



**International Human Rights Training Program  
June 5-24, 2016**



**Evaluation Report  
October 2016**



*Photo: 2016 IHRTP participants*

## Executive summary

This is the evaluation report for the 37<sup>th</sup> 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 5 – 24, 2016. 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 ninety-six (96) participants, four (4) returning alumni who attended as co-facilitators. Fifty (50) countries were represented. Fifty-eight (58) participants were English-speaking and forty-two (42) were French-speaking. It also included seven (7) facilitators, twenty-two (22) resource persons, thirty-three (33) Equitas staff members, and twelve (12) student interns who participated in implementing the Program. In addition, nineteen (19) 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.

Ninety-eight percent (98%) of participants that completed the General Evaluation reported that they were very satisfied (66.6%) or satisfied (31.2%) with the 2016 IH RTP.

Ninety-eight percent (98%) of participants strongly agreed (61.2%) or agreed (36.8%) that the overall objectives of the Program were met.

Ninety-six percent (96%) of participants strongly agreed (63.5%) or agreed (32.5%) that the topic of gender equality was adequately addressed throughout the IH RTP. Disaggregating the results of this question by gender reveals no significant differences between men and women's total ratings (96% of women strongly agreed or agreed and 95% 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 IH RTP continues to be a Program that is highly recommended by participants: 95.7% indicated they would recommend the Program to others from their organization or country.

As one participant noted: *"This was an eye opening experience for me and I am happy to recommend others to build their capacity so we can work as a strong force to change the injustice in my country."*<sup>1</sup>  
- Ghana



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

We also appreciate the generous support of American Jewish World Service ([www.ajws.org](http://www.ajws.org)) and the Donner Canadian Foundation ([donnerfoundation.org](http://donnerfoundation.org)).

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<sup>1</sup> 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 2016 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



Using a tree metaphor, 2016 IH RTP 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 education<sup>2</sup> 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.

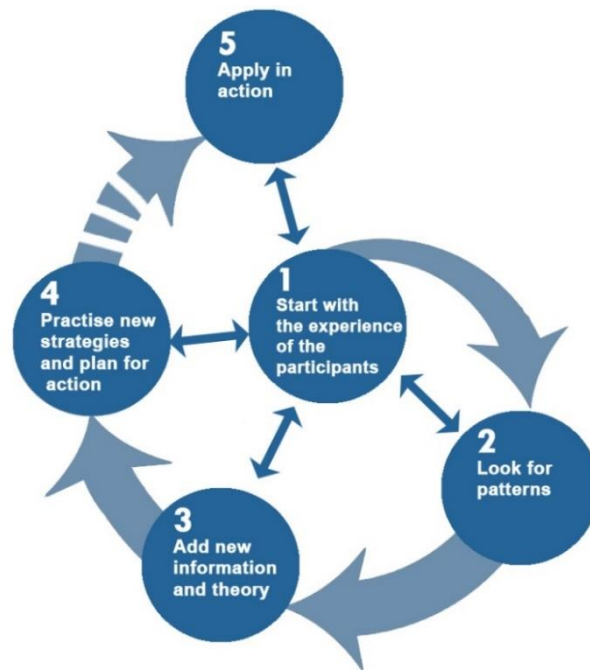
The **learning spiral** is a model for designing social actions (like human rights education) in accordance with a participatory approach. It is a tool for planning education for social change which enables participants to put a participatory approach into action. It is the model used to design the IHRTP

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

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<sup>2</sup> 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.

*Photo: 2016 IH RTP  
Participants sharing their  
experiences and  
perspectives to address  
a common human rights  
issue*



**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 IH RTP, 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 IH RTP 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 IH RTP 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 experimental learning. At various points during the IH RTP, the seven (7) working groups were reorganized into different groupings to further promote exchange of experiences and networking among the participants.

### ***Program overview***

The IH RTP 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***

IH RTP 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 IH RTP 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 engage participants in defining 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. Using systems analyses 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 IH RTP 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 and principles.** 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 theme was the engagement with decision makers. Participants discussed opportunities and strategies to engage with decision makers. 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 explain what engaging with decision-makers in a meaningful way involves, to identify opportunities for engaging with decision-makers and to identify practical, concrete and realistic strategies for engaging with decision-makers. 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 IH RTP***

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 direction, guidance and feedback.

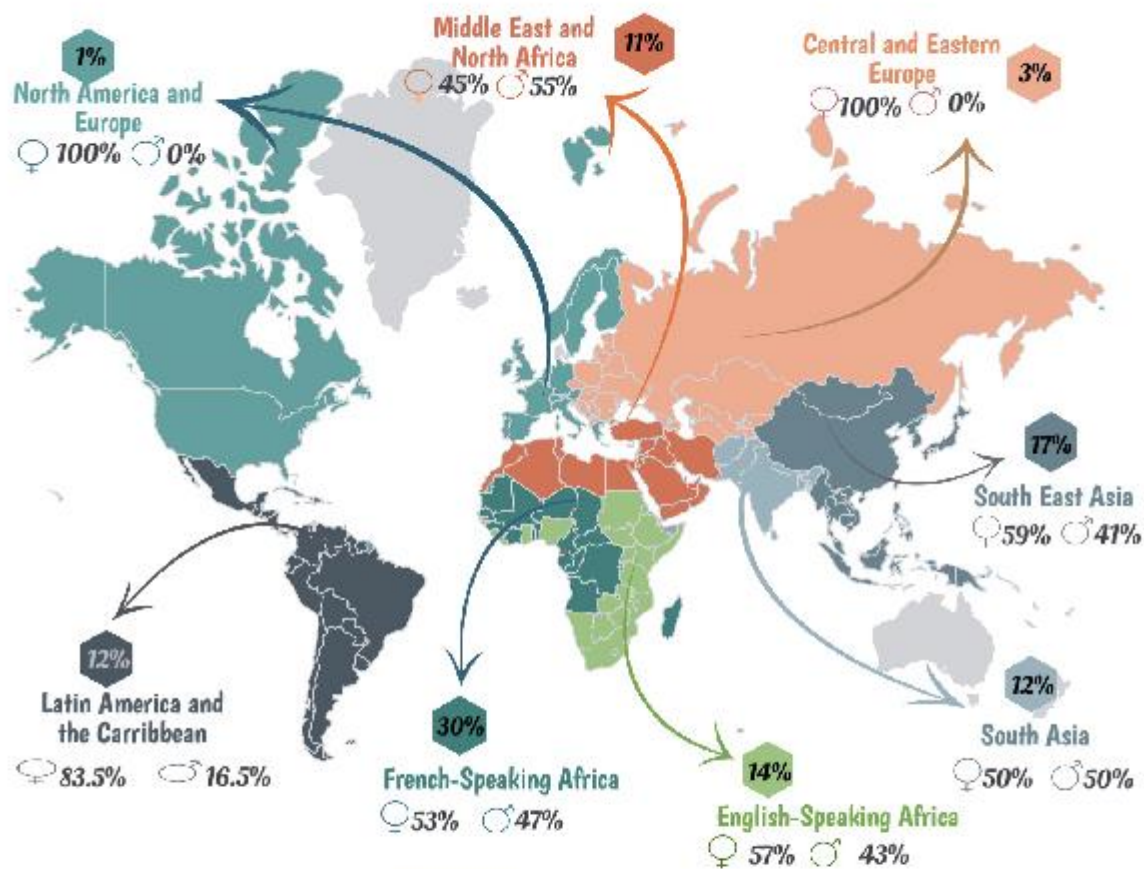
Generally, four (4) months after the IH RTP, participants receive the **IH RTP Evaluation Report** and can access the Program proceedings on the Equitas website. Equitas follows up with participants via e-mail by sending them **follow-up questionnaires at intervals of six (6) months and twenty-four (24) 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 ninety-six (96) participants and four (4) returning alumni who attended as co-facilitators. Fifty (50) countries were represented. Fifty-eight (58) participants were English-speaking and forty-two (42) 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.

<b>Table 1: 2016 IH RTP Participants by region and gender (including co-facilitators)</b>			
<b>Region</b>	<b>Men</b>	<b>Women</b>	<b>Number of Participants</b>
South Asia	6	6	12
Middle East and North Africa	6	5	11
South East Asia	7	10	17
English-speaking Africa	6	8	14
French-speaking Africa	14	16	30
Caribbean	2	6	8
Latin America	0	4	4
Canada-USA	0	1	1
Central and Eastern Europe and Former Soviet Union	0	3	3
<b>TOTAL</b>	<b>41</b>	<b>59</b>	<b>100</b>

Equitas would like to acknowledge that the participation some individuals was made possible through the support of the following sponsors: Alena Perout • Amnesty International • Asia Foundation • Association Mauritanienne d'Aide aux Nécessiteux (AMANE) • Association des mamans célibataires pour la paix et le développement • Brian Bronfman Family Foundation • Canadian embassy in Algeria • Canadian Embassy in China • Canadian Embassy in Nigeria • Canadian Embassy in Vietnam • Caritas Lebanon Migrants Center • COCAP • Collège Jean-de-Brébeuf • CUSO International • Commission nationale des droits humains du Niger • Egyptian Foundation for Refugees Rights • ENPAK • Euro-Burma Office • Fonds pour les femmes congolaises • High Commission of Canada in Malaysia • Human Rights Journalists Association (HURJA) • Human Rights Office in AU-UN Hybrid Operation in Darfur (UNAMID) • Institute for Co-operative Education Concordia University • Journalists for Human Rights • Kairos • Kennedy Center for International Studies • McGill Arts Internship Office • McGill Centre for Human Rights and Legal Pluralism • Michael Cooper • Ministry of Canadian Heritage • MISEREOR • Open Society (OSIEA Sudan) • Organisation pour la Défense des Droits de l'Homme • Rachel Grondin • Réseau des femmes des radios communautaires • Save the Children • Section Droits de l'homme - MINUSTAH • The Funds for Global Human Rights



### ***Changes made to the 2016 Session of the IH RTP***

The following content changes were made to this year's IH RTP (2016). These changes are based on the recommendations put forward in the 2015 IH RTP evaluation report and the IH RTP team's reflections.

#### ***Gender equality and LGBTQI rights***

Equitas continues to reinforce its approach to gender equality each year. This year, terminology related to gender and LGBTQI was reviewed to ensure coherence and accuracy across the program. Examples of where and how gender equality is addressed in each Stream of the IH RTP was added to the Individual Plan to provide participants with points of reference as they develop a gender perspective for their plan. The scheduling of the session on LGBTQI rights was changed to ensure it fell into the daytime hours. Based on feedback from the 2015 session separate language groups were set up for the session. This ensured that translation did not distract from the discussion.

#### ***Updating the resource manual***

In order to increase opportunities for deeper analysis and critical thinking and to explore themes in line with current Equitas programming and in line with the current global human rights context, we began updating the resource manual adding new articles on current human rights issues such as shrinking space for NGOs, youth engagement and social media and LGBTQI rights. It had been mentioned by facilitators and resource people last year that it would be helpful to participants if they had the opportunity to review regional human mechanisms and instruments, in addition to international instruments. We included a list of regional human rights mechanisms and instruments in the resource manual.

#### ***Pre-training on human rights***

Prior to their participation in the IH RTP, participants were invited to complete a basic online course "Put the World to Rights" designed by Equitas. This course has five modules. The estimated time for completing each module is 2 hours. The purpose of this course is to ensure a minimum common knowledge of human rights by participants who attend the program.

The objectives of the course are:

- Explain what human rights are and present the underlying principles
- Describe the main components of the international human rights system and identify some human rights instruments
- Identify ways to defend, protect, and promote human rights
- Analyze some current issues using a human rights lens
- Take action for human right

#### ***Schedule***

In previous years, some evening sessions or special thematic sessions were optional. This created a confusion and sometimes a frustration, as to why certain sessions were not compulsory and could be perceived as "less" important. This year all program sessions were compulsory including evening sessions.

#### ***Current human rights context***

Special thematic sessions are introduced each year at the IH RTP to explore current global human rights themes and issues. This year a thematic session on business and human rights and a discussion with the United Nations Special Rapporteur on the situation of human rights defenders were included in the program.

#### ***Human rights terminology***

The articulation of the principles of universality and non-discrimination (underlying principles of human rights) were reviewed to reflect current thinking.

# 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 93/96 participants at the end of the IH RTP, that covered all aspects of the Program (**97%** 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](http://www.surveymonkey.com)) to administer all of the evaluation questionnaires.

Evaluations assess the content, educational approach, methodology 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

The General Evaluation questionnaire completed by 93/96 participants at the end of the IH RTP, that covered all aspects of the Program (97% response rate).

## 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.

Regarding the topic of gender equality, ninety-six percent (96%) of participants strongly agreed (63.5%) or agreed (32.5%) that it was adequately addressed throughout the IH RTP. Disaggregating the results of this question by gender reveals no significant differences between men and women's total ratings (96% of women strongly agreed or agreed and 95% 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 IH RTP has increased their capacity to design and/or facilitate HRE activities.

The IH RTP continues to be a Program that is highly recommended by participants: 95.7% indicated they would recommend the Program to others from their organization or country.

As one participant noted: *"This was an eye opening experience for me and I am happy to recommend others to build their capacity so we can work as a strong force to change the injustice in my country."*<sup>3</sup>  
Ghana

Other representative participant comments on the program included:

*"It is a great way to learn a advanced way of HRE, to broaden our horizon, to built a work connection with participates from other countries."*  
China

*"I would recommend that others participate. This is an eye-opening experience that everyone should have."*  
United States of America

*"This course is very useful for capacity building for mid-level/experience HR educator/activist/defender to gain more knowledge, network and tool to take away for improving their work."*  
Thailand

*"Pour former dans le pays un réseau des formateurs Equitas en EDH. Amplifier les activités des formateurs à l'EDH en utilisant l'approche participative...mieux vaut deux qu'un."*  
Central African Republic

*"Tout le monde doit faire la formation pour un changement de comportement mondial."*  
Senegal

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<sup>3</sup> The citations from participants have not been adapted or corrected for spelling or grammar.

## Level of the Program

As stated previously, the IH RTP is an intermediate-level program. When participants were asked to rate the overall level of the Program, seventy-eight percent (78%) reported that the Program was advanced and only twenty percent (20%) reported it was intermediate. Two percent (2%) participants reported that it was basic. The top five (5) reasons participants reported for their rating of the Program included:

1. The quality of the program content
2. The participatory approach used throughout the program
3. The high quality of resource people, of the facilitators and the Equitas staff
4. The diversity of participants and their experiences
5. The quality of planning and delivery of the program

Given the feedback from participants and the reasons they provided, perhaps Equitas should consider describing the IH RTP as being intermediate to advanced.

## Program objectives

At the end of the Program, ninety-eight percent (98%) of participants on average strongly agreed (61.2%) or agreed (36.8%) that they were able to achieve the overall objectives of the Program. Table 2 below indicates the participant ratings for the Program objectives.

<b>Table 2: Overall Program Objectives</b>			
<b>Program elements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Total Strongly Agree and Agree</b>
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	65,6%	33,3%	99%
Identify ways in which human rights education can increase the effectiveness of my human rights work	63,5%	35,5%	99%
Integrate a participatory approach into my human rights and human rights education work	70%	29%	99%
Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization	63,5%	35,5%	99%
Explore networking opportunities essential for furthering the cause of human rights	52,2%	45,6%	98%
Determine strategies for promoting gender equality in my human rights education work	56,5%	38%	95%
Employ a basic evaluation process for assessing the results of my human rights education work	57%	41%	97%

Some comments about the objectives included:

*“This program changed my understanding of human right, the knowledge which I received in this programme makes me to feel and different, more capable of human rights principles. the skills received in this training will helps to change our organization way of conducting human rights training . The spiral model will make my organization to change the training approach. Respect of Gender equality including the rights of LGBTQI will change the scope of our work.”*

Tanzania

*“i feel i can integrate participatory approach into my human rights and human rights education work. i learnt about the various ways i can use the participatory approach including group work, brainstorming, developing definitions and the use of flip charts. i also now know about the human rights based approach to human rights education with the principles of participation, accountability, non-discrimination, empowerment and legal standards. i now know about strategies for integrating a gender perspective and i also not know about the importance of evaluation of human rights education work and the importance of developing indicators.”*

Uganda

*“The holistic approach used by the IHRTP has built my attitudes, knowledge and skills and made me an all-round human rights educator.”*

Kenya

*“Au terme du PIFDH, je ressens une grande satisfaction au sujet des enseignements reçus. Qu'il s'agisse d'établir les liens entre des faits et les droits touchés, d'analyser des notions de responsabilisation, d'autonomisation, de participation, de non discrimination, le PIFDH a été assez clair et précis sur la façon d'intégrer ces éléments dans le travail d'Education aux Droits Humains. Dans cette perspective, l'approche participative et celle basée sur le genre ont particulièrement retenues mon attention. Les participants sont au cœur de la formation et tout processus commence avec eux, est guidé par eux et se termine avec eux pour un changement positif de la société. Plusieurs stratégies nous ont été également donné pour promouvoir l'égalité entre les hommes et les femmes. Pour ce qui est de l'évaluation, je retiens qu'une évaluation efficace se fait avant, pendant et après toute activité d'éducation aux Droits Humains. ”*

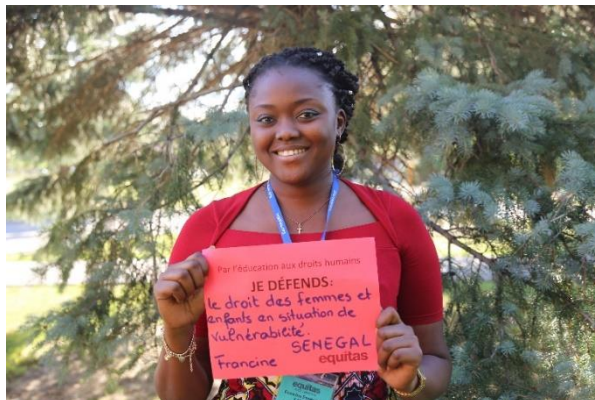
Cameroon

*“Les approches d'apprentissage abordés durant tout le programme sont en adéquation avec la formation aux droits humains. Nous allons les intégrer dans nos organisations respectives. ”*

Ivory Coast

## Participants' Learning

At the end of the Program, ninety-seven percent (97%) of participants felt that the Program addressed (83%) or somewhat addressed (14%) the needs they identified prior to attending and (97.8%) of participants that completed the General Evaluation reported that they were very satisfied (66.6%) or satisfied (31.2%) with the 2016 IH RTP. The needs mentioned in participants' pre-training assignments included a better familiarity with the international human rights framework, HRE methods, skills and techniques, HRE evaluation and sharing of experiences with other human rights defenders from around the world.



*Photo: 2016 IH RTP Participant*

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

<b>Table 3: Most important learning<sup>4</sup></b>	<b>Percentage of Respondents (n =90)</b>
Participatory approach and/or the learning spiral	29 (32%)
International instruments and mechanisms	15 (17%)
Skills, tools, techniques, approaches, methodologies and/or process of program in general	12 (13%)
Respect for others, universality of human rights, human rights principles, culture of human rights	12 (13%)
Working and sharing with other participants, learning from other participants	12 (13%)
Human rights based approach	9 (10%)
Gender issues (LGBTQI, anti-harassment, equality, gender perspective)	4 (4%)
Monitoring and evaluation	4 (4%)
Importance of HRE, more knowledge of HRE	2 (2%)
The importance of individual change	2 (2%)

<sup>4</sup> 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.

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 IH RTP's most important contributions to their work. Some representative comments from participants explaining some reasons why include:

*"Participatory approach is the only thing which can remove differences and conflicts in the society. In our daily life society practicing human rights. The only thing which will make good practicing of human rights is only obtained participatory approach where by people can discuss their thing and agreed to change. "*

Tanzania

*"Participatory approach in HRE is the most important things I learned during IH RTP. We have also used participatory approach but spiral learning process is most useful and systematic approach. This will give more quality of HRE and build HR culture in our existing HRE in our country. "*

Myanmar

*"L'approche participative, promotion de la culture des droits humains, lutte pour un changement de comportement, de perceptions..."*

Haïti

*"The spiral model and the participatory approach where among the most useful for me. The IH RTP focused on the promotion of personal enrichment and self esteem, and respect. We were empowered to define what we wanted to know and to seek information for ourselves. There was active engagement of all participants in their own learning, and emphasis was placed on respect for the experience of participants. They were encouragement to reflect, and carryout analysis and critical thinking. "*

Nigeria

*"Je dirai l'apprentissage de la spirale était le plus grand apprentissage que j'ai pu apprendre pendant le programme, mais pour compléter je dirai que les 7 courant étaient très enrichissants et intéressant, l'approche participative utilisée pendant toute la durée du programme nous a encourager de nous impliquer complètement dans la formation. "*

Algeria

*"Chacun des apprentissage s'est révélé utile pour moi en ce sens qu'étant tous pratique et adaptable à mon travail mais puisqu'il faut choisir pour les besoins de l'évaluation je dirai la spirale d'apprentissage. "*

Togo

*"Using spiral mode approach approach and other participatory method and skills on conducting human rights. Also society change starts with individual change. Therefore the knowledge gained from IH RTP will brings change in my society"*

Tanzania

*" C'est comment je vais pouvoir changer le comportement de certains religieux pour qu'ils intègrent l'approche participative dans les écoles coranique" Senegal*

*" Spiral method (Participatory method ) i Learned the most important in the IH RTP which is very much in my HRE work and directly can implement myself and teach and suggest the importance of it to the local staffs and community people."*

Nepal

Representative comments on other elements cited as most important leaning by participants include:  
*"I really like sessions related to Culture, Relativism and Universality. it make me to be more aware about the complexity of HR and also provide new perspective to discuss/ to find the entry point for some complicated discussion related to HR in practice. In addition, I am very happy to be confirmed that HR start with Dignity.*

Vietnam

*"The single most important thing would be hard to say, but one of the most important was how quickly people was significantly different backgrounds can come together for agreement and consensus. "*

United States of America

*"Change". change is not easy thing, whatever for individual or society, but we need change. Because only change is only permanent thing that will continue. how to promote Human Rights is "change" thing. Change starts with me. we can change our attitudes and behaviors, by which, we could influence our members in community, and in future, we can change the society. "*

China

*"La chose la plus importante pour moi c'est l'approche axée sur les Droits Humains. Elle me permet à la fois de mettre en exergue l'approche participative et l'approche basée sur le genre."*

Cameroon

## Most significant change in perception

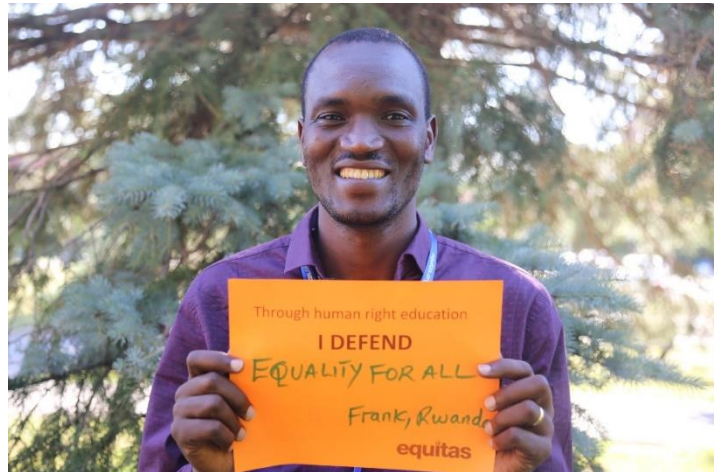
Having participants consciously reflect on changes in their perceptions as they move through the program enables Equitas to gain a fuller understanding of the broader impact of the IHRTP transformative learning experience. It also enables the assessment of how the IHRTP experience, which is lived at 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:

<b>Table 4:Most significant change in perception</b>	<b>Percentage of Respondents (n =93)</b>
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.	22 (24%)
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	27 (29%)
Perception of LGBTQI community and LGTQI rights-as human rights	15 (16%)
Perception of gender equality/using a gender perspective	7 (8%)
Increased knowledge of, ability and confidence to use or apply human rights instruments, accessibility and understanding of the United Nations human rights system	3(3%)
Other issues (Aboriginal peoples (2), importance of networking (2), learning about putting your learning into practice with the individual plan (2)	6 (6%)

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

*"Ma compréhension du concept LGBTQ et les échanges avec eux m'ont amenée à me rendre compte de la vraie face du problème de discrimination dont ils souffrent et m'ont en plus emmené à saisir que leur combat pour plus de droit devrait être le notre à tous comme défenseur de droits humains."*

Burundi



*"Le changement le plus significatif pour moi a été le fait de partir de l'expérience des participants pour mener les activités d'éducation aux Droits Humains. Dans nos activités, nous travaillerons davantage pour mettre la spirale de l'apprentissage au cœur de notre travail dans la promotion efficace des Droits Humains. "*

Cameroon

*"ma perception sur les droits des personnes LGBT, Avant je ne pouvais pas m'imaginer défendre les droits de ces personnes, le PIFDH m'a permis de comprendre que si nous défendons les droits humains nous devons les défendre dans sa cité"*

Democratic Republic of Congo

*"c'est plus relatif aux questions de genre et comment nos valeurs personnelles sont susceptibles d'influencer nos jugement en matière d'égalité de genre"*

Togo

*I think the most significant change in my perception happened by the grannies participation in social change and the compassion of Equitas staff members and interns for Human Rights work. I have been amazed and inspired to see the level of love Equitas has for the work they do*

Sudan

*"My significant change after the course is being very aware about the important of HRE in development work. Now I understand that social change is must be connected with HRE. My big changes after the course is the level of my knowledge related to HR and HRE. It also help confirmed the values that I believe and practice consistently: equality, freedom, non-discrimination"*

Vietnam

*"Human rights educators do not empower people. People empower themselves. Instead of relying on the expert model of trying to stuff as much knowledge and information down the throats of participants of a human rights training programme, we should allow people to learn based on their own experiences, as far as possible "*

Malaysia

*"Interacting with the resource people and participants from the LGBTQI community brought me to an understanding on why the right to marry is so important. In the past I thought that the state should not dictate what relationships between consenting adults should or shouldn't be, but I didn't realize that legal recognition was and is important for the protection of the couples and ensures their rights are upheld."*

Tanzania

## 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. As illustrated by the comment below this is also recognized by participants.

*“Ceci est très très bien car la plupart des formations ne sont pas faite de suivi. Ce plan individuel vient accompagner notre processus d'apprentissage et de mise en oeuvre du PIFDH dans notre contexte”*  
Burkina Faso

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 91 out of 96 participants, or ninety-five percent (95%) 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 seventy-five percent (75%) of co-facilitators produced an Individual Plan.

The total number of Individual Plans completed for both co-facilitators and participants was 94 out of 100, or (94%).

Participants were asked to provide an approximate number of people that will benefit directly and indirectly from their Individual Plan. Participants reported 3,373 direct beneficiaries and 79,692 indirect beneficiaries. The average number of direct beneficiaries was 37 and indirect beneficiaries was 875.

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 action<sup>5</sup>**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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=93)	0%	1%	28%	71%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=93)	1%	4%	34%	60%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=93)	0%	1%	19%	80%

Representative participant comments on this learner product included:

*“The preparation of my individual work plan helped me to reflect back from stream one to seven and guiding the ways to transform the knowledge to practice. constructive supports and advice from Equitas staff, was also helpful in simplifying the planning process.”*

Tanzania

*“the step by step approach in developing the individual plan was very helpful. we started off in week one making the process very systematic and allowing for me to critically reflect on my individual plan. the work sheets allowed for sytematic development of ideas all of which were guided by the topics we had handled in each stream. my facilitator and the Equitas facilitators were extremely helpful in enabling me to further understand and appreciate what was required of me in developing the plan.”*

Uganda

*“The individual plan is our achievement during these 3 weeks, it will be a useful in our work for every project and it helps us to have a critical analysis and to have a specified target and focus.*

Lebanon. ”

*“Ce plan me permet d'avoir un document d'orientation avec objectif précis, résultats et indicateurs et défini le groupe cible auquel je vais m'adresser. J'ai bénéficié des orientations de l'équipe d'Equitas dans le développement de ce plan, et qui m'ont été très utiles durant toute la période de la formation! ”*

Democratic Republic of Congo

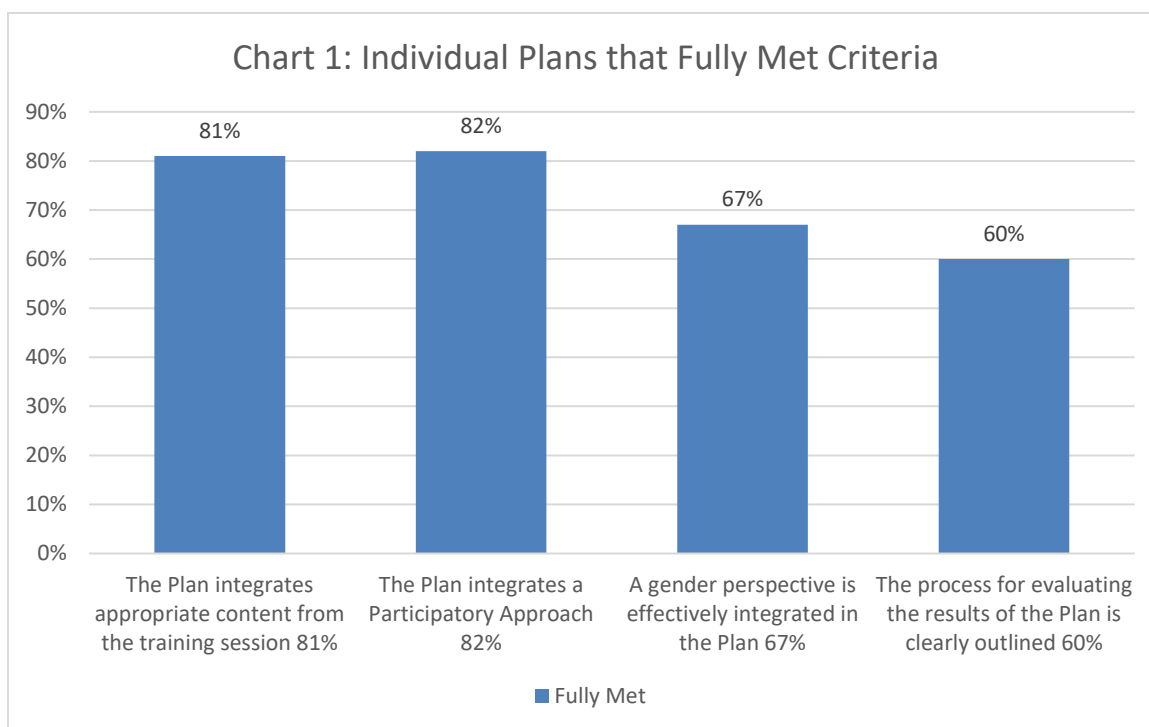
Coaches, facilitators and co-facilitators at the IHRTP rate the quality of the Individual Plans developed by participants along a number of criteria including: 1) whether the plan integrates appropriate content from the IHRTP 2) integration of the participatory approach into their plan, 3) whether a 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 criteria<sup>6</sup>:

<sup>5</sup> This data does not include input from co-facilitators who did not complete the general evaluation questionnaire.

<sup>6</sup> 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.

Table 6. Individual Plan Criteria			
	Fully Met	Partially Met	Fully and Partially Met
The Plan integrates appropriate content from the training session (n=84)	81%	19%	100%
The Plan integrates a Participatory Approach (n=89)	82%	18%	100%
A gender perspective is effectively integrated in the Plan (n=86)	67%	28%	95%
The process for evaluating the results of the Plan is clearly outlined (n=86)	60%	35%	95%

The four criteria in **Table 6** are considered good measures of plan quality. Ninety-eight percent (97.5%) of Plans on average, either fully (72.5%) or partially met (25%) 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.<sup>7</sup> Below is a visual representation of those Individual Plans that fully met the criteria in **Table 6**:



<sup>7</sup> 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 IH RTP 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, and some specifically involve working with youth (for those organizations who work with youth).

Some examples of plans include:

- HRE activities to address caste discrimination between the Dalit and non-Dalit community in Nepal.
- HRE in Sri Lanka with local communities on the use of protection mechanisms available locally, nationally, and internationally to promote human rights and legal means of pursuing justice
- Plan to increase the ability of Junior lawyers in Malaysia to adopt human rights based approaches and use international human rights instruments in their work
- Increasing the knowledge of LGBTQI persons on human rights and sexual health by utilizing the participatory approach in Ghana
- Introductory training for staff of the participant's organization on gender equality and the participatory approach.

## Other IH RTP learning activities

Two new learning opportunities were added to the 2016 session of the IH RTP. 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 only 13 participants in May 2016 prior to coming to the IH RTP. All 13 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 IH RTP. Here are a few comments from participants on the course:

*"...my knowledge on the Human Rights System before I did the online course was limited - just enough to get me by in my day-to-day work. The online course built my capacity on it then the IH RTP allowed me to further engage with my facilitators, group mates and UN staff on the Human Rights System through Stream 5. So yes, The Put the World to Rights! Online Course was truly helpful in my preparation for the IH RTP."* Participant from Kenya

*"...les parties qui m'ont été les plus utiles et qui m'ont marqué, sont celles relatives aux travaux de réflexion sur l'EPU de la Tunisie. Ça m'a permis de lire le dernier rapport de l'EPU en Tunisie et donc d'avoir beaucoup d'informations nouvelles sur la situation des droits humains dans mon pays et donc de pouvoir contribuer aux différentes discussions lors de la formation en salle en partageant ces informations."* Participant from Tunisia

### *ArtLords*

During the first week of the IH RTP, Omaid Sharifi, a co-facilitator and alumnus of the IH RTP presented an art project he is part of 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 art work and a video during the evening exhibition and answered questions participants had. The exhibition was followed 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: 2016 IH RTP Participant engaging in the ArtLords activity

## Part III: Conclusions and recommendations

This section outlines some key conclusions and recommendations coming out of the 2016 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.

#### Regional Thematic Session

In recent years, regional thematic sessions have been an opportunity for knowledge building with participants around specific themes in line with current Equitas programming. In 2014, the session focused on youth participation in decision making and in 2015 on the participation of young women and girls in decision making. This year, the theme of the regional thematic session was *Engaging with decision makers: Opportunities and strategies*. 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, 88% of participants found the session very useful (58%) or useful (30%).

To prepare for this session, participants engaged in an online conversation on the Equitas Community prior to the IH RTP. After the session, the work of 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 potential for knowledge building through these regional sessions and continue to explore themes in line with current Equitas programming and in line with the current global human rights context. Potential themes for future sessions might include: shrinking spaces for human rights education; the rights of the most at-risk human rights educators (e.g. LGBTQI people, journalists and bloggers, women human rights educators); security and communications issues for human rights educators.

#### 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 IH RTP

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 IH RTP 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.

Nonetheless a number of areas which should be addressed are:

- Feedback from participants, concerning receiving more feedback from individual plan coaches (i.e., Equitas staff, facilitators and co-facilitators) on their plans. Although mentioned only by a small number of respondents (7%) addressing this issue would benefit all IH RTP participants and very likely lead to stronger Individual Plans.
- Ratings of the Individual Plans, which although quite positive overall, were considerably lower than with respect to 2 of the criteria – namely only sixty (60%) of participants had a clear process for evaluating the results of their plans and only sixty-seven (67%) integrated a gender perspective (See **Table 6** and **Chart 1** above).

- Need expressed by Equitas staff coaches for more time to prepare for coaching and the creation of a space where advice, tips and good practices could be shared among more experienced and less experienced coaches.
- Approximate numbers of direct and indirect beneficiaries benefiting from individual plans were provided by only half of the participants leading to the conclusion that perhaps neither participants nor coaches knew exactly how to calculate these numbers.

## Recommendations

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

- Staff who act as coaches for the Individual Plan be identified as part of the annual planning process so that the necessary staff time both for preparation and implementation be allocated to this task
- 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 IH RTP participants as they develop their individual plans e.g., expectations regarding a clear evaluation process, a gender perspective, a formula for calculating reach)
- Extend the pre-Individual Plans sessions during the IH RTP to 45 minutes to 1 hour, to allow for sharing on the previous sessions as well as addressing questions about the upcoming session
- Include in the orientation session for facilitators and co-facilitators a segment on coaching participants during the development of their individual plans

## Physical and online security of human rights defenders

Given the precarious security situation of human rights defenders around the world, including many IH RTP participants, issues of both physical and online security of human rights defenders remain highly relevant. These issues were addressed separately at the IH RTP this year and both sessions were positively evaluated by participants.

In terms of the session regarding online security, 69% of participants reported that the presentation was relevant to their work and rated it as very good (25%) or good (44%).<sup>8</sup>

Comments from participants regarding the session given by the United Nations Special Rapporteur on the situation of human rights defenders, Michel Forst, were also very positive. Participants indicated the presentation was useful in helping to understand the mandate of the Special Rapporteur as were the one-on-one meetings. A representative comment from one participant to this effect follows:

*“ Pour moi, les parties les plus utiles de la présentation de M. Forst étaient le partage de ses attributions en tant qu'Expert indépendant et sa disponibilité pour recevoir les doléances des défenseurs de droits humains, et au besoin il peut même visiter le pays où des défenseurs de droits humains souhaitent son intervention. Egalement, lorsqu'il avait abordé les défis auxquels les défenseurs doivent faire face. A l'issue de sa présentation, il était super cool en donnant sa carte de business aux participants intéressés en vue de rester en contact avec lui. C'était parfait.”* Participant from Haiti

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<sup>8</sup>27% indicated that the relevance to their work was fair (25 participants). 4% participants rated the relevance as weak (6 participants). N=93.

### **Recommendation**

It is recommended that Equitas continue to provide space in the program to discuss both these issues. It may be opportune to review the format of the two sessions to ensure maximum benefit for the participants.

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### **Resource manual**

Changes to the resource manual were really well received. 96% of participants indicated that the texts in the resource manual were very good (65%) or good (31%).

### **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.

### **Level of the Program**

As noted earlier in the report, when participants were asked to rate the overall level of the Program, seventy-eight percent (78%) reported that the Program was advanced.

### **Recommendation**

It is recommended that Equitas consider describing the IH RTP as being intermediate to advanced.

### **Gender Equality including LGBTQI rights**

For a number of years, Equitas has been building knowledge and pushing its thinking and that of IH RTP 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 non-binary realities (i.e. the binary gender paradigm).
- Maintain the 2016 format of the LGBTQI session and expand 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 IH RTP participants.

### **Other IH RTP learning activities**

#### ***Put the World to Rights***

The fact that this very useful online course was taken by only 13 participants warrants investigating why this was so. Our initial reflection suggests that perhaps the timing of the course (month of May) was too close to the beginning of the IH RTP, which began on June 5.

### **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 IH RTP.

#### ***ArtLords***

This 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 IH RTP.

## **Program evaluation**

### Online evaluation platform

Participants and facilitators had a positive experience using the online evaluation platform *Survey Monkey* for all evaluation questionnaires during the IH RTP, now in its third year.

## **Recommendations**

It is recommended that Equitas 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.

As the questionnaires may require some changes to reflect additions or deletions to the program, it is recommended that the IH RTP reviews all the questionnaires once they are finalized.

## **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. However, participants, facilitators, and co-facilitators indicate in their comments that the schedule is quite busy, especially when evening sessions take place.

## **Recommendation**

It is recommended that Equitas considers limiting the evening sessions during the IH RTP.

## **Facilitator orientation**

This year, the facilitator orientation received particularly positive evaluations. What was most appreciated was an increased focus during the orientation on the new diagram used to explain different systems and approaches used during the Program.

## **Recommendation**

It is recommended that Equitas:

- Continue to include opportunities for the facilitation team to reflect on the methodology and approach of the Program as it relates to the content
- Include in the orientation for facilitators and co-facilitators a segment on coaching participants during the development of their individual plans
- Make more explicit the function of the facilitation team as a community of practice.

If possible, it is recommended that Equitas explores ways to address sexual harassment using the forum theatre technique.

## **2015-2016 Major Program Review**

The review of the Program is taking place and will be finalized by the end of 2016. 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=55) M (n=38) Other (n=0) Participant ID \_\_\_\_\_

Reflect back on the IHRTP to answer the questions below.

<b>1. General Satisfaction</b>		<i>Please indicate your response by checking (✓) the appropriate box.</i>			
		<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
a.	What is your general level of satisfaction with the IHRTP? (n=93)	1%	1%	31.2%%	66.6%
<b>2. Objectives</b>		<i>Please indicate your response by checking (✓) the appropriate box.</i>			
<b>Now that we have completed the IHRTP, I feel I can:</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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=93)	1%	0%	33.3%	65.6%
b.	Identify ways in which human rights education can increase the effectiveness of my human rights work (n=93)	1%	0%	35.5%	63.5%%
c.	Integrate a participatory approach into my human rights and human rights education work (n=93)	1%	0%	29%	70%
d.	Indicate appropriate ways for putting my learning from the IHRTP into practice in the work of my organization (n=93)	1%	0%	35.5%	63.5%
e.	Explore networking opportunities essential for furthering the cause of human rights (n=92)	1.1%	1.1%	45.6%	52.2%
f.	Determine strategies for promoting gender equality in my human rights education work (n=92)	1.1%	4.3%	38%	56.5%
g.	employ a basic evaluation process for assessing the results of my human rights education work (n=93)	1%	1%	41%	57%
<b>Provide any comments you may have. Please be precise.</b>					

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=93)	7.5%	32.25%	60.25%	
b. International Covenant on Civil and Political Rights (ICCPR) (n=93)	6%	51%	43%	
c. International Covenant on Economic, Social and Cultural Rights (ICESCR) (n=93)	6%	54%	40%	
d. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (n=93)	4%	42%	54%	
e. Convention on the Rights of the Child (CRC) (n=93)	5%	40%	55%	
f. Universal Periodic Review (UPR) (n=91)	7%	35%	58%	
g. Declaration on Human Rights Defenders (n=93)	2%	43%	55%	
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=93)	1%	3%	28%	68%
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=93)	0%	0%	37%	63%
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=93)	2%	2%	32.5%	63.5%

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=89)	0%	3%	24%	73%
b. Texts/articles in the Resource Manual (n=90)	0%	4%	31%	65%

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=92)	3%	8%	34%	54%	%
b. Thematic Regional Session (n=93)	0%	2%	30%	58%	10%
c. "Play it Fair" Toolkit Demonstration (n=93)	0%	0%	23%	73%	4%

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=93)	0%	1%	28%	71%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=93)	1%	4%	34%	60%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=93)	0%	1%	19%	80%

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=93)	1%	1%	15%	83%
b. Show connections among different activities (n=93)	1%	0%	21.5%	77.5%

c. Synthesize key points (n=93)	0%	2%	21.5%	76.5%
d. Debrief activities (n=93)	0%	2%	26%	72%
e. Encourage participation of all group members (n=92)	0%	1%	20%	79%
f. Keep discussions focused (n=92)	0%	3%	14%	83%
g. Balance needs of individuals and of the group (n=93)	0%	3%	26%	71%
h. Listen attentively (n=93)	0%	1%	16%	83%
i. Reserve judgment and keep an open mind (n=92)	0%	0%	15%	85%
j. Promote mutual learning and understanding (n=93)	0%	0%	18%	82%
k. Manage conflicts (n=90)	0%	1%	27%	72%
l. Comments and/or suggestions about the work of your main facilitator.				
<b>9. Co-Facilitators (If applicable)</b>				
Did not have a co-facilitator <input type="checkbox"/>				
<b>Rate your CO-FACILITATOR'S ability to:</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
a. Explain activities and tasks clearly (n=51)	0%	2%	35%	63%
b. Show connections among different activities (n=51)	0%	2%	45%	53%
c. Synthesize key points (n=51)	0%	10%	33%	57%
d. Debrief activities (n=51)	0%	6%	31%	63%
e. Encourage participation of all group members (n=51)	0%	2%	24%	74%
f. Keep discussions focused (n=50)	0%	8%	30%	62%

g. Balance needs of individuals and of the group (n=51)	0%	10%	31%	59%
h. Listen attentively (n=51)	2%	6%	18%	74%
i. Reserve judgment and keep an open mind (n=51)	0%	2%	22%	76%
j. Promote mutual learning and understanding (n=51)	0%	4%	22%	74%
k. Manage conflicts (n=50)	2%	4%	34%	60%
l. Comments and/or suggestions about the work of your co-facilitator.				
<b>10. Reflection on Your Learning</b>				
	<b>No</b>	<b>Somewhat</b>	<b>Yes</b>	
a. Based on the needs you identified at the beginning of the IH RTP, do you feel that these needs have been met. (n=93)	3%	14%	83%	
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?				
	<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>	
e. Now that you have completed the program, what do you feel is the overall level of the IH RTP? (n=93)	2%	20%	78%	
Provide any comments you may have. Please be precise.				
<b>11. Future Direction</b>				
a. Would you recommend others from your organization or country to participate in the IH RTP? (n=93)				
(95.7%) - Yes, I would refer others to participate (3.2%)- Maybe, I am unsure/undecided (1.1%) - 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=93)	0%	3%	21.5 %	75.5%
b. Information in the Program Handbook (n=92)	0%	0%	21%	79%
c. Communication of information during the IH RTP (n=91)	0%	0%	23%	77%
d. Assistance from and availability of Equitas staff (n=93)	0%	1%	13%	86%

Comments or suggestions:

Travel	Poor	Fair	Good	Very Good
a. Quality of services provided by the travel agent (n=93)	3%	4%	39%	54%

Comments or suggestions:

Facilities	Poor	Fair	Good	Very Good
a. Quality of classrooms (n=93)	0%	3%	42%	55%
b. Plenary session rooms (n=91)	0%	1%	41%	58%
c. Accommodations and sleeping quarters (n=92)	0%	16%	40%	44%
d. Food quality and variety (n=89)	13.5%	47%	30.5%	9%
e. Food service and convenience (n=93)	9%	29%	46%	16%
f. On-site communication services (telephone, Internet, etc.) (n=93)	1%	13%	51%	35%

Comments or suggestions:

Special Events	Poor	Fair	Good	Very Good	Did not Participate
a. Opening evening (n=93)	0%	4%	29%	61.5%	5.5%
b. Host Family Dinner (n=92)	1%	2%	10%	82%	5%
c. International Dinner (n=93)	0%	0%	16%	80%	4%
Comments or suggestions:					

<p><b>13. a. During the IHRTP how much time did you have to spend doing work for your organization? (e.g., responding to emails, completing reports, proposals) (n=93)</b></p> <p>(39.8%) Less than 1 hour per week                      (15%) Between 5 and 10 hours per week</p> <p>(40.9%) Between 1 and 5 hours per week                      (4.3%) More than 10 hours per week</p> <p><b>b. What impact did this have on your ability to fully participate in the IHRTP?</b></p>
<p><b>14. General Comments or Suggestions</b></p>
<p><b>15. What are you taking away with you from this experience at the IHRTP?</b></p>