



**International Human Rights Training Program
June 4-23, 2017**



**Evaluation Report
2017**



Photo: 2017 IHRTP participants

Executive summary

This is the evaluation report for the 38th 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 4 – 23, 2017. This report is mainly addressed to 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 IH RTP is a central activity of Equitas 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 participatory approach that encourages reciprocal learning through an exchange of experiences among participants, facilitators and resource persons. The 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.

This year's Program brought together eighty-nine (89) participants and six (6) returning alumni who attended as co-facilitators for a total of ninety-five (95) participants (53 women, 41 men and 1 other) Fifty-one (51) countries were represented. Fifty-five (55) participants were English-speaking and forty (40) were French-speaking. There were also seven (7) facilitators, twenty-three (23) resource persons, thirty-nine (39) Equitas staff members, and twelve (12) student interns who participated in implementing the Program. In addition, twelve (12) 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 main findings from the IH RTP evaluation indicate that participants were highly satisfied with the Program and that they felt confident in their ability to implement their learning with respect to the seven (7) Program objectives.

Eighty-eight percent (88%) of participants that completed the General Evaluation reported that they were very satisfied (61%) or satisfied (27%) with the 2017 IH RTP.¹

Ninety-eight percent (98%) of participants strongly agreed (67%) or agreed (31%) that the overall objectives of the Program were met.²

¹ 11% of participants mentioned they were dissatisfied. However, the positive results of the rest of the General evaluation contradict this. For example, 98% of participants strongly agreed or agreed that the overall objectives were met and 100% indicated they would recommend the Program to others. This indicates that these responses were likely a misreading or misinterpretation of the rating scales.

² For complete statistics, see Appendix A.

Ninety-four percent (94%) of participants strongly agreed (50%) or agreed (44%) that the topic of gender equality was adequately addressed throughout the IHRTP. Disaggregating the results of this question by gender reveals no significant differences between men and women's total ratings (92% of women strongly agreed or agreed and 97% of men strongly agreed or agreed).

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.

The IHRTP continues to be a Program that is highly recommended by participants: 100% indicated they would recommend the Program to others from their organization or country.

As one participant noted: *"The IHRTP has expanded my knowledge and given me so much insight to a lot of things. I feel like a new person and I can hold my head up high with what I have learnt. This is one of the very best trying [training] I have participated in."*³

- Nigeria



Program undertaken with the financial support of the Government of Canada provided through Global Affairs Canada (GAC).

We also appreciate the generous support of American Jewish World Service (www.ajws.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 IHRTP. More specifically, this part covers objectives, process and content of the IHRTP as well as the practical and administrative aspects of delivering the Program.

Part II describes the results of the IHRTP evaluation.

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

Part I: Program Description

Program Goal

The goal of the 2017 International Human Rights Training Program (IHRTP) 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 IHRTP, 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 IHRTP 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



Using a tree metaphor, 2017 IHRTP participants create a visual representation of a society where a culture of human rights is a reality.

Program methodology

Given that the IHRTP is a training program about human rights education⁴ for human rights educators, the program methodology itself is necessarily an essential learning component for participants. Equitas' approach to human rights education, which is exemplified in the IHRTP, involves the dynamic interplay of the different paradigms described below. Taken together, they enable people to expand their views of themselves, of others, and of the world and to take action for social change in their societies that are consistent with human rights values and standards. Participants explore each of these paradigms during the IHRTP and how to apply them in their human rights and human rights education work. A brief description of each is provided below.

A **systems approach** helps participants analyze the broader (social, political, economic and legal) context of human rights and human rights education work. It enables them to see where their work fits with other local as well as global actions addressing similar issues. It also helps participants better determine how their human rights education work can advance human rights and contribute to social change in their communities and societies. Understanding the context leads to increased quality, relevance and effectiveness of their work.

A **human rights-based approach** (HRBA) is a conceptual framework based on international human rights standards that sets the achievement of all human rights as the objective of social actions. Human rights education is a social action that has a fundamental role to play in the realization of human rights. Therefore it needs to be guided by HRBA, which emphasizes participation, accountability, non-discrimination, empowerment and link to human rights. HRBA provides an internationally recognized common standard of achievement for social actions.

The **participatory approach** is the way we implement HRBA in human rights education and other social actions. It encourages social analysis aimed at the empowerment of participants to develop concrete actions for social change that are in accordance with human rights values and standards. It enables participants to address human rights issues from the perspective of their lived experiences. A participatory approach enables participants and groups to experience what living by human rights looks and feels like in the context of a training session like the IHRTP or other social actions and in their daily lives. It also leads to changes in attitudes and behaviours in people's private spheres.

The **learning spiral** is a model for designing social actions (like human rights education) in accordance with a participatory approach. It is a tool for planning education for social change which enables participants to put a participatory approach into action. It is the model used to design the IHRTP

Processes and perspectives that are essential for implementing human rights education in line with HRBA include critical reflection, evaluation, gender perspective.

⁴ For Equitas, human rights education is a process of transformation that begins with the individual and branches out to encompass the society at large. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect them.

The Learning Spiral



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

The learning spiral (see figure above), which incorporates essential principles of adult education, suggests that:

1. Learning begins with the experience or knowledge of the participants. The educational approach is emphatically learner-centred, aiming at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.
2. After the participants have shared their experience, they analyze that experience and look for patterns.
3. To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
4. Participants need to practice what they have learned. They need to practice new skills and make strategies and plan for action.
5. Afterwards (usually when they are back in their organizations and daily work) they apply in action what they have learned.

A group setting is viewed as foundational to adult education and transformative learning. The use of facilitation and discussion in groups connects learning with experience and social action. During the IHRTP, participants worked in working groups of 10 to 15 members for most of the Program. This year there were four (4) English language groups and three (3) French language groups for a total of seven (7) 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 is assigned a facilitator, and, in most cases, a co-facilitator, who is an alumnus of a previous session of the IHRTP invited back to further develop his/her capacity in human rights education methodology and facilitation. 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 experiential learning. At various points during the IHRTP, the seven (7) working groups were 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 methodology. The exploration of human rights principles and instruments, ongoing critical reflection and inquiry and extensive sharing of experiences enable participants to strengthen their capacity to engage in effective human rights education which take into account the current global and local contexts.

Pre-training

IHRTP pre-training activities this year included:

- a) Completing and returning to Equitas a pre-training assignment before the start of the Program. The assignment involved having participants:
 - 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.

- b) Completing a basic online course "Put the World to Rights" designed by Equitas, aimed at ensuring a common basic understanding of human rights by all participants selected.

Three-week overview

The IHRTP is divided into 7 interrelated streams (or sections) spread over a three-week period. A brief per week description follows.

Week 1 (Streams 1-4) focuses on an analysis of the current human rights context and engages participants in defining what positive social change looks like. Participants got to know the members of their working group and engaged in activities that laid the groundwork for developing a productive group dynamic based on mutual respect. Using systems analysis participants begin 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 explore 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 are examined as well as the key elements of a culture of human rights and gender equality and non-discrimination. Participants then look at the role of human rights education in the process of social change and compare their roles as human rights activists/educators. Participants end the week by examining how personal values and deeply held assumptions about "right and wrong" influence the actions and reactions of individuals. HRE methodology elements covered include the overview of the IHRTP design and methodology including the systems approach, the participatory approach, the learning spiral, defining HRE, and a variety of participatory techniques.

Week 2 (Streams 4-5) focuses on actions for social change in line with human rights values, principles and standards. Participants begin 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 explore 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 explore the topic of online and offline security of human rights defenders as well as the rights of Indigenous Peoples. Through case studies and discussions, participants are introduced to a number of key international human rights instruments and explore their potential relevance in their work.

During this week, regional thematic sessions are held. This year, the regional thematic session addressed the issue of shrinking space for human rights and human rights education work. The discussion focused on strategies to implement HRE activities in the context of shrinking space. During this week, the participants also participated in a session on the rights of LGBTQI people. HRE methodology elements covered include the human rights based approach and critical reflection on personally-held values and beliefs.

Week 3 (Streams 6-7) focuses 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. HRE methodology elements covered included ways of conducting effective evaluation of HRE.

Follow up component of the IHRTTP

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 receive coaching and support from Equitas staff for direction, guidance and feedback.

Generally, four (4) months after the IHRTTP, participants receive the **IHRTTP 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 IHRTTP. Participants are asked about their progress on their Individual Plans, whether the IHRTTP 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 IHRTTP, and to provide Equitas with examples of any direct or indirect impact of their HRE activities on the broader community. The average return rate of the questionnaires are quite significant, between 60% and 70% for 6-month questionnaire and 30% and 40% for the 24-month questionnaire.

Participant profiles

This year's Program brought together eighty-nine (89) participants and six (6) returning alumni who attended as co-facilitators. Fifty-one (51) countries were represented. Fifty-five (55) participants were English-speaking and forty (40) 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.

Table 1: 2017 IHRTTP Participants by region and gender (including co-facilitators)				
Region	Men	Women	Other	Number of Participants
South Asia	6	7		13
Middle East and North Africa	6	7		13
South East Asia and East Asia	3	8	1	12
English-speaking Africa	6	6		12
French-speaking Africa	15	10		25
Caribbean	4	5		9
Latin America		6		6
Canada-USA		2		2
Central and Eastern Europe and Former Soviet Union	1	2		3
TOTAL	41	53	1	95

Equitas would like to acknowledge that the participation of some individuals was made possible through the support of the following sponsors: Action Locale pour un Développement Participatif et Autogéré (ALDEPA), Action pour un Développement Durable, Alena Perout, Ambassade du Canada en Algérie, American Jewish World Service, Armenian Progressive Youth, Association des Femmes pour l'Épanouissement des Enfants, Brian Bronfman Family Foundation, Centre Congolais pour la, Communication et le Développement Durable (CECODED), Embassy of Canada to Afghanistan, ENPAK, Fondation Connaissance et Liberté (FOKAL), High Commission of Canada in Malaysia, High Commission of Canada to Nigeria, HUMURE asbl, IDEA DIGNIDAD, Inter Pares, International Center for Advocacy on Right to Health (ICARH), Marcel Mukenge, Misereor, Rob Yalden, Société Arcotech, Sudanese human rights initiative (SHRI), The Higher Council for Affairs of persons with Disabilities, Transparency Maroc.

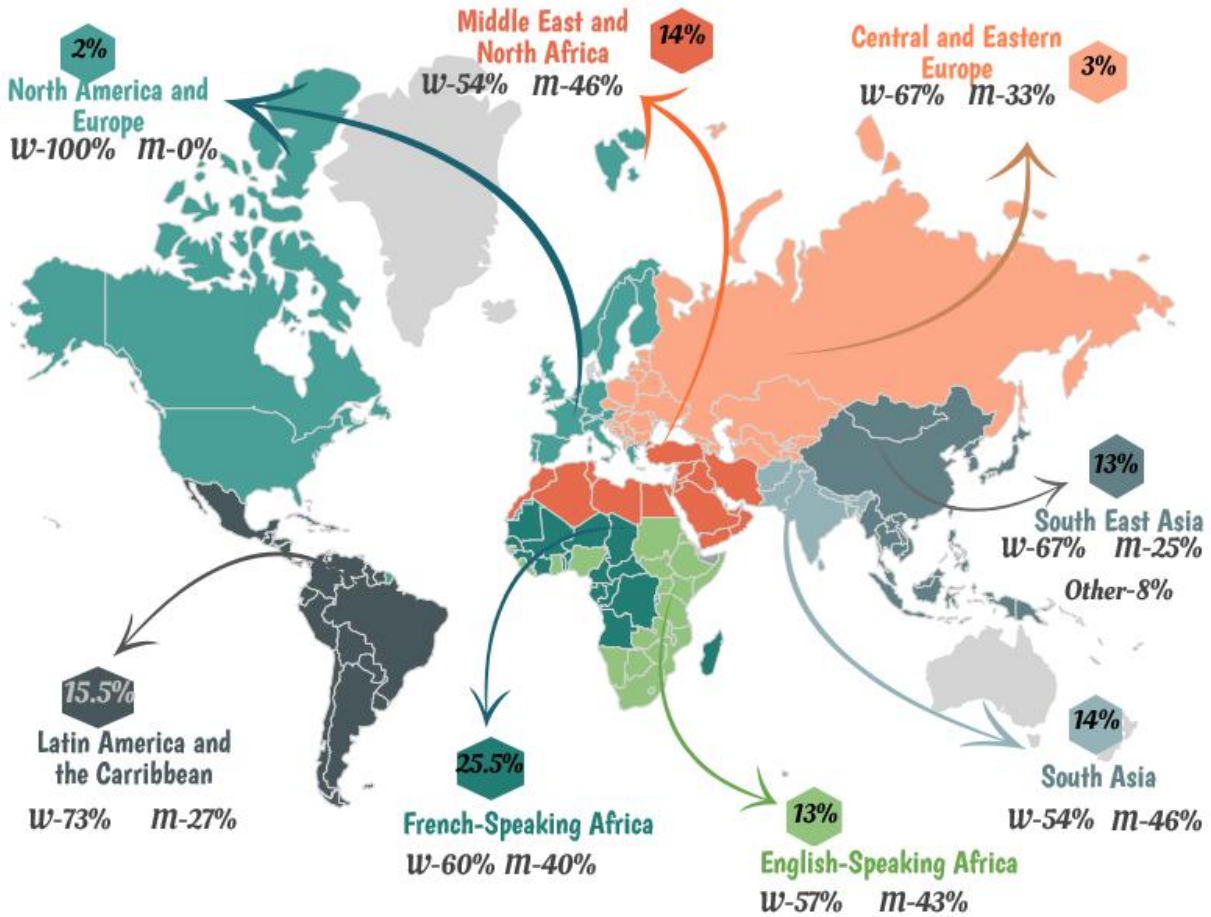
Type of organizations 2017 IHRTP participants represented

National non-governmental organizations	39 (44%)
Community-based organization	14 (16%)
International non-governmental organizations	9 (10%)
Government and Embassy representatives	9 (10%)
University	8 (9%)
Network/coalition/movement	5 (6%)
Foundation	3 (3%)
United Nations Agency	2 (2%)
Total	89 participants (excluding the co-facilitators)

Main groups 2017 IHRTP participants' organizations work with ⁵

Women	73 (82%)
Children and youth	66 (74%)
Minority groups	38 (43%)
Persons living with a disability	34 (38%)
LGBTQI people	26 (29%)
Indigenous peoples	20 (22%)
Government and policy-makers	13 (15%)
NGO staff, community leaders	8 (9%)
Human rights educators	5 (6%)

⁵ Most participants mention more than one group in their response.



Women - 56%

Men - 43%

Other - 1%

95 Participants

51 Countries

95 Organizations

Changes made to the 2017 Session of the IHRTP

The following content changes were made to this year's IHRTP (2017). These changes are based on the recommendations put forward in the 2016 IHRTP evaluation report, the 5-year (2010-2015) IHRTP review report (published in November 2016) and the IHRTP team's reflections.

Gender equality and LGBTQI rights

Equitas continues to reinforce its approach to gender equality each year. In 2017, focused on how gender and gender equality are framed in the IHRTP to ensure broader inclusion of non-binary realities (i.e. the binary gender paradigm). For example, when discussing gender equality or equality between men and women, we added questions related to persons with other gender identities (e.g., trans, queer or intersex people).

In the session on the rights of LGBTQI persons we expanded the spectrum of perspectives presented by inviting, in addition to resource people from Canada, resource people from other countries where the reality of LGBTQI people may be closer to the reality of the IHRTP participants (e.g. people from the LGBTQI community from Africa, the MENA region and Latin America). This enabled a broader discussion of effective strategies for the promotion and protection of the rights of LGBTQI persons in different contexts.

Regional thematic session

One of the objectives of the Equitas program Strengthening Human Rights Education Globally (SHREG) is to:

To enable intermediaries, including civil society organizations, national human rights institutions and government departments in 80 countries to undertake effective human rights education initiatives using a framework based on international and regional human rights standards and principles

In the last three years, the focus of the regional thematic session has been on strategies and opportunities for engaging with decision makers on human rights-related issues.

As the situation of human rights defenders is becoming more difficult and particularly in countries from which a majority of IHRTP participants emanate, in 2017, the regional thematic session addressed the issue of shrinking space for human rights and human rights education work.

In preparation for this session, participants were asked in their pre-training assignment (PTA) to respond to the following question: *In the context where NGOs are facing increased restrictions (shrinking space for human rights and human rights education), what are the barriers you face in your HRE work?*

The information gathered from participants' PTAs, and supplemented with additional research was then shared back with them at the regional thematic session during the IHRTP. This served as the starting point for the discussion which focused on strategies to implement HRE activities in the context of shrinking space. The strategies identified were compiled and will be further elaborated through an online conversation on the Equitas Community in the fall of 2017.

Individual plan

In order to further enhance to effectiveness of the individual plan coaching process and the subsequent quality of the plans, two two-hour orientation sessions for IP staff coaches were conducted.. In the first session we addressed the following topics:

- A thorough review of the Individual Plan workbook
- Coaching methods and techniques
- Providing effective feedback

In the second session, we discussed how to coach participants as they develop their individual plans, that is, knowing how to start with a clear and specific expected result, how to develop a clear evaluation process, how to integrate a gender perspective and how to calculate the direct and indirect reach of the plan.

Globalization

In Stream 2 of the Program, *Starting from where we are*, a number of expert reflections on globalization were added to provide participants with some current perspectives on globalization.

Environmental rights

In Stream 3 of the Program, *Building a culture of human rights*, we added in the activity designed to map a culture of human rights, a question about the protection of the environment. In this activity, we ask participants to create a branch of a tree representing a sector of society (e.g., family, government, education institutions) and to outline the role of that sector in building a culture of human rights. In addition to exploring various issues and questions, we asked participants to highlight the role of the sector in the protection of the environment.

We also added an article in the resource manual that addresses human rights and the environment.

Security of human rights defenders online

In 2016, a number of participants requested a more practical workshop on this topic. Since this type of session is more effective in smaller groups and in one language, without having to revert to simultaneous translation, two sessions were held divided by language group.

Pre-training on human rights

To ensure a minimum common knowledge of human rights by participants who will attend the IHRTTP, in 2016, Equitas designed and introduced an online course “Put the World to Rights” as part of the pre-training assignment. All participants accepted to the IHRTTP were required to complete the course, prior to their participation in the Program. This course has five modules. The estimated time for completing each module is 2 hours.

Human rights terminology

We added an introduction to the underlying principles of human rights definitions to explain why these principles should guide our HRE work.

Part II: Program Evaluation

Evaluation Method

To ensure that the IHRTP 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 88/89 participants at the end of the IHRTP, that covered all aspects of the Program (99% response rate).
- Evaluation grids of participants' individual plans completed and submitted at the end of the Program by Equitas staff and facilitators who provided coaching and support to participants in the development of their individual plans throughout the Program.

A key component of the IHRTP 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, methodology and delivery of the IHRTP 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

The General Evaluation questionnaire completed by 88/89 participants at the end of the IHRTP, that covered all aspects of the Program (99% response rate).

Overall satisfaction and level of the Program

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

Ninety-four percent (94%) of participants strongly agreed (50%) or agreed (44%) that the topic of gender equality was adequately addressed throughout the IHRTP. Disaggregating the results of this question by gender reveals no significant differences between men and women's total ratings (92% of women strongly agreed or agreed and 97% of men strongly agreed or agreed).

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

The IHRTP continues to be a Program that is highly recommended by participants: 100% indicated they would recommend the Program to others from their organization or country.

As one participant noted: *"IHRTP is great human rights training program. I sure will introduce this training program to my colleagues and my human rights defenders friends in Cambodia."*⁶
Cambodia

Other representative participant comments on the program included:

"The IHRTP has expanded my knowledge and given me so much insight to a lot of things. I feel like a new person and I can hold my head up high with what I have learnt. This is one of the very best trying [training] I have participated in."
Nigeria

"Everyone who works in the field of human rights education should get this opportunity. This is a golden opportunity for us increasing knowledge and changing attitudes in positive ways."
Sri Lanka

"Plus il y aura de personnes formées à cette approche, plus de personnes nous toucherons pour un changement social"
Burkina Faso

"Mes attentes de la formation ont été répondues, la formation va beaucoup aider dans la façon dont je travaille. Puisque cela m'a aidé, cela peut aussi aider les autres éducateurs dans mon pays. Je recommanderais le programme à d'autres éducateurs."
Madagascar

⁶ The citations from participants have not been adapted or corrected for spelling or grammar.

Level of the Program

As stated previously, the IHRTP is an intermediate-level program. When participants were asked to rate the overall level of the Program, twenty-seven percent (27%) reported that the Program was advanced and fifty-eight percent (58%) reported it was intermediate. Fifteen percent (15%) participants reported that it was basic.

Program objectives

At the end of the Program, ninety-eight percent (98%) of participants on average strongly agreed (67%) or agreed (31%) that the overall objectives of the Program were achieved. 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	66%	33%	99%
Identify ways in which human rights education can increase the effectiveness of my human rights work	72%	27%	99%
Integrate a participatory approach into my human rights and human rights education work	82%	17%	99%
Indicate appropriate ways for putting my learning from the IHRTP into practice in the work of my organization	75%	24%	99%
Explore networking opportunities essential for furthering the cause of human rights	55%	42%	97%
Determine strategies for promoting gender equality in my human rights education work	59%	36%	95%
Employ a basic evaluation process for assessing the results of my human rights education work	59%	39%	98%

Some comments about the objectives included:

“The training helped me understand better the complex work we do in my organization because it was broken down into manageable pieces. The approach was progressive and diverse. The training also showed how HRE can be integrated by non-human rights organizations into their work to deliver their advocacy better. The training made me realize and appreciate the actual work I did on HRE because it is also used here, thereby, strengthening the conviction that it is indeed effective. The training made me reflect again that HRE is both personal and political. It makes power grow in you, it can be

overwhelming but not overpowering because it nourishes the person and those involved in the learning process. It is complex and beautiful at the same time.”

Philippines

“The IHRTP has enriched my knowledge and made me acquire new skills to apply at my work back home. The program is full of valuable techniques, lessons, methods, instruments and information. I am very happy that I was part of this amazing program.”

Jordan

“Le PIFDH m'a permis d'avoir une autre vision et d'autres stratégies de la lutte pour promotion des droits humains. Je me sens capable d'adopter la posture de personnes ressources en matière d'apprentissage des principes et valeurs droits humains et des techniques participatives telles que la spirale d'apprentissage, donnez et recevoir des commentaires, l'art du tableau à feuilles mobile, dynamics, etc. J'ai pu aussi découvrir les éléments d'un plaidoyer et d'une évaluation avec comme préalable la définition d'un objectif clair. J'ai appris beaucoup, j'avoue qui me seront d'une très nécessité même dans ma carrière d'enseignante en droits.”

Sénégal

“Le PIFDH fait de moi une nouvelle personnes avec de nouvelles capacités. Une nouvelle personne par rapport à la perception que j'ai de l'environnement extérieur et mes convictions personnelles et aussi par rapport à mon objectivité plus forte aujourd'hui que ma subjectivité. Je suis vraiment satisfait de la formation.”

Burundi

Participants’ Learning

At the end of the Program, ninety-nine percent (99%) of participants felt that the Program addressed (85%) or somewhat addressed (14%) the needs they identified prior to attending and (88%) of participants that completed the General Evaluation reported that they were very satisfied (61%) or satisfied (27%) with the 2017 IHRTP.

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



Photo: 2017 IHRTP Participant

Table 3: Most important learning⁷	Percentage of Respondents (n =87)
Participatory approach and/or the learning spiral	42 (48%)
Skills, tools, techniques, methodologies new activities and/or process of program in general (including making an individual plan, designing an advocacy campaign)	19 (22%)
Respect for others, working and sharing with other participants, universality of human rights, human rights principles, culture of human rights	16 (18%)
International instruments and mechanisms	12 (14%)
Gender issues (LGBTQI, anti-harassment, equality, gender perspective)	9 (10%)
Systems Approach	8 (9%)
Monitoring and evaluation	8 (9%)
Human rights based approach	7 (8%)
Importance of HRE, more knowledge of HRE	3 (3%)

As indicated in the **Table 3**, the **participatory approach and learning spiral** continue, year after year, to be cited by participants as their most important learning and the IHRTP’s most important contributions to their work.

Some representative comments from participants explaining their most important learning include:

⁷ 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 entire use of the participatory approach is probably one of the most important things I learned (apart from the UN systems and instruments!). The sessions including participatory approach allowed me to reflect on how we sometimes do HRE initiatives and trainings, and helped me see the importance of a participatory approach in learning. While we do use it in some of our initiatives, we never really thought about having it as one of the vital components in HRE.”

Philippines

“All about Human right Education and about Human Right Culture and participation based approach which help me to really understand deeply and ready to apply it when I return to my work within my country and region - instruments, tool, text and article which is easy to understand and useful - Community and friend and family - Support from EQUITAS and a facilitator, co-facilitator and coach.”

Thailand

“The sense of universality and diversity in all contexts! The need of speaking of HR in a simple way and according to experiences.”

Peru

“Jouer des droits humains, répandre une culture des droits humains, faire de l'éducation aux droits humains est un processus LONG qui s'inscrit dans le temps, avec énormément d'intervenants mais que le pas doit se faire maintenant pour pouvoir un jour lever la tête et dire que ce petit changement ou ce grand changement qui arrive, cette possibilité des êtres humains à vivre en dignité, j'y ai contribué un jour avec un tout petit pas. C'est probablement ma plus grande appréciation, mais qui vis dans un pays où les droits humains sont chaque seconde violés et qu'on a l'impression que le changement ne va jamais arriver, cette formation était pour moi primordiale à ce niveau bien précis.”

Morocco

“LE PIFDH a été pour moi durant ces trois semaines, une chaîne; tous ses maillons étaient si importants que les enlever détruit le produit. C'EST UN ENSEMBLE complémentaire.”

Cameroon

“La chose la plus importante que j'ai apprise au cours du PIFDH est le fait que tout le monde peut être défenseur des droits humains. L'enseignant, le médecin, le policier...etc. Toute personne dont le travail a pour but la réalisation du bien-être de la personne.”

Cameroon

Most significant change in perception

Having participants consciously reflect on changes in their perceptions as they move through the program enables Equitas to gain a fuller understanding of the broader impact of the IHRTP transformative learning experience. It also enables the assessment of how the IHRTP experience, which is lived at the level of the individual, can contribute to building a culture of human rights around the world. Participants are asked to identify the most significant change in their perceptions or ideas as a result of the IHRTP. The most common changes participants mentioned relate to:

Table 4: Most significant change in perception	Percentage of Respondents (n =87)
Importance of HRE and HRE tools, techniques and approaches for HRE, confidence to carry out HRE work, the use of a participatory approach to human rights education	24 (28%)
The importance of building a culture of human rights and promoting the human rights principles and values including respect for diversity, equality, non-discrimination, respect, solidarity, openness, etc.	19 (22%)
Personal changes in perceptions and attitudes.	11 (13%)
Perception of LGBTQI community and LGTQI rights-as human rights	12 (14%)
Increased knowledge of, ability and confidence to use or apply human rights instruments, accessibility and understanding of the United Nations human rights system	6 (7%)
Perception of gender equality/using a gender perspective	5 (6%)
People living with disabilities	3 (3%)
Life and reality of Indigenous peoples	2 (2%)

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

"I had a deeper reflection on diversity and inclusivity. Diversity is being ourselves, preserving our culture, fighting for our rights, asserting what we deserve. We fight for our sector and our problems and in the process, we unconsciously exclude other marginalized groups. Understanding diversity is incomplete when we don't understand inclusivity. Inclusivity is thinking about ourselves while thinking of others and how they can also be nourished by the work we do. Influencing non-human rights organizations (like many of the participants) is important in broadening our reach and diversifying our alliances. HR organizations must not be burdened as the only institutions who advocates human rights. We can have alliances in small corners of the little offices. "

Philippines



Photo: 2017 IHRTP Participant

“ That their are people all around the world, passionate, driven, and committed to bring a positive change to this world by impacting their communities and helping to change mindsets. My perceptions about the LGBTQI community has also changed. I never had any such circle of friends and my perceptions and attitudes towards this community has changed. I have made friendships which I hope will be long lasting and I stand ready to stand by them and be a voice. ”

Kenya

“The need for HRE in different sectors of society, and our role/responsibility as activists and educators to ensure that this is reached to all levels of the society to make effective change.”

Sri Lanka

“The most significant can for me is the perception I had about indigenous people and people with disabilities.”

Nigeria

“Je travaillais avec des méthodes qui ont été déjà établit, sans savoir pourquoi. Les méthodes que j’ai utilisées étaient comme des habitudes. Maintenant Cela n’est plus une habitude, j’ai maintenant un esprit d’analyse pour optimiser l’éducation au droit humain que je mène. L’approche participative qui pouvait se manifester avec tant de technique me permettra d’avoir une meilleure approche sur les jeunes. La façon dont j’observe, et évalue s’est amélioré.”

Madagascar

“Une transformation sociale. Avant tout en étant intéressé par les droits de l’homme, je ne discutais pas des questions des LGBTQI car je me disais qu’en aucuns cas je ne parlerais de leurs causes, ni aborder des questions afférentes au groupe, sincerement j’écartais complètement cette question de mon champ d’intervention et je manifestais un sentiment de negligence et de manque de consideration pour cette communauté mais c’était mon souhait quand bien meme un jour d’étudier la question pour voir comment je pourrais en parler dans un pays comme la Mauritanie ou la population est très attachée a ces valeurs et cultures. Apres ma participation, j’ai vraiment compris et su que c’est un groupe a protéger vraiment car ils sont tous humains et de la, je m’engage des a present a défendre leurs causes partout ou besoin se sentira.”

Mauritania

“Ce changement a été au niveau de l’aptitude des personnes en situation de handicap. Surtout dans ma société, toute personne ayant un handicap est considéré comme inutile. Mon expérience ici m’a permis de comprendre que c’est faux mais aussi d’affirmer qu’ils/elles peuvent être brillant-e-s.”

Haïti

Individual Plan

A unique feature of the IHRTP is systematic follow up with participants to gauge how they are applying their learning after the program and how it is impacting on their work.

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 IHRTP 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 IHRTP and are provided with a quality rating.

This year 85 out of 89 participants, or ninety-six percent (96%) of IHRTP 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 IHRTP and to plan how they will put their learning in this area into practice in their work. This year, 3 co-facilitators, therefore fifty percent (50%) of co-facilitators produced an Individual Plan.

The total number of Individual Plans completed for both co-facilitators and participants was 88 out of 95, or ninety-three (93%). Participants were asked to provide an approximate number of people that will benefit directly and indirectly from their Individual Plan. Participants reported 3,033 direct beneficiaries and 35 928 indirect beneficiaries. The average number of direct beneficiaries was 38 and indirect beneficiaries was 589.⁸

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 action⁹				
	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 IHRTP. (n=88)	0%	0%	30%	70%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=88)	0%	3%	32%	65%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=88)	1%	0%	26%	73%

Representative participant comments on this learner product included:

“The step by step process was helpful in systematizing the drafting of the plan. It is helpful in building up the plan by thinking about the pieces before putting them altogether.”

Philippines

⁸ Total direct beneficiaries mentioned: 3033 / 80 (#participants who answered that question) = 38

Total indirect beneficiaries mentioned: 35928/ 61(#participants who answered) = 589

⁹ This data does not include input from co-facilitators who did not complete the general evaluation questionnaire.

“The tool was very essential and helped me to get the structure of my individual plan. The support provided by the facilitators and my coach was very helpful. I shared the project of my individual plan with my facilitator and received useful feedback. The coach advices on the presentation of the individual plan helped me to be efficient during the presentation and avoided waist of time.”

Democratic Republic of Congo

“Le plan individuel est un outil qui nous a permis non seulement de diagnostiquer les problèmes de nos organisations sur les droits humains et de mettre en place des stratégies , des activités et un plan d’évaluation. Pour arriver, les instructions nous a permis de trouver des données pour développer mon plan individuel surtout avec l’aide soit de l’animateur. ”

Haïti

“ Le plan individuel marque une grande distinction avec toutes les autres formations que j’ai suivi jusqu’à present. C’est une originalité propre a Equitas qui constitue pour moi un modele très intéressant.”

Niger

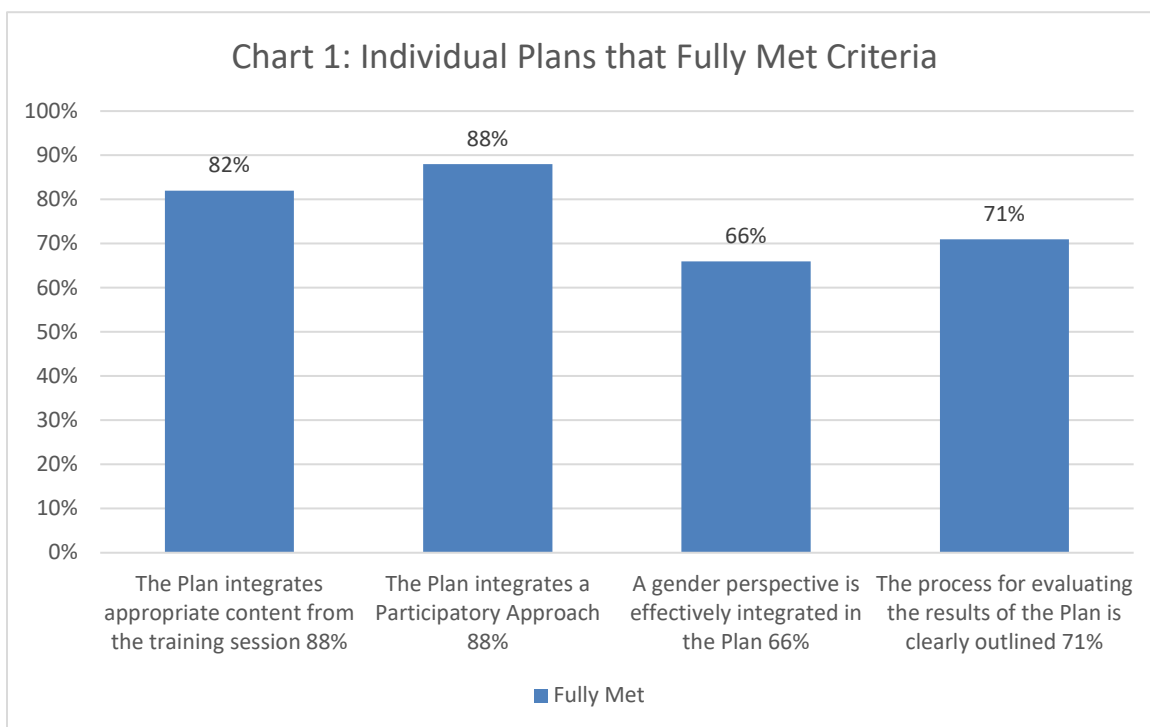
Coaches, facilitators and co-facilitators at the IH RTP rate the quality of the Individual Plans developed by participants along a number of criteria including: 1) whether the plan integrates appropriate content from the IH RTP 2) integration of the participatory approach into their plan, 3) whether 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 criteria¹⁰.

Table 6. Individual Plan Criteria			
	Fully Met	Partially Met	Fully and Partially Met
The Plan integrates appropriate content from the training session (n=83)	82%	18%	100%
The Plan integrates a Participatory Approach (n=83)	88%	12%	100%
A gender perspective is effectively integrated in the Plan (n=83)	66%	34%	100%
The process for evaluating the results of the Plan is clearly outlined (n=83)	71%	29%	100%

The four criteria in **Table 6** are considered good measures of plan quality. One hundred percent (100%) of Plans, either fully (77%) or partially met (23%) these criteria. The quality of the Individual Plan is seen as an indicator of the potential degree to which knowledge and skills will be transferred to the organization as well as to the community.¹¹ Below is a visual representation of those Individual Plans that fully met the criteria in **Table 6**:

¹⁰ N=the total number of plans that were rated for each criterion. These percentages were calculated based on the total number of plans rated for a particular criterion. Given that certain plans were not evaluated for certain criteria, the total number of plans for the purposes of this calculation varies slightly.

¹¹ Evaluation of the Global Program on Human Rights Education (January 23, 2013) pp. 76. Note that these values are expressed as averages.



In terms of the content of the Individual Plans, given that the IHRTP is primarily a training program for human rights educators, it is understandable that a majority of the plans focused on conducting training. Some of the topics of the trainings 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. All of the participants at the IHRTP indicated that the main groups their organizations work with are marginalized people, including children and youth, LGBTQI people, people living with disabilities, religious minorities, women and girls.

In terms of reach for the individual plans, forty-seven percent (47%) of plans (40 plans out of the 85 plans) mention marginalized groups as direct or indirect beneficiaries. The marginalized groups mentioned include children and youth, LGBTQI people, people living with a disability, people living in poverty, women and girls, Indigenous people, displaced people, migrant workers, sex workers.

Some examples of individual plans include:

- Training of trainers for women union leaders in Vietnam about their roles, right and responsibilities.
- HRE training to increase the capacity of organisations to address gender-based violence and support sex workers and Indigenous women in Nicaragua.
- Integrating gender equality into the work of the Afghanistan Human Rights Commission.
- HRE training for LGBTQI leaders in Senegal on human rights values and principles and how strategies to advocate for human rights.
- Integrating the participatory approach for trainers who work on the rights of people living with disabilities in Tunisia.

Other IHRTP learning activities

Two new learning opportunities were added to the 2016 session of the IHRTP and continued in 2017. These were:

- The pre-training online course, *Put the World to Rights*
- HRE through arts, *ArtLords*

Put the World to Rights

This online course was completed by 36 participants prior to coming to the IHRTP. Participants reported that the course met their expectations and was useful. Participants mentioned that the course allowed them to update themselves on the international human rights mechanisms and instruments, especially the Universal Periodic Review. The course also prepared them to engage in the activities of the IHRTP. Here are a few comments from participants on the course:

« Ce cours a répondu parfaitement à mes attentes. Travaillant dans le domaine de l'enfance, je ne connaissais pas d'autres aspects des droits de l'Homme. Ce cours m'a vraiment permis de parfaire ma connaissance dans le domaine et m'a plongé vraiment dans l'envi de préparer un diplôme d'ici l'année prochaine pour davantage mieux connaître les DH et être un vrai défenseur de ces droits pour être la source d'inspiration d'autres jeunes. Avant je ne pouvais pas décrire les enjeux liés aux droits humains, après ce cours j'arrive à décrire ces enjeux, de voir les facteurs contribuant et de proposer des solutions à la lumière des DH. »

“The interactive nature of the course was extremely useful. It was a like having a good and patient instructor.”

“I expected to review and learn different things not only from the organizers of the IHRTP but also from fellow participants. Before taking the course, I thought that I will be bombarded with long readings and activities, and/or concepts that are hard to understand. Surprisingly, the modules included are easy to understand and had established the links between modules”

ArtLords

Omaid Sharifi, a 2016 co-facilitator and alumnus of the IHRTP is part of this project in his country. ArtLords is a unique project of open art workshops taking place in the streets of Kabul, Afghanistan. ArtLords artists use the city's blasted walls as canvases to create collective murals with the citizens of Kabul on social issues such as women equality, corruption, transitional justice and extremism. Omaid presented the creation of a large-scale collective painting on the theme of inclusion and diversity. The activity was well received by participants, staff, facilitators and guests, as it provided them with the opportunity to discuss human rights issues from the perspective of art. It was also a good example of a powerful alternative way to do human rights education in a difficult context.



Photo: 2017 IHRTP Participant engaging in the ArtLords activity

Part III: Conclusions and recommendations

This section outlines some key conclusions and recommendations coming out of the 2017 IHRTTP.

Introduction

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 the 5-year (2010-2015) review report and to ensure the Program is coherent with the current trends in human rights and human rights education. The IHRTTP needs to continue to explore ways to effectively address emerging global challenges while at the same time continuing to enhance participants' capacity to focus on gender equality and use human rights-based approaches ensuring a more holistic vision in addressing human rights issues in their communities through human rights education. Recommendations in this report are framed within this broader vision.

Addressing Global Challenges

Regional Thematic Session

In the last three years, the focus of the regional thematic session has been on strategies and opportunities for engaging with decision makers on human rights-related issues. As the situation of human rights defenders is becoming more difficult and particularly in countries from which a majority of IHRTTP participants emanate, in 2017, the regional thematic session addressed the challenge of shrinking space for human rights and human rights education work.

For this session, participants were grouped, for the most part, by region. As usual, this was well-received by participants. As noted in the data in Appendix A, 86% of participants found the session very useful (51%) or useful (35%). After the session, the work resulting from the session will be used to develop knowledge products which will be shared on the Equitas Community and website on through the *Equitas Shares It!* component.

Recommendation

It is recommended that Equitas continue to explore the theme of shrinking space for human rights and human rights education, as this is an important subject that affects the work of human rights educators everywhere in the world and use this as a knowledge building opportunity. To make the discussion more concrete specific case studies on the issue of shrinking space could be introduced and links made with the UN Sustainable Development Goal 16, which focuses on peace, justice and strong institutions.

Physical and online security of human rights defenders

Given the precarious security situation of human rights defenders around the world, including many IHRTTP participants, issues of both physical and online security of human rights defenders remain highly relevant. In terms of the session regarding online security, 76% of participants reported that the presentation was relevant to their work and rated it as very good (29%) or good (47%).

This year, we discussed the physical security of human rights defenders in the program in Stream 5, in the discussion about the barriers human rights defenders face and in the regional session about the shrinking space for human right and human rights education. In 2016, we had the chance to welcome the United Nations Special Rapporteur on the situation of human rights defenders, Michel Forst. Unfortunately, this year the Special Rapporteur could not make it to the IHRTTP.

Recommendation

It is recommended that Equitas continue to provide space in the program to discuss both these issues and to invite the United Nations Special Rapporteur on the situation of human rights defenders or another high-level expert to discuss the issue of security for human rights defenders.

Gender equality and the human rights-based approach

Gender Equality including LGBTQI rights

For a number of years, Equitas has been building knowledge and pushing its thinking and that of IHRTP participants around gender equality with very positive results, including changes in perceptions about the role of women and girls in society and a broader understanding of gender that extends beyond the binary perspective.

Recommendations

To continue expanding on this issue, it is recommended that Equitas:

- Continue to review how gender and gender equality are framed in the Program to ensure broader inclusion of non-binary realities (i.e. the binary gender paradigm).
- Maintain the 2016 and 2017 format of the LGBTQI session
- Make specific reference to UN Sustainable Development Goal 5 in the Program, that discusses the achievement of gender equality and empower for all.

HRBA - Non-discrimination and marginalized groups

As a human rights-based approach is central to the IHRTP, and a key aspect of this approach is the realization of the rights of excluded and marginalized populations, Equitas has been building knowledge and pushing its thinking and that of IHRTP participants around how to ensure that the rights of these people are also taken into account. A first step was to ensure their inclusion in the IHRTP. Therefore, in 2017 there was a concerted effort to invite participants working on the rights of people living with disabilities (PLWDs) some of whom are living with disabilities. Twenty-seven (27) people mentioned in their application form that one of the main groups their organizations worked with included PLWDs. Seven (7) participants worked mainly on this issue. Their inclusion in the Program enabled numerous discussions during the plenary sessions and within the groups about the reality, challenges, rights and opportunities of PLWDs. Equitas also held during the last week of the Program a focus group on the rights of PLWDs with participants working primarily on the issue.

Recommendations

To address the rights of excluded and marginalized populations, it is recommended that Equitas:

- Include a discussion on intersectionality and non-discrimination to ensure that rights of all marginalized people, including PLWDs, are taken into account in Program activities.
- Prepare a tip sheet for Equitas staff and the facilitation team on the inclusion of PLWDs at the IHRTP.

Building capacity in HRE

Individual Plan

The Individual Plan, a key follow-up tool for participants to plan for how to transfer their learning from the Program and put it into action, remains a unique and central feature of the IHRTP

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

Individual Plan process also contributes to networking and partnership building which benefit, participants, their organizations and Equitas alike.

Many of the issues raised last year were addressed by adding coaching sessions for staff and providing clear instructions on calculating the reach of the individual plan. There still remains one area which should be addressed:

- Ratings of the Individual Plans, which although quite positive overall, were considerably lower than the previous year, particularly with respect to 2 of the criteria:
 - only seventy-one (71%) of participants were rated as having a clear process for evaluating the results of their plans
 - only sixty-six (66%) as integrating a gender perspective (See **Table 6** and **Chart 1 above**).

Recommendations

In order to ensure maximum benefit from the time and resources dedicated to the development of Individual Plans it is recommended that:

- Equitas continues with the process developed in 2017 and identifies staff who will act as coaches for the Individual Plan as part of the annual planning process so that the necessary staff time both for preparation and implementation are allocated to this task;
- As in 2017, two orientation sessions for coaches be provided, one focusing on coaching methods and techniques including provide feedback and a second session focusing more specifically on coaching IHRTP participants as they develop their individual plans. Expectations regarding a clear evaluation process, a gender perspective and a formula for calculating reach should be addressed during the orientation so as to ensure a consistent rating.
- Equitas provide various examples from past individual plans of “good integration” of an evaluation process and a gender perspective to staff coaches in order to help them support the participants.

Pre-training assignment online component - Put the World to Rights

The online course was taken by 36 participants. This represents 40% (36/89) of the participants.

Recommendations

It is recommended that the accepted participants receive access to the online course as soon as possible (March if possible) in order to ensure they complete the course before attending the IHRTP.

Art as a medium for HRE

The *ArtLords* activity provided participants, staff, facilitators the opportunity to discuss human rights issues using a different medium and was very well received.

Recommendations

It is recommended that we consider having activities of this nature (e.g. forum theatre, arts, simulation) each year at the IHRTP.

Stream on evaluation

A number of participants and facilitators continue to find challenging different aspects of this stream including results terminology and the development of indicators.

Recommendations

It is recommended that Equitas review the new indicator tool (*Evaluating the impact of human rights training – A guidance tool on developing indicators*) being developed for elements that can be included in this stream.

Facilitator orientation

This year, the facilitator orientation received particularly positive evaluations. What was most appreciated was the focus on sharing and learning from each other.

Recommendation

It is recommended that Equitas:

- Continue to explore the opportunities for facilitators to share their “good practices”.
- Review with the facilitators the design and facilitation skills participants acquire during the Program, asking them to pay particular attention with the participants to those process elements during the program.

Resource manual

The quality of the resource manual was recognized by participants. 100% of participants indicated that the texts in the resource manual were very good (66%) or good (34%).

Recommendation

It is recommended that Equitas continue to update the readings in the resource manual to ensure their ongoing relevance and to maximize their value to participants’ learning. For example, an article in the UN Sustainable Development Goals (SDGs) could be added to the resource manual.

Program schedule

Timing

In the last few years, significant efforts were made following feedback from participants to ensure that the overall Program schedule provided adequate time for learning, rest and social activities. Participants, facilitators, and co-facilitators indicate in their comments that the schedule is quite busy, but the comments do not seem to indicate that changes should be made.

Recommendation

It is recommended that Equitas considers limiting the evening sessions during the IHRTP, as it was done in 2017.

- Produce a short text, based on the IHRTP 2015 Review about the human rights education context and review this text with facilitators. This will allow facilitators to address how HRE can be used as an impactful tool during the discussions with participants.

Appendix A: Results from general evaluation (quantitative)

Group #: _____ Sex : F (n=50) M (n=37) Other (n=1) Participant ID _____

Reflect back on the IHRTP to answer the questions below.

1. General Satisfaction		<i>Please indicate your response by checking (✓) the appropriate box.</i>			
		Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a.	What is your general level of satisfaction with the IHRTP? (n=88)	11%	1%	27%	61%
2. Objectives		<i>Please indicate your response by checking (✓) the appropriate box.</i>			
Now that we have completed the IHRTP, 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=88)	1%	0%	33%	66%
b.	Identify ways in which human rights education can increase the effectiveness of my human rights work (n=88)	0%	1%	27%	72%
c.	Integrate a participatory approach into my human rights and human rights education work (n=87)	1%	0%	17%	82%
d.	Indicate appropriate ways for putting my learning from the IHRTP into practice in the work of my organization (n=88)	1%	0%	24%	75%
e.	Explore networking opportunities essential for furthering the cause of human rights (n=88)	0%	3%	42%	55%
f.	Determine strategies for promoting gender equality in my human rights education work (n=88)	0%	5%	36%	59%
g.	employ a basic evaluation process for assessing the results of my human rights education work (n=88)	0%	2%	39%	59%
Provide any comments you may have. Please be precise.					

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 the attending the IHRTTP	
a. Universal Declaration of Human Rights (UDHR) (n=87)	4.5%	45%	50.5%	
b. International Covenant on Civil and Political Rights (ICCPR) (n=88)	8%	49%	43%	
c. International Covenant on Economic, Social and Cultural Rights (ICESCR) (n=87)	8%	51%	41%	
d. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (n=87)	10%	35%	55%	
e. Convention on the Rights of the Child (CRC) (n=88)	10%	35%	55%	
f. Universal Periodic Review (UPR) (n=88)	2%	43%	55%	
g. Declaration on Human Rights Defenders (n=88)	5%	47%	48%	
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=88)	1%	2%	31%	66%
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=88)	0%	0%	36%	64%
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=88)	0%	6%	44%	50%
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=85)	0%	1%	32%	67%	
b. Texts/articles in the Resource Manual (n=85)	0%	0%	34%	66%	
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=88)	1%	10%	28%	58%	3%
b. Thematic Regional Session (n=85)	2%	4%	35%	51%	8%
c. "Play it Fair" Toolkit Demonstration (n=88)	1%	8%	27%	59%	5%
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=88)	0%	0%	30%	70%	
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=88)	0%	3%	32%	65%	
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=88)	1%	0%	26%	73%	
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=88)	0%	0%	15%	85%
b. Show connections among different activities (n=88)	0%	0%	19%	81%
c. Synthesize key points (n=88)	0%	0%	18%	82%
d. Debrief activities (n=88)	0%	0%	19%	81%
e. Encourage participation of all group members (n=88)	0%	1%	20%	79%
f. Keep discussions focused (n=88)	0%	0%	23%	77%
g. Balance needs of individuals and of the group (n=88)	0%	1%	23%	76%
h. Listen attentively (n=88)	1 %	1%	18%	80%
i. Reserve judgment and keep an open mind (n=88)	1%	2%	17%	80%
j. Promote mutual learning and understanding (n=88)	0%	1%	18%	81%
k. Manage conflicts (n=87)	0%	2%	20%	78%
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=75)	3%	9%	35%	53%
b. Show connections among different activities (n=75)	0%	17%	31%	52%
c. Synthesize key points (n=73)	0%	15%	37%	48%

d. Debrief activities (n=74)	0%	16%	31%	53%
e. Encourage participation of all group members (n=75)	0%	8%	32%	60%
f. Keep discussions focused (n=74)	0%	15%	36%	49%
g. Balance needs of individuals and of the group (n=75)	0%	12%	29%	59%
h. Listen attentively (n=75)	0%	7%	28%	65%
i. Reserve judgment and keep an open mind (n=75)	0%	8%	25%	67%
j. Promote mutual learning and understanding (n=75)	0%	9%	25%	66%
k. Manage conflicts (n=75)	0%	11%	32%	57%
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=88)	1%	14%	85%	
Provide any comments you may have. Please be precise.				
b. What is the single most important thing you learned during the IHRTP? Please explain your response.				
c. Now that you have completed the IHRTP, 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=88)	15%	58%	27%	
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=88)				
(50-38) 100% - Yes, I would refer others to participate 0% - Maybe, I am unsure/undecided 0% - 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=88)	0%	1.1%	19.1%	79.8%
b. Information in the Program Handbook (n=87)	0%	1.1%	19.4%	79.5%
c. Communication of information during the IH RTP (n=87)	0%	0%	18.2%	81.8%
d. Assistance from and availability of Equitas staff (n=88)	0%	0%	14.6%	85.4%
Comments or suggestions:				

Travel	Poor	Fair	Good	Very Good	
a. Quality of services provided by the travel agent (n=88)	1.1%	4.5%	37.1%	27.3%	
Comments or suggestions:					
Facilities	Poor	Fair	Good	Very Good	
a. Quality of classrooms (n=88)	0%	2%	48%	50%	
b. Plenary session rooms (n=86)	0%	4%	37%	59%	
c. Accommodations and sleeping quarters (n=86)	7%	14%	37%	42%	
d. Food quality and variety (n=87)	25.5%	41.5%	22%	11%	
e. Food service and convenience (n=84)	12%	27%	44%	17%	
f. On-site communication services (telephone, Internet, etc.) (n=88)	2%	18%	52%	28%	
Comments or suggestions:					
Special Events	Poor	Fair	Good	Very Good	Did not Participate
a. Opening evening (n=88)	0%	3%	23%	60%	14%
b. Host Family Dinner (n=87)	1%	1%	13%	78%	7%
c. International Dinner (n=88)	0%	0%	15%	78%	7%
Comments or suggestions:					

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=88)

44% Less than 1 hour per week 16% Between 5 and 10 hours per week
36% Between 1 and 5 hours per week 4% More than 10 hours per week

b. What impact did this have on your ability to fully participate in the IH RTP?

14. General Comments or Suggestions

15. What are you taking away with you from this experience at the IHRTP?