? (n=81)	0,00%	17,28%	82,72%	
Provide any comments you may have. Please be precise.				
11. Future Direction				
a. Would you recommend others from your organization or country to participate in the IH RTP? (n=81) (96,30%) - Yes, I would refer others to participate (3,70%) - Maybe, I am unsure/undecided (0.00%) - No, I would not refer anyone				
Provide any comments you may have. Please be precise.				
b. Is there a subject (content or methodology) that you wanted to discuss in more detail during the IH RTP?				
c. List any recommendations you may have for changes to the IH RTP. Please explain.				
12. Administration, Material Needs, and Special Events				
Communication	Poor	Fair	Good	Very Good
a. Communication with Equitas prior to arrival in Canada (n=81)	0,00%	1,23%	25,93%	72,84%
b. Information in the Program Handbook (n=80)	0,00%	2,50%	21,25%	76,25%

c. Communication of information during the IHRTP (n=80)	1,25%	1,25%	15,00%	82,50%	
d. Assistance from and availability of Equitas staff (n=80)	2,50%	1,25%	13,75%	82,50%	
Comments or suggestions:					
Travel	Poor	Fair	Good	Very Good	
a. Quality of services provided by the travel agent (n=81)	3,70%	11,11%	30,86%	54,32%	
Comments or suggestions:					
Facilities	Poor	Fair	Good	Very Good	
a. Quality of classrooms (n=80)	0,00%	3,75%	46,25%	50,00%	
b. Plenary session rooms (n=79)	0,00%	2,53%	46,84%	50,63%	
c. Accommodations and sleeping quarters (n=80)	1,25%	11,25%	42,50%	45,00%	
d. Food quality and variety (n=80)	11,25%	40,00%	32,50%	16,25%	
e. Food service and convenience (n=80)	8,75%	21,25%	43,75%	26,25%	
f. On-site communication services (telephone, Internet, etc.) (n=81)	1,23%	8,64%	51,85%	38,27%	
Comments or suggestions:					
Special Events	Poor	Fair	Good	Very Good	Did not Participate
a. Opening evening (n=79)	0,00%	0,00%	31,65%	62,03%	6,33%
b. Host Family Dinner (n=80)	0,00%	1,25%	8,75%	85,00%	5,00%
c. International Dinner (n=80)	0,00%	0,00%	18,75%	77,50%	3,75%
Comments or suggestions:					

<p>13. a. During the IH RTP how much time did you have to spend doing work for your organization? (e.g., responding to emails, completing reports, proposals) (n=81)</p> <p>(39,51%) Less than 1 hour per week (7.41%) Between 5 and 10 hours per week</p> <p>(46,91%) Between 1 and 5 hours per week (6.17%) More than 10 hours per week</p> <p>b. What impact did this have on your ability to fully participate in the IH RTP?</p>	
14. General Comments or Suggestions	
15. What are you taking away with you from this experience at the IH RTP?	